Courses as of 7/24/13 – Please continue to Check Master Schedule for Latest Updates

21636 PJ 2250-100 VIOLENCE AND JUSTICE IN THE WORLD W 6:10-8:50 Zavarich
This course will enable students to develop an understanding of the roots and nature of conflict, violence, peace, and pathways to building a more peaceful and just world. Basic topics include, peace, justice, power dynamics, violence, nonviolence, restorative justice peacemaking, peacekeeping, and peace building. It examines a variety of models for constructive ways to respond to conflict, violence, and create peace. Special attention will be given to the question of how to understand conflict in relation to violence and peace, and the complex realities they name. South Africa’s Truth and Reconciliation Commission serves as a model for what is possible in other contexts.
Intentionally multidisciplinary and values oriented, the course draws on the work of practitioners and theorists representative of diverse backgrounds. Students will explore foundations of the field of peace and conflict studies, conceptions of peace, typologies of violence and justice, sources and contexts of conflict, and an array of conflict interventions—from conflict management to resolution and from peacekeeping to peace building. Students should leave this course with a better understanding of peace, violence, and creative and constructive transformation of human conflict.
ATTRIBUTES: Criminal Justice, Ethics-Politics and Law, Advanced Theology, Theology, Writing Enriched.

21637 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: Core Social Science, Diversity 1, Writing Enriched.

21638 PJ 2800-001 RACE, CLASS, AND GENDER TR 2:30-3:45 Dwyer
This course concerns a critical analysis of the inequalities that exist in the U.S. as a function of differences based on one’s race, one’s sex, and one’s class. We will read contemporary authors from different cultures and different disciplines as they describe, historicize, analyze, and offer possible remedies for those experiences, practices, policies, and conceptual structures that can separate and divide us one from another.
As a peace and justice course at a Catholic University, this course is structured from the values and tenets of Catholic social teaching. Fundamentally, this means that we will be looking at the ways we understand and organize ourselves, but from the perspective of those most vulnerable to systems of power that serve to deny and/or devalue them.
ATTRIBUTES: Africana Studies minor/concentration, Gender Women’s Studies, Diversity 1 & 2, Writing Enriched.

21639 PJ 2993-001 INTERNSHIP TBA Getek Soltis
21640 PJ 2996-001 INTERNSHIP TBA Getek Soltis
21641 PJ3000-001 TOP: SERVANT LEADERSHIP: DYNAMICS OF FAITH, SERVICE & JUSTICE  
(Meets every other Friday) F 3:30-6:00 Cucco & Stehl  
As the first installment of a four 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 meeting will focus on exploring one of five particular servant leadership principles: inversion of power, prophetic message, the need for seekers and first followers, concrete action for social change, and the interior life.  
Meetings will be held on a bi-weekly basis and will feature a guest speaker who has expertise in a particular subject area which we will use as a lens to explore one of the principles of servant leadership.  
Structured on a two year thematic cycle, Service Council meetings 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.

21642 PJ 4000-001 THE NATURE OF GENOCIDE  
MW 3:00-4:15 Horner  
Genocide is perhaps the darkest of all human endeavors. This course is an attempt to shine an analytical light onto this modern phenomenon by tracing the causes of genocide through their historical, sociological, political, neurological, colonial, and religious roots. More than simply a parade of atrocity, this course seeks to understand perpetrators and the societies that allow, even encourage, the act of genocide. This is a multimedia, multi-disciplinary course that uses primary sources of the genocides in Rwanda, North America, Ottoman Turkey, Nazi Germany, and the former Yugoslavia. Definitions of genocide as well as the circumstances that allow it to central to the course. Understanding the mind of the perpetrator is difficult and morally challenging - understanding can sometimes lead to uncomfortable empathy - but the larger goal of the course is to find ways to prevent genocide, not just stop it when it starts. Understanding perpetrators and our own human nature is of vital importance if we are to be proactive members of the world community who can smell smoke before there is fire. In this sense, this is not so much a course about genocides as as it is about The Nature of Genocide.  
ATTRIBUTES: Advanced Theology, Theology.

