Examines root causes of violence, pathways to building a more peaceful and just world. Basic issues include, peace, justice, power dynamics, violence, nonviolence, restorative justice peacemaking, peacekeeping, and peace building.

ATTRIBUTES: Criminal Justice, Ethics, Theology, Writing enriched.

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: Diversity 1, Writing enriched.

This course examines critically the discrete and intersecting social identities of race, class, and gender and their effects on social theory and practice. Our analyses will address the nature and structure of oppression, violence, and social equality. In part our goal is to sustain a cooperative learning environment in which we look deeply at the ways in which race, class, and gender affect social conceptions of justice and the distribution of rights. Students also will be challenged to explore how various theories and practices affect other oppressed social groups.

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

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

ATTRIBUTES: Theology, Writing enriched.

This course studies concepts of reciprocity between humanity and the natural world and explores why these concepts may be considered vital for current and future human well-being. The course's goal is to trace a long western—and more broadly, human—thread of dialogue concerning peaceful, mutually beneficial co-existence between humans and Earth's life systems. The dialogue merits
consideration because of its deep history in pre-modern and modern thought, and its vivid articulation in the recent writings of numerous religious thinkers such as John Paul II, the Dalai Lama, and Sayyed Hossein Nasr, along with scientists such as Wangari Maathai, Brian Swimme, and E.O. Wilson.

Western religious and scientific writings comprise the bulk of the course materials, supplemented by comparative Buddhist, Hindu, and Islamic materials. They key concept examined in the readings is a long-standing presence in global texts of a belief in mutual flourishing and reciprocity between humanity and the natural world. In a time when this idea is sometimes presented as a recent discovery of modern science, grounding ourselves in its development over time provides robustness to scientific evidence. This thought tradition also reveals how concepts of peace, when understood with the depth provided by the idea of mutual flourishing, may be central to understanding and practicing ecologically sustainable living. 


26773 PJ 3000-002 SERVANT LEADERSHIP: DYNAMICS OF FAITH, SERVICE & JUSTICE  
(Meets every other Friday) F 3:30-5:30 Cucco & Stehl  
This course will serve as the Social Justice Education component of the Service Council, an integrated faith-service-justice leadership formation program open to all students through Campus Ministry’s Center for Service. The goal of the course is to learn to translate the idea of servant leadership into an integrated understanding of the fundamentals of spiritual traditions and the activist commitments to which they call us. Each Service Council bi-weekly meeting will feature a faculty or guest speaker who has expertise in a particular subject area which serves as a lens through which to explore the over-arching dynamics of the program. Often drawing from universal themes expressed in Catholic Social Teaching, specific topics include, but are not limited to: dynamics of charity & justice, domestic and global poverty, education in the U.S., environmental justice, homelessness, human & civil rights, hunger, immigration, nonviolence & conflict resolution, peace-building, power & privilege, restorative justice, social transformation and the arts, solidarity, etc. Structured on a two year thematic cycle, Service Council meetings will seek to empower students to: develop their leadership skills in the servant leadership model, educate and advocate for justice, and integrate spirituality and the wisdom of faith traditions into their self-understanding and worldview.

NOTE: This course is limited to Service Council members, and is a 1 credit course. For more information on joining the Service Council please contact the Instructor at vuservicecouncil@gmail.com.

26774 PJ 4000-001 WOMEN & WAR MW 3:00-4:15 Schofield  
War is a gendering activity, one that marks each person, combatant or not. An examination of WWI and WWII war texts to study this phenomena and to understand the shaping power of war in the 20th century.  
ATTRIBUTES: Gender Women’s Studies, Diversity 2, Writing enriched.

PJ 26770 2993-001 INTERNSHIP TBA  
PJ 26771 2996-001 INTERNSHIP TBA  
26775 PJ 4650-001 SERVICE LEARNING PRACTICUM TBA  
Permission of instructor only
Today, legislation from city to city across the United States aims to remove the presence of visible homelessness in an effort to clean up the streets and provide a feeling of security for others to enjoy. These criminal acts targeted by local ordinances include cutting across or loitering in parking lots, urinating in public, sleeping in or near subways or on public benches and tables, and panhandling. Meanwhile, a current trend among celebrities in Hollywood is “homeless chic”. This involves wearing dirty rags, disproportionately-sized apparel, and fingerless gloves. Is this trend reflective of something deeper than an aesthetic choice? What might be at stake for the face of an American culture that fetishizes mass media images that reflect the very identity the legal system works to hide? Why are we both fascinated and repulsed by homelessness?

