22372 PJ 2250-100 VIOLENCE AND JUSTICE IN THE WORLD  W 6:10-8:50 Zavarich
Examines root causes of violence, pathways to building a more peaceful and just world. Basic issues include, peace, justice, power dynamics, violence, nonviolence, restorative justice peacemaking, peacekeeping, and peace building.
ATTRIBUTES: Criminal Justice, Ethics-Politics and Law, Theology, Writing enriched.

22373 PJ 2500-001 EDUCATION & SOCIAL JUSTICE  TR 11:30-12:45 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: Diversity 1, Writing enriched.

22374 PJ 2993-001 INTERNSHIP  Getek Soltis
22375 PJ 2996-001 INTERNSHIP  Getek Soltis

In its third installment this course will serve as the Social Justice Education component of the Service Council, an integrated faith-service-justice leadership formation program open to all students through Campus Ministry’s Center for Service. The goal of this semester is to learn to translate the idea of servant leadership into an integrated understanding of the way in which our mandate to live in right relationship extends beyond just the human world to include the entirety of the natural world. Through a cosmological lens, we will redefine our understanding of self, the world around us, and the Common Good as inclusive of the whole of creation. Each Service Council bi-weekly meeting will feature a faculty or guest speaker who has expertise in a particular subject area which serves as a lens through which to explore the over-arching dynamics of the program. Possible topics for this semester include: the nature of true human flourishing; the tie between environmental and racial justice; food justice and industrial-agriculture critiques; globalization and the economic impact; and simplicity, sustainability and permaculture as possible responses, etc. Structured on a two year thematic cycle, Service Council meetings will seek to empower students to: develop their leadership skills in the servant leadership model, educate and advocate for justice, and integrate spirituality and the wisdom of faith traditions into their self-understanding and worldview.
NOTE: This course is limited to Service Council members, and is a 1 credit course. For more information on joining the Service Council please contact the Instructor at vuservicecouncil@gmail.com.
22377 PJ 4000-001 TOP: SOCIAL JUSTICE IN THE HEBREW PROPHETS
MWF 10:30-11:20 Horner

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

ATTRIBUTES: Theology.

22378 PJ 4000-002 TOP: THE DILEMMA OF GENOCIDE
MWF 12:30-1:20 Horner

The recurrence, even increase, of Genocide in the modern world stands as a 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.

ATTRIBUTES: Honors, Theology.

22379 PJ 4650-001 SERVICE LEARNING PRACTICUM
Getek Soltis

Permission of instructor only

22380 PJ 5000-001 BASEBALL, JUSTICE & THE AMERICAN DREAM
TR 10:00-11:15 Kissko

This course will examine American culture through the lens of its national pastime - baseball. We will explore the politics of race, citizenship, gender, labor, public and private space, popular culture and advertising, among others, as we ask what baseball represents, what it should represent, and how it relates to justice. How might baseball and the ideals of the American dream correlate? How do they fall short? What does baseball reveal about our national identity? Our values? Our ethics? Through literature, film, and essays, we will examine baseball as an agent of socialization, a source of economics, a construction of masculinity, a powerful generational connection, and as a transmitter of rhetoric and culture. In critiquing its failings and celebrating its efficacy, we will investigate how baseball continues to be an important component of American society. Knowledge and/or love of baseball are not a pre-requisite, but are welcomed.

ATTRIBUTES: Advanced Literature, Gender & Women’s Study, Sociology, Diversity 1 & 2, Writing enriched.
22381 PJ 5000-002 GROWING INTO JUSTICE THROUGH AGRICULTURE  TR 1:00-2:15 Armon & Stehl
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.

22382 PJ 5100-100 DISCRIMINATION, JUSTICE & LAW  McDaid M 6:10-8:50
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: Ethics- Economics and Public Policy, Political Science, Diversity 1, Writing enriched.

22383 PJ 5600-001 INDEPENDENT STUDY  Getek Soltis
22384 PJ 5600-002 INDEPENDENT STUDY  Getek Soltis
The following courses have P&J attributes:

**23427 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. Credit course.

*This is a 6 credit course: Permission of Instructor is required.*

**23428 COM 3390-003 SOCIAL JUSTICE DOCUMENTARY**  TR 1:00-3:45 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).

*This is a 6 credit course: Permission of Instructor is required.*

**21355 CRJ 3000-001 CRIMINOLOGY**  TR 11:30-12:45 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.

ATTRIBUTES: Core Social Science, Ethics–Politics and Law.