21643 PJ 5000-001 TOP: SOCIAL JUSTICE AND THE ARTS  
MWF 10:30-11:20 Strickler  
Many genres of art have been used to highlight existing inequalities and injustices in society, and have also been instrumental in promoting social change and societal healing. However, a closer look reveals that within the arts there is also significant evidence of structural and behavioral bias on the basis of race, age, gender, socioeconomic and differing abilities. This course will examine how the worlds of painting, music and dance incorporate various forms of discrimination through such factors as limitations on access to training or education, cultural views on what and who is considered acceptable, and political expediency. We will also explore the ways in which art has been used to heal and transform in society. Students will be exploring all three art forms but will be expected to focus on just one for the purposes of a term paper. Other assignments (which will hopefully inform the content of the term paper) will include a study of the dynamics of a local museum or concert venue or dance studio, an interview of an artist (in one of the three fields) and the creation of a plan to use one of the art forms as a means of social healing.  
NOTE: Absolutely no experience or talent necessary!  
ATTRIBUTES: Sociology.

24153 PJ5000-003 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: History, Diversity 1.

21645 PJ 5400-001 ETHICS, JUSTICE & THE FAMILY
MW 1:30-2:45 Getek Soltis
We often think of family – at least ideally – as a refuge where love and loyalty rule. But what does a commitment to justice imply about family life? What are the moral responsibilities of a society toward families? And can the family be an agent of positive social change? This course examines the moral meaning of relationships within the family: relations between spouses and the domestic division of labor, parenting and the commodification of children, responsibilities toward aging parents, etc. It also asks how a just society regards, defines, supports, and perhaps even intervenes in the family, investigating patterns of work-life balance, social and economic policies, and reproductive services. The course additionally asks to what extent the family is relevant for the pursuit of justice. How do we reconcile preferential treatment of relatives with our moral responsibilities to others, including the poor and marginalized? In addition to examining these relations through sociology and philosophy, the course engages Christian ethics as a resource for thinking about the particular practices that cultivate justice within and beyond the family.

ATTRIBUTES: Advanced Theology, Theology.

21646 PJ 5600-001 INDEPENDENT STUDY
TBA Getek Soltis

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THE FOLLOWING COURSES HAVE P&J ATTRIBUTES

COM 3600-001 SOCIAL JUSTICE DOCUMENTARY  TR 1:00-3:45 Lewis
COM 3600-002 SOCIAL JUSTICE DOCUMENTARY  TR 1:00-3:45 O’Leary & McWilliams

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.

23461 COM 5300-001 TOP IN IGR DIALGOUE : RACE  W 5:00-7:00 Swyer, Lee, Brophy
23462 COM 5300-100 TOP IN IGR DIALGOUE: WHITE PRIVLEGED  M 6:00-8:00 Mogan
23463 COM 5300-101 TOP IN IGR DIALGOUE: ADVANCED RACE  F&S Anthony & Hall
23464 COM 5300-103 TOP IN IGR DIALGOUE: GENDER  S 3:00-7:00 Bowen
23465 COM 5300-104 TOP IN IGR DIALGOUE: IDENTITY & INTERFAITH  R 6:00-8:00 Cucco & Jackson

23466 COM 5300-105 TOP: IN IGR DIALGOUE: SES  R 6:00-8:00 Anthony & Sheridan

Note: These are all 1 credit courses that meet on specific dates during the semester, check NOVASIS for more details. The focus of IGR (Intergroup Relations) is on creating understanding relationships among people from different identity (e.g., social, economic, racial and ethnic) groups through communication skills of careful listening and meaningful dialogue. Topics vary by section. Permission of Chairperson required; Students must complete registration form at www.villanova.edu/igr

23673 CRM 4000-001 SOCIAL JUSTICE  TR 2:30-3:45 Welch

The fundamental moral norm of justice has been extensively debated and analyzed by moral, political, and social philosophers throughout time. Students will critically evaluate components of just societies and assess implications of social justice—or absence thereof—for the pursuit of criminal justice. We will examine dynamics of social justice in relation to specific groups categorized according to race, class, gender, sexuality, religion, age, and “otherness.” Both interpersonal and institutional inequalities will be addressed. This class will encourage students to understand different perspectives on the basic elements of just societies, critically assess the nature of societies from the perspective of social justice, consider various proposals on how to advance social justice, and evaluate a specific issue in the context of proposing reform and increasing equality and justice for all.

ATTRIBUTES: Core Social Science, Diversity 2.

21798 EDU 3277-001 URBAN EDUCATION  MWF 11:30-12:20 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: Africana Studies minor/concentration, Core Social Science, Diversity 1, Service learning component.