This modern-day juxtaposition of poverty and privilege offers tremendous occasion for critical thinking about the intersections of class, identity, citizenship, and power in America. Drawing on a range of disciplines including literature, film, politics, cultural geography, psychology, music, sociology, and journalism, this course will introduce students to the social problem of homelessness in the United States from multiple perspectives.

ATTRIBUTES: Advanced Literature A&S Core, English, Sociology, Diversity 1, Writing enriched.

The transcendence of geographic and economic boundaries in the globalized world has placed corporations in a powerful position to transform local communities in the developing world. However, the power wielded by corporations has not always been used positively. Too often than not, the rise of corporate power has resulted in unchecked human rights violations. This course will examine why corporations should be required to safeguard human rights in their corporate practices, and how they can be held accountable if they violate human rights. The course will explore both legal and social sources of a corporation’s duty to uphold human rights, including private code of conduct models, and international standards, such as the UN Declaration of Human Rights. It will then examine the most appropriate means of enforcing this duty and paths to prosecuting violations under the current US and international legal systems. Potential challenges to claims of corporate human rights violations will be discussed, using actual cases brought against Royal Dutch Petroleum, Unocal, and Nestle.

ATTRIBUTES: Ethics, Writing enriched.

This class will teach students about major areas of United States discrimination law and the development of the law in these areas. Given the varied and expanding areas in which discrimination law of some sort comes into play, the course will be limited to racial, gender-based, and sexual preference-based discrimination. An overview of age or disability discrimination will be selected according to student interests, if time permits. The course will begin with an introduction to the relationship of the United States Constitution, federal statutes, and case law. Students’ case materials cover the development and current status of discrimination and civil rights law as it exists in different contexts. From the materials, students will also glean a working knowledge of the United States Supreme Court and the federal judicial system. Class arguments will develop an understanding of the finer points of constitutional fairness and its relationship to concepts of individual justice. Class assignments will highlight the influence of discrimination and legal remedies on individual lives.

ATTRIBUTES: ETH, Politics law elective, Political Science, Diversity 1, Writing enriched.
THE FOLLOWING COURSES HAVE P&J ATTRIBUTES

26537 COM 3202-001 RHETORIC, IDENTITY & CONFLICT       MW 1:30-2:45 Crable
How do violence and evil emerge within human communities? How can a communication (rhetorical) perspective help us address questions of social conflict? This course will explore these questions by emphasizing the role of rhetoric/discourse and the cultural use of symbols in the creation of social identity and social conflict. Readings will present a theoretical vocabulary for understanding the formation of racial, ethnic, gender, and national identity and processes of social acceptance and alienation. Students will be asked to draw on course readings to carry out an analysis of a particular instance of social conflict or violence, whether within or outside the U.S. Through completion of this assignment, students will begin to analyze the complexities of social identity and the ways the rhetorical constitution of that identity intersects with questions of conflict, violence, and evil.
ATTRIBUTES: Honors, Writing enriched.

26549 COM 3390-002 SOCIAL JUSTICE DOCUMENTARY       TR 1:00-3:45 Lewis
This course will explore the history and poverty of the nation of Haiti through the lens and technical practices of documentary filmmaking. Students will explore the issues of poverty in Haiti, and attempt to understand how the complex legacies of colonialism, slavery and revolution have made Haiti the poorest country in the Western hemisphere. Students will aim to evoke positive social change and create a dialogue and space for conversation in our community and beyond.

26550 COM 3390-003 SOCIAL JUSTICE DOCUMENTARY       TR 1:00-3:45 McWilliams & O’Leary
In the early part of the course, students will learn about an important issue through a series of lectures from various experts in the particular field. Simultaneously, they will learn the craft of documentary video production. Students will then go to a chosen client (a non-profit organization dedicated to a particular issue) and work in collaboration with the client to create a video that will explore and help to define the issue and reveal ways that social action can positively affect social circumstances. The end result will be the creation of a short (less than forty minutes) video. The video will be shown on Villanova’s campus to generate discussion and interest concerning the issue. The video will also be submitted to appropriate film festivals. Enrollment is limited to eleven new students (and four returning students).
ATTRIBUTES: ETH–Economics Public Policy elective. Permission of instructors is required. A screening process will determine who gets in the course.