**21362 CRJ 3800-001 INTRODUCTION TO VICTOMOLOGY**  TR 1:00-2:150 Welch

This course introduces students to the field of victimology within the academic discipline of criminology. We will look at the various roles of victims, victimizers, victim justice, law, and society as they pertain to the field of victimology. This course will familiarize students with the concepts, issues, and literature within victimology. Students will assess policy developments as well as the practical application of policies that have emerged as a result of victim awareness, and provide students the opportunity to explore the progression of criminal justice toward a system based on achieving victim justice.

ATTRIBUTES: Core Social Science, Ethics–Politics and Law, Diversity 1 & 2.

**23518 EDU 3277-001 URBAN EDUCATION**  MWF 10:30-11:20 Connor

This course examines the challenges of urban schooling, the historical roots of these challenges, and the pedagogical techniques and policy tools that are being used to respond to them. Students will also reflect on their roles and responsibilities in relation to educational reform.

ATTRIBUTES: Diversity1.
22921 GIS 2000-001 SEMINAR: INTRO TO GLOBAL STUDIES TR 8:30-9:45 Keita
What is the meaning of “universal common good”? How can we begin to take steps to make progress toward achieving it? What are the major problems facing our global society? And, how do we begin to analyze them? This course is intended to introduce the students to think critically about these and similar questions in an interdisciplinary framework.
ATTRIBUTES: Core Social Science, Diversity 3, Writing intensive.

22926 GIS 6500-001 CAPSTONE SEMINAR W 3:30-5:30 Keita & Nagy-Zekmi
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: Cultural Studies Capstone seminar, Diversity 3, Writing enriched.

22296 HIS 2278-001 TOP: NATIVE AMERICAN HISTORY TR 1:00-2:15 Rosier
The story of Native America is one of imperial expansion, adaptation, resilience, resistance, and renewal. In reading Native American voices found in primary documents, autobiography, fiction, film, case studies and narrative history we will explore Indian cultures, intercultural relations, assimilationist tendencies in federal policy, intra-tribal social conflict, shifting ethnic identities, gender relations, environmentalism, and self-determination movements. The course objectives are four-fold: examine the important political, economic, cultural and social changes that have occurred in Native America since 1491 (or thereabouts); critically assess the history of federal Indian policy; analyze primary sources, the raw materials of history; and utilize diverse materials in writing a research paper. In the process we will gain the perspective of Native Americans, re-think American history, and sharpen our analytical and communication skills. This is not a lecture course. Together we will investigate the various dimensions of the Native American experience and the contours of Indian-white relations. Grades will be based on a midterm and final exam, class participation, short essays, and a research paper.
ATTRIBUTES: Cultural studies, Diversity 1, Writing enriched.

22297 HIS 2286-001 THE IRISH AMERICAN SAGA MWF 11:30-12:20 Ryan
Come and celebrate your Irish heritage! Irish Americans were once seen as a threat to mainstream society, today they represent an integral part of the American story. More than 40 million Americans claim Irish descent and the culture of the Irish and Irish Americans have left an indelible mark on society. The scope of the course will reflect the main issues in Irish American history beginning in the seventeenth century, through the famine and mass immigration of the nineteenth century, to the present day. The course will help students understand the complexity of the Irish American experience. The course requirements will include full class participation, three examinations, and a ten to fifteen page paper.
ATTRIBUTES: Irish Studies.
22298 HIS 2291-001 AFRICAN AMERICAN HISTORY DURING SLAVERY
MWF 8:30-9:20 Little
This course examines the development and experiences of the African American community during the age of slavery through the post-Reconstruction era. We will analyze the origins and development of the African slave trade and evolution of slavery in the United States. We will focus on the development of African American culture with an in-depth examination of the slave community and the creation of black institutions such as the family and church. We will also examine the growth of the free black community and the role of African Americans in the struggle against slavery, emphasizing slave insurrections, the abolitionist movement, and the Civil War; and finally, we will analyze the affect of emancipation and reconstruction on African Americans and attempts to build a viable black community in the face of racism and discrimination.
Readings for the course will be the equivalent of 4-5 books. There will be two midterms and a final examination. In addition, each student will be responsible for a 6-8 page writing assignment on approved topics in African American history. Each student will also be graded on attendance and participation in class discussions.

22309 HIS 3361-001 WOMEN AND SOCIETY IN MODERN EUROPE
TR 11:30-12:45 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.

CRN 27186 HIS 3995-001 TOP: MIGRATION IN EUROPEAN HISTORY
MWF 11:30-12:20 Bailey
This course looks at the major themes and issues of European migration in the modern period. Through the lenses of emigration, immigration, forced migration and return migration, we will consider both non-European immigrants in Europe and the movements of Europeans themselves. Specific topics to be discussed include: community building, family and domestic life, labor, models of assimilation and segregation, ethnic conflict, discrimination, politics and policy making. As this is a junior research seminar, particular emphasis will be given to developing skills (close reading, research and writing) in preparation for the Senior Seminar in Historical Methodology course. Assessment includes: participation in class discussions, a mid-term and final exam, a 7-8 page writing assignment, and a research project based on an analysis of census returns.
*Research Seminar – Open only to History Majors & Honors Students, Writing enriched.