21508 ETH 3010-001 TOPICS: TRUE MEASURES OF DEVOTION: WARRIORS AND WARFARE IN THE 21st CENTURY  TR 1:00-2:15 Wilson

War has been a permanent, and some would argue defining, feature of human history. Recent debates over the United States’ invasions and occupations of Iraq and Afghanistan and the “War on Terror” follow in a legacy of arguments, often heated and rarely simple, about the permissibility of war and the sacrifices—physical, social, psychological, and moral—that war demands. Can killing be morally sanctioned? How do we distinguish between killing and murder? Can war be an instrument of peace? This course will examine these questions as they have been explored by Christian, Jewish, Islamic, and secular thinkers. We will consider when, if ever, the use of military force is justified, and question whether moral limits can be placed
on the actions of war. We will also investigate the ways in which new technologies (e.g., drones, autonomous robots) offer significant challenges to conventional notions of warfare. In approaching these topics, attention will be given to issues of international justice, human rights, the presumption against harm, and military necessity. We will give special emphasis to the experience of combatants, questions of moral injury, and the relationship between combatants and noncombatants in civil society.

**ATTRIBUTES:** Ethics-Politics & Law Elective.

**21882 GEV 3000-002 GROWING INTO SUSTAINABILITY**

**TR 1:00-2:15 Armon & Stehl**

Join us in the classroom and on local farms to explore ecologically sound food and agriculture and their relationship to sustainable, socially responsible, and economically flourishing lifestyles. We will examine provocative viewpoints on food ownership, production, and rights as they relate to environmental issues, human well-being, racial equity, and poverty. Topics will include food justice and food security, urban food deserts in Philadelphia and elsewhere, human health, biodiversity, industrial agriculture, organic and biodynamic agriculture, and permaculture. Consideration of how political, cultural, 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 interact with guest speakers who are active in sustainable agriculture. Ten hours of farm work at local urban and suburban farms will be a significant aspect of the course and will accommodate students' schedules as best as possible.

**ATTRIBUTES:** Cultural Studies, Diversity 1.

**21709 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, Writing Enriched.

**21713 GIS 6500-001 CAPSTONE SEMINAR**

**W 3:30-5:30 Keita**

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:** Diversity 3, Writing Enriched.

**21681 HIS 2181-001 CIVIL WAR & RECONSTRUCTION**

**TR 11:30-12:45 Giesberg**

A study of the causes of a war in which Americans fought Americans; the war's evolving nature and eventual outcome; the fight over the meaning and the extent of reconstruction; and the long term political, economic, and social consequences of the war and the end of slavery.

**ATTRIBUTES:** Writing Enriched.

**21682 HIS 2286-001 THE IRISH AMERICAN SAGA**

**MWF 1:30-2:20 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, Diversity 1.
21683 HIS 2291-001 AFRICAN AMERICAN HISTORY DURING SLAVERY  MWF 10:30-11:20 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 mid-terms 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.


21688 HIS 3233-001 HITLER & NAZI GERMANY  MWF 11:30-12:20 Steege

The devastation wrought by Nazi Germany in the middle part of the 20th century remains one of the most brutal focal points of an incredibly violent era. Often, historians and popular memory have explained Hitler and the Nazis as something so alien and altogether evil that they bear little relationship to our modern world. This course will explore the multi-causal sources of Nazi rule, focusing particularly on the role of violence in shaping and constituting the Hitler Regime. Beginning with an intense exploration of the Nazi rise to power during the Weimar Republic, the course will use a variety of primary and secondary sources, including films, photographs, and works of art to explore the motivation and function of Nazi Germany. Significant time will be spent addressing the Holocaust as the culmination of a Nazi project of racialized violence. In so doing, we will seek to complicate our understanding of Nazi perpetrators and assess the extent to which they should be considered less a German problem than part of a dark, violent underside to a broader project of modernity. There will be a midterm, a final exam, and a number of short writing assignments.

ATTRIBUTES: Writing Enriched.

22515 HUM 2004-001 SOCIETY  MW 3:00-4:15 Hirschfeld

Humans are social animals, but what does that mean? The Western tradition values the human person, but that raises the question of what it means that we are also members of society. Is society a contract made by individuals who can be understood apart from society, or are individuals inescapably formed by the communities to which they belong? As the possibility of civic discourse declines in our society, what bonds will hold us together? And how much of the present polarization depends on divergent understandings of the relationship between the individual and society? In this course we will explore the aspect of the human experience lived out in relationship with others, by examining three key moments in the tradition: liberalism, communitarianism, and Augustinianism.