26218 CRJ 3000-001 CRIMINOLOGY       MWF 12:30-1:20 Welch
This course provides a fundamental understanding of crime and criminological theories, and encourages students to think critically about what has been conjectured and empirically tested in this field. We will explore the fascinating nature of crime, criminals, victims, society, law, and criminal justice policy as each theory of crime causation conceptualizes them. Students will be able to identify how and why certain theories about crime are popular at particular times and places in history, as well as understand and evaluate reasons for subsequent governmental and social responses to crime. Throughout the semester, students will consider contemporary criminological issues and ideas in light of recent news events and policies.
This course will be an evidence-based analysis of what works, what does not work, and what is promising for programs and policies designed to prevent crime and delinquency in settings such as families, schools, labor markets, places, and communities.

ATTRIBUTES: Service Learning Component.

After a brief introduction to Catholic Social Thought, the course will focus on four topics of current interest: (1) Poverty; (2) Income Distribution; (3) Globalization; and (4) Sustainable Development. The course readings will include articles discussing the economic and the CST aspects of each of the four issues. As part of the course, students will participate in Catholic Relief Service’s Global Solidarity Network Study e-Broad program.

This course is an exploration of how contemporary virtue ethics can provide an interesting approach to understanding moral life under difficult moral conditions. We will be focusing on neo-Aristotelian virtue ethics and thus we will first read Aristotle’s *Nichomachean Ethics* as background; we will then examine some of the classics of contemporary virtue ethics and examples of twenty-first century virtue ethics. We will be asking questions such as: Should ethical theory focus on idealized life conditions or actual life conditions? Does luck pertain to morality? If so, how should one act when faced with bad moral luck? Are moral dilemmas real? Are there irresolvable moral dilemmas? How can a moral agent develop and maintain virtues under adverse conditions? Is it justifiable to cultivate vices (as opposed to virtues) when one’s character formation is affected by tragic circumstances? Do the wicked flourish? In the last couple of weeks students will focus on a particular virtue or vice (such as forgiveness, integrity, self-respect, honesty, compassion, dishonesty, greed, etc), research the literature on this character trait, and explore the complexities of having (or lacking) it under difficult moral conditions.

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.

The GIS Capstone seminar is designed as an introduction to the field of postcolonial studies, a dynamic field of research that has emerged and grown in the past twenty years. Postcolonial studies is defined by an interdisciplinary approach to a variety issues, including: the experience of colonialism and anti-colonial struggles; the role of discourse, rhetoric and language in processes of domination and resistance; the complex ways in which the colonial experience has shaped the modern world; and the social, cultural and political conditions of postcoloniality. We will begin by defining issues of power relationships in a historic context. By looking at how certain categories pertinent to postcolonial theory --such as race, gender, and class-- are constructed and by scrutinizing the role of power relationships in these constructs, we will be able unearth hidden agendas of colonization and the major issues of postcolonial societies. ATTRIBUTES: Capstone seminar, Diversity 3, Writing enriched.
27169 HIS 2191-001 PURSUIT OF POWER 1870-1920 MWF 10:30-11:20 Little
The course examines two of the driving impulses of the Progressive era–reform and organization. We will analyze and evaluate various ideologies, strategies, and efforts by different segments of American society who attempted to respond to the economic and cultural transformations initiated by rapid industrialization, the growth of cities, and a surge of immigration and migration. We also will consider how conflicts of race, ethnicity, class, and gender influenced public attitudes and American domestic and foreign policies.
ATTRIBUTES: Honors Research Seminar, Writing enriched. Only open to History Majors & Honors Students.