CRN 22315 HIS 4405-001 AMERICAS AND SPANISH CONQUEST
MWF 11:30-12:20 Soriano
Thousand of years before the arrival of Spanish explorers in the New World, societies in Mexico, Central America, the Caribbean basin, the plains of southern South American, and the Andean region had initiated the development of agriculture and complex political forms. By the time
Columbus arrived, the hemisphere’s indigenous population was probably between thirty-five and fifty-five million. The Mayas, the Aztecs and the Incas are the civilizations best known during the processes of contact with the Spaniards, but the inhabitants of these empires constituted only one part of the total Amerindian population. Aymara, Mapuches, Caribs, Arawaks, Guaraníes, Muiscas, Tainos were some of the many peoples that inhabited the Americas, forming a rich, diverse and complex human mosaic that greatly influence the formation of Latin American Colonial Societies. We will pay special attention to the politically highly organized groups such as the Aztecs, the Mayas and the Incas, seeking to understand their forms of knowledge, social organization and religious systems, but we will also explore other groups that has been traditionally relegated that were also important and active participants of Pre-colonial World. In the last part course, we will also discuss the complexities of the Spanish Conquest not only from the Spanish perspective, but also through the reading of Indigenous sources and indigenous understanding of the cultural struggle.

The course will pay particular attention to cultural representations such as Indigenous religious rituals, warfare, indigenous narrative and poetry, pictographic Art, and Sculpture, Architecture and landscaping, calendar organization and concepts of time, cosmology and astronomy, among others.

ATTRIBUTES: Latin American Studies.

22326 HIS 4701-001 THE COLD WAR

MW 3:00-4:15 Gallicchio

The Cold War is history, but its effects will be felt for years to come. In this class we will study the major events in the Soviet-U.S. conflict from the dropping of the iron curtain to the fall of the Berlin Wall. We will also study the impact of the Cold war on areas outside of Europe and explore how the Cold War affected American politics and society. Throughout the course we will work with recently declassified primary sources and conduct several short research exercises using those materials. Students will learn about the changing historical interpretations of the Cold War, become familiar with the most frequently used sources for this field, and gain practical experience in the craft of historical research and writing.

ATTRIBUTES: Honors, Russian Area Studies requirement, A&S Research requirement, Writing enriched.

22001 HON 5753-001 EDUCATION REFORM: SCHOOL OF THE FUTURE

R 4:00-6:00 Hayes

Students will engage in both a weekly practicum at the High School of the Future and a collaborative learning seminar to reflect on and explore issues of public education policy and school reform, using the High School of the Future as a case study. Villanova learners will be expected to work in collaboration with SOTF learners and educators; complete weekly reflections synthesizing course content and practicum experience; and engage in meaningful dialogue with guest speakers and public policy experts. This course will be facilitated by a SOTF educator and graduate assistants and is writing enriched. This course has a service practicum component. Non-honors students may take an Honors course with the approval of the Director; Minimum 3.0 GPA required; 3 hours of service required at the School of the Future. Writing enriched.

26195 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: Political Science, Writing enriched.
21396 HUM 2900-001 TOP: RADICAL TRADITION  MWF 1:30-2:20 McCarraher
To be "radical" means to "go to the roots." Radicals have been people who trace the origins of injustice, indignity, and suffering to some fundamental problem, and resolve it. Unlike "reformers," they've attempted to identify and eliminate the cause of these maladies, rather than deal with the symptoms. The notion that the human condition can be fundamentally changed through political action was born in the 17th century, and has taken a variety of forms, secular and religious. In this course we will examine the radical tradition in its different forms as it has developed over the last four centuries, with special attention to how different thinkers and movements defined the human condition and its resolution. Essays, mid-term, and a final exam.
ATTRIBUTES: Writing enriched.

21401 HUM 4200-001 TOP: FORGIVENESS: PERSONAL & POLITICAL  TR4:00-5:15 Couenhoven
This seminar mines recent psychological, theological, and philosophical discussions that address these crucial questions: Does forgiveness abrogate justice? What is the place of anger and hate? May we forgive persons who will not repent? Is forgiveness a duty? Can forgiveness resolve political disputes and racial tensions? In discussing these questions we will pay special attention to South Africa's efforts at reconciliation after apartheid.
ATTRIBUTES: Theology, Writing enriched.