ATTRIBUTES: Political Science, Writing Enriched.

22519 HUM 2900-004 TOP: DEVELOP. OF CAPITALISM  MW 4:30-5:45 Hirschfeld

Since its emergence in the early modern period, capitalism has produced a material prosperity which had hitherto never been imagined, and which now plays a dominant role in our society. Markets seem to be able to channel the self-interested actions of individuals toward the socially beneficial result of widespread prosperity. There is something of a paradox in the fact that capitalism emerged in a Christian culture that rejects materialism and excessive self-love. The result has been a discomfort with capitalism and the ethics it appears to embody. Is pursuit of self-interest natural and intrinsically good? Or is a manifestation of the vice of greed? How are we to respond to the income inequality that markets seem to generate? Should we be worried about excessive materialism? Do our economic lives serve our purpose as human beings, or are we enslaved by the imperatives of the market?

To get a purchase on these questions it is useful to step out of our own time period and think about how capitalism evolved. The culture which gave rise to capitalism is alien to us in terms of the values people
held, the way they understood human nature and human society. Learning about that culture and especially about the way it evolved into our world can give us a richer understanding of the market ethos that is so fundamental to modern discourse. Accordingly, in this course we will begin with a look at the economic organization of the middle ages and the worldview it embodied. We will then work through a mix of developments in economic history and in the history of theology, philosophy, and the natural sciences in order to understand how the modern worldview came to be.

**ATTRIBUTES:** Writing Enriched.

**22521 HUM 4000-001 JEWS, CHRISTIANS, MUSLIMS: DIALOG**
TR 2:30-3:45 Moreland
An overview of the context of radical pluralism within which contemporary discourse occurs. An examination of the challenges of this situation, an observation of Aquinas' interaction with other thinkers, and a proposal for this medieval model for inter-religious inquiry.

**ATTRIBUTES:** Arab and Islamic Studies concentration, Cultural Studies, Diversity 3, Writing Enriched.

**22620 NUR 7081-001 INTERNATIONAL HEALTH**
R 5:15-7:15 Mc Dermott-Levy
This course provides for an examination of international and intercultural environments for nursing and health with a specific focus on the similarities and differences of people and communities in meeting health/illness needs and factors which bear on this process.

**22583 PHI 2121-001 ENVIRONMENTAL ETHICS**
MW 1:30-2:45 Mallory
**22583 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 generative 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.

**22586 PHI 2400-003 SOCIAL & POLITICAL PHILOSOPHY**
MW1:30-2:45 Rockhill
This course explores the historical evolution of “political cultures,” understood as the practical modes of intelligibility that dictate the very nature of politics by determining who qualifies as a political subject, what is visible as a political action, and how the spatio-temporal framework of politics is structured. The first section of the course is dedicated to analyzing the historical emergence and evolution of three major political configurations that have marked the history of the Euro-American world: natural political culture (Plato and Aristotle), ecclesiastical political culture (Augustine), and contractual political culture (Locke, Rousseau and other modern political theorists). The second section of the class will examine the specificity of our own socio-political ethos by studying contemporary debates on political liberalism, communitarianism, multiculturalism, radical democracy, minority rights, gender and race inequality, postmodernism, globalization and terrorism.

**22588 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.

22869 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: Core Social Science.

22872 PSC 4900-001 ARAB STATES TR 11:30-12:45 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 concentration, Core Social Science, Diversity 3, Writing Enriched.

22876 PSC 6800-001 POLITICAL VIOLENCE MW4:30-5:45 Kreidie
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.

21859 SOC 3600-001 RACE & ETHNIC RELATIONS TR 1:00-2:15 Kramer
Race and ethnicity have long been key dividers of American society, and as such, a main focus of sociological work since its inception. This course introduces the sociological study of race, ethnicity, and assimilation. The class examines the different experiences and outcomes of individuals of different racial and ethnic backgrounds, the historical processes, and the growth of new racial formations, group divisions, and outlooks for the future. The class begins with classic work on race and American society, but spends most of the time looking at more recent research and theorization.
The course will also discuss the empirical realities of racial inequality, reasons for both optimism and pessimism, and theoretical understandings of the origins of