27185 HIS 3361-001 WOMEN IN MODERN EUROPEAN SOCIETY MW 1:30-2:45 Hartnett
This course serves to introduce students to the changing social, cultural, political, and economic roles of women in modern European history over the last three centuries. Through the use of traditional historical sources – both primary and secondary – novels, plays, films, and art, this course explores the ways in which larger political, economic, and cultural phenomena affected the everyday lives of women in the eighteenth, nineteenth, and twentieth centuries. Through the collaboration of the instructor and the students, we will investigate the experiences of both extraordinary and ordinary women. We will examine women’s work, political participation, artistic creativity, relationships, self-definition, and attempts at emancipation. During the semester we will focus on how gender, femininity, and masculinity were defined at different historical moments and how gender roles were (and are) imposed on both women and men. There will be a midterm examination, final examination and a short paper.
ATTRIBUTES: Gender Women’s Study, Diversity 2.

27187 HIS 3995-002 TOP: GREAT WAR IN EUROPE MW 1:30-2:45 Johnson
This junior-level, writing-enriched research seminar, which is restricted to History majors, is intended to provide students with an introduction to historical research methods, interpretive analysis, and writing, on the basis of an in-depth study of a particular topic in the historical literature. Our topic will be the origins, development, and aftermath of Europe’s “Great War,” the First World War of 1914-1918, which cost Europe about 10 million lives and trillions in costs, destroyed four empires, and created several new countries – in short, transformed the world. From its outbreak to the present, this war has raised hotly contended historical questions in a variety of areas: diplomatic, political, military, social (including class, race, and gender), scientific, technological, and economic. We will examine and compare the experience of the Great War and its revolutionary impact, on both winning and losing sides, utilizing both primary documents (published and unpublished correspondence, memoirs, official publications, etc.) and secondary sources (chiefly recent historical and historiographical essays as well as book-length monographs). After completing this course, students should be well prepared to begin work on a senior thesis.
ATTRIBUTES: Honors Research Seminar, Writing enriched. Only open to History Majors & Honors Students.

26809 HON 4050-001 HIS: GLOBAL PERSPECTIVE ON WOMEN & GENDER MW 3:00-4:15 Kolsky
This course offers a broad survey of global gender issues, focusing on the varied experiences of women around the world. While it is a universal fact that women suffer disproportionately from global poverty, gender shapes men’s and women’s lives in complex ways that vary across different societies and change over time. In this course, we adopt a global perspective on women and gender to explore a range of topics including: social constructions of gender, race, and sexuality; ideas
about beauty, bodies and fashion; masculinity and gender discrimination against men under patriarchy; gendered nature of work and poverty in the age of globalization; representations of masculinity and femininity in film, television, and literature; debates over sex work, sex tourism and prostitution; violence against women in war and peace; gender and the environment; and global struggles for gender justice and equality.

ATTRIBUTES: Gender Women’s Studies, Diversity 1 & 2. Writing enriched.

26814 HON 4801-001 WAR & MORALITY TR 10:00-11:15 Werpehowski
This course critically studies Christian, Islamic, and Western secular versions of “just war” tradition, and compares them generally with pacifist and realist approaches to warfare. As often as possible, course discussions will revolve around concrete cases that address 1) past, present, (and future?) wars, 2) the concrete circumstances, challenges, and costs of combat, and 3) the possibilities and prospects for securing a justly ordered peace in the aftermath of war.

ATTRIBUTES: Theology, Writing enriched.

26815 HON 4801-002 THM: THE DILEMMA OF GENOCIDE MWF 12:30-1:20 Horner
The recurrence, even increase, of Genocide in the modern world stands as bleak reminder that technological advances do not translate into peaceful co-existence. This course looks at genocide through the lens of history, sociology, psychology, theology, political science, and neurobiology. Unless we learn the mechanics of how and when they arise, we will always be surprised by another outbreak. This course will look at a number of different genocides: Shoah, Rwandan, Armenian, Bosian, North American, as well as Sudan. The course is an attempt to understand the perpetration of genocide, rather than the survival of it. To that end, the course will bring in disciplines such as evolutionary psychology and neurobiology to explore the larger questions of human nature and how genocide fits within the spectrum of human activity and especially how it fits within a religious/Christian world-view. There will be time given to understanding the role of the church in these genocides and how religion can be used both to oppose and facilitate genocides. The focus of the class is to explore problem of genocide in a context of interdisciplinary research and discussion.

26196 HUM 2004-001 SOCIETY MW 3:00-4:15 McCarraher
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: Ethics, Political Science, Writing enriched.