21826 NUR 7088-001 HUMAN TRAFFICKING  M 5:15-7:15 Connolly
This interdisciplinary course between the College of Nursing, School of Law, and College of Arts and Sciences Department of Communication addresses the issue of human trafficking -- modern-day slavery -- from various academic perspectives. The course addresses the growing need in the health care community for information about identifying and responding to health issues for victims, understanding the laws related to human trafficking, and responding to the diverse needs of victims.

22037 PHI 2121-001 ENVIRONMENTAL ETHICS  MW 1:30-2:45 Mallory
22038 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 and Law elective.
This course is designed to investigate and evaluate one hundred years of “Catholic Social Thought.” The primary focus will be placed on the content and structure of papal encyclicals especially RERUM NOVARUM (1891) and will conclude with SOLICITUDO REI SOCIALIS (1987). In addition the pastoral letters of the American Bishops will be analyzed with special emphasis on THE CHALLENGE OF PEACE (1983) and ECONOMIC JUSTICE FOR ALL.

**ATTRIBUTES:** Ethics – Economics and Public Policy.

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.

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:** Core Social Science.

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 concentration, Core Social Science, Diversity 3, Writing enriched.

This course is designed to give the student an introduction to Political Violence. Violence as a political tool has been a force since antiquity. Ever since man became sedentary and created some form of governing organizations, violence has been a part of the creation and sustenance of these governing organizations. Violence is also a force used to end these arrangements. Typically, violence in the political realm is legitimately reserved for those who govern and those who use violence without authorization from legitimate “Authorities” are usually severely punished. Government structures always have a “monopoly of violence” and the legitimate ability to use it. However, this can change and if the change agent using illegitimate violence wins, they become legitimate and lawful and usually punish the former.

**ATTRIBUTES:** Core Social Science.

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: Africana Studies minor/concentration, Core Social Science, Ethics-Economics and Public Policy elective, Diversity 1, Writing enriched.

22550 TRL 4330-001 CHRISTIAN ENVIRONMENTAL ETHICS  MW 1:30-2:45 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.

22551 TRL 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.

22554 TRL 4690-001 THE OPTION FOR THE POOR  TR 10:00-11:15 Toton
22555 TRL 4690-002 THE OPTION FOR THE POOR  TR 11:30-12:45 Toton
Students who have been exposed to the Catholic Social Tradition are well aware of the fact that the Gospel calls us to make a preferential option for the poor, but not necessarily what a preferential option for the poor might look like today. Many equate opting for the poor with community service, volunteering for a year or two after graduation, taking up collections, or giving up their comfortable lifestyle and dedicating their lives to the poor.
This course will trace the origin and development of the phrase, "the preferential option for the poor," in the Catholic social tradition. It will also explore how the phrase, in more recent times, informed the office and ministry of a bishop; redirected the educational mission of a university; contributed to the transformation of a Catholic relief and development agency after the 1994 Rwandan genocide; and continues to inform the leadership and ministry of U.S. Catholic church today. During the course of the semester, students will be introduced to some extraordinary contemporary men and women as well as organizations, movements, and opportunities that reflect this commitment.

PLEASE SEE REVERSE SIDE FOR A PEACE & JUSTICE MINOR/CONCENTRATION APPLICATION FORM
The academic program is an interdisciplinary curriculum which allows students to earn a minor or concentration in Peace and Justice Studies. The program is firmly rooted in Villanova’s Augustinian tradition of education in the service of world peace and social justice, with particular emphasis on societies’ poor and marginalized. As such, it offers courses which speak to a variety of issues, both timeless and pressing, to help students learn about corrosive social structures and articulate models more supportive of peace and justice. Participating in the program in general, and obtaining a minor or concentration in particular, thus connects students to Villanova’s celebrated tradition of unifying heart and mind, and complements all majors offered by the University.

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
- (PHI 2450) Catholic Social Thought
- (PJ2700) Peacemakers and Peacemaking
- (PJ2800) Race, Class and Gender
- (PJ2900) Ethical Issues in Peace and Justice

and five other courses in Peace and Justice, courses cross-listed by Peace and Justice, or courses otherwise earning Peace and Justice credit. **Note:** No more than three foundational courses may receive credit for the minor.

**Concentration:** A student must take twenty-four credit hours, including all requirements for the minor plus two additional Peace and Justice courses, courses cross-listed by Peace and Justice, or courses otherwise earning Peace and Justice credit. **Note:** No more than three foundational courses may receive credit for the concentration.

To apply for a Minor or Concentration in Peace and Justice Education, please complete the information online at: [http://www.villanova.edu/artscl/peaceandjustice/minor_concentration/apply.htm](http://www.villanova.edu/artscl/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 ________