26197 HUM 2900-001: TOP: THE DEVELOPMENT OF CAPITALISM MW 4:30-5:45 Hirschfeld
Modern day capitalism plays an important role in our understanding of the nature of the human person, and the nature of society. Yet even in Western society, which gave rise to capitalism, human nature and society have been viewed quite differently from the way we see ourselves now. In this course, we will focus on the interaction between developing technologies and economic forms and the philosophical and theological understanding of the person and of society, starting from the middle ages and continuing through the industrial revolution. We will engage with the thought of Thomas Aquinas, the Franciscans, the Reformers, Thomas Hobbes, John Locke, Bishop Butler, Adam Smith, Thomas Malthus, and Karl Marx (time permitting).
How did capitalism emerge from a Christian culture that was suspicious of greed and materialism? How natural is ‘self-interest’ to human beings, and what do we mean by ‘self-interest’? How important is the culture in shaping our understanding of our economic lives? These are a few of the questions that will be considered in this course.

ATTRIBUTES: Writing enriched.

26201 HUM 3700-001 THE POLITICAL THOUGHT OF ROUSSEAU
TR 10:00-11:15 Shiffman

Rousseau can fairly be called one of the most radical and influential modern political thinkers, responsible for many of the most profound political theories on both the right and the left. He is the author of a challenging theory of the legitimacy and authority of democracy, which exercised a powerful influence on the French Revolution. By emphasizing the way history shapes human nature, his thought lies at the root both of the fascist emphasis on cultural and historical particularity and of the communist aspiration to reshape human nature to support social harmony. At the same time, he tries to show the way toward achieving individual self-reliance and autonomy through practical and emotional education, but also offers a portrait of the individual alienated from society and finding peace and harmony in nature.

This course will explore the unity, complexity and tensions of Rousseau’s thought. Beginning from his critique of modern enlightenment market liberalism and the bourgeois social morality it generates, we will examine the various alternatives he articulates, and the understanding of human nature that underlies all these possibilities. Does he offer any credible or attractive alternative to political and economic liberalism? If not, are we nonetheless stuck with the tensions he identified within this modern understanding of society, politics and economics? Through raising such questions as these, the course will lead us to reflect on our own contemporary situation as individuals, citizens, and economic agents.

ATTRIBUTES: Political Science, Writing Enriched.

25607 PH1 2115-001 ETHICS FOR HEALTH CARE PROFESSIONS
TR 2:30-3:45 Napier

25608 PH1 2115-002 ETHICS FOR HEALTH CARE PROFESSIONS
TR 4:00-5:15 Napier

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

ATTRIBUTES: Ethics

25609 PHI 2116-001 BIOETHICS
TR 10:00-11:15 Brakman

This course will examine philosophical resources for addressing 3 topics in bioethics which are the subject of current debate: 1) ethical issues relating to cultural competency and global health care (for example, does the principle of cultural respect necessarily entail that providers must do what a
patient’s culture demands? Is clinical medical research in 3rd world countries a moral good?); 2) ethical issues related to assisted reproductive technologies (for example, should the Octo Mom have been allowed to use reproductive technologies to have children? Is infertility a biological definition or a social construct? Does allowing women from 3rd world countries to act as discount gestational carriers for families in developed countries pose an ethically acceptable win-win for all involved?) and; 3) ethical issues related to clinical medical research (for example, the use of human embryos for research, the ethics of clinical trials research and the challenges of translational medicine). The course will engage the themes of the just role of the market economy and the debate between universalistic versus relativistic morality, both in light of the conception of human nature and the demands that human dignity makes on clinicians and institutions. This is an advanced course in bioethics that assumes some background in philosophical and/or theological ethical theory.

ATTRIBUTES: Ethics - Healthcare elective.

25610 PHI 2121-001 ENVIRONMENTAL ETHICS     MW 1:30-2:45 Mallory
25611 PHI 2121-002 ENVIRONMENTAL ETHICS     MW 3:00-4:15 Mallory

Environmental Ethics examines the ethical relationship between human beings and the natural world we inhabit. How ought we behave toward, and interact with what environmental philosophers call the “more-than-human world”? How have the ideas we currently hold toward beings and entities in nature emerged throughout western intellectual history? What is the connection between environmental degradation and social inequality? In addition to looking critically at cultural values, beliefs, and practices that affect the environment, this course explores emerging liberatory positions, movements, and ideas that resist human destruction of the natural environment and seek to transform the way humans relate with the natural world.

Areas of environmental ethics explored include:

- Anthropocentric (human-centered) and ecocentric ethics
- Environmental Justice
- Ecofeminism
- Social, Political, and Economic Thought and the Environment
- Deep Ecology
- Religious and Faith-Based Responses to Environmental Crisis

ATTRIBUTES: Ethics - Politics Law elective.

25619 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.

25664 PSC 3600-001 CRIMINAL JUSTICE SYSTEM     W 3:00-5:30 McAndrews

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

ATTRIBUTES: Ethics - Politics Law elective.
25667 PSC 4900-001 ARAB STATES
TR 4:00-5:15 Warrick
This course deals with the politics of the Arab world and will investigate the impact of colonial rule and socioeconomic changes on political life, leadership, social structure, and political culture. Is democracy possible in the Arab world? Why has the region been plagued by violence and other political problems? How can the internal and external problems of Arab states be solved, and by whom? What is the future of Islamism, and of representative government, in the region?
ATTRIBUTES: Arab Islamic Studies, Diversity 3, Writing enriched.

26850 SPA 3926-001 DISCURSOS DE LA MEMORIA
MW 3:00-4:15 Nagy-Zekmi
The course will provide a historically grounded view of testimonial and other memorialistic discourses (autobiography, chronicles, ‘diario’ and memorias) as a genre throughout the centuries. Testimonial writing in Latin America is known to focus on human rights. Discussions on the characteristics of the genre will be tied to questions of power. The course will explore historical and literary discourses of memory through the writings of Juan Francisco Manzano, Rigoberta Menchú, Manlio Argueta, Alicia Partnoy and others.
ATTRIBUTES: Advanced Literature, Global Interdisciplinary Studies, Honors, Diversity 3, Writing enriched. Taught in Spanish.

26251 SOC 2950-001 PERSPECTIVES ON U.S. POVERTY
TR 8:30-9:45 DeFina
This course examines different aspects of poverty in the United States, emphasizing what William Julius Wilson calls the “new urban poverty.” It explores how poverty is measured, the causes and consequences of poverty, and policies that might be used to combat poverty. Some of the important topics covered include the roles of de-industrialization, changes in the minimum wage, housing segregation, community dynamics and education in the generation and persistence of poverty. The course takes an interdisciplinary approach, incorporating insights from both economics and sociology. There are no pre-requisites. The course has a lecture/discussion format. Readings include two texts and a collection of relevant articles.
ATTRIBUTES: Satisfies requirement for Africana Studies minor/conc., Diversity, Writing enriched.

26342 THL 4330-001 CHRISTIAN ENVIRONMENTAL ETHICS
MW 1:30-2:45 Graham
26343 THL 4330-002 CHRISTIAN ENVIRONMENTAL ETHICS
MW 3:00-4:15 Graham
This is a course in Christian environmental ethics. Part of the course will be spent examining seminal thinkers and various schools of thought, and considerable attention will be given to agriculture, synthetic chemicals, and the moral status of animals. The other part focuses on practical environmental issues such as suburban sprawl and land use policy, nuclear power, global warming, fast food, consumerism, pollution, automobile use, and wilderness preservation, to mention but a few.
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. Faculty members who teach the courses reflect the same diversity of disciplines.

**Minor:** Earning a minor or concentration in Peace and Justice Studies is facilitated both by the relevance of the courses to students’ lives and by the significant number of courses from other major departments which count toward the requirements. In addition, many Peace and Justice courses satisfy diversity and writing enriched requirements. To obtain a Minor, a student must take **eighteen credit hours** including one of the following foundational courses:

- (PJ2250) Violence and Justice in the World
- (PJ2600) Catholic Social Teaching
- (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 online at: [http://www.villanova.edu/artsci/peaceandjustice/minor_concentration/apply.htm](http://www.villanova.edu/artsci/peaceandjustice/minor_concentration/apply.htm) Or fill out the form below, and return it to The Center for Peace and Justice Education, Corr Hall, Villanova University, 800 E. Lancaster Ave., Villanova, PA 19085 (email: sharon.discher@villanova.edu)

Name: ___________________________________________ Student #: ____________

Email Address: ___________________________________________ Major: ______________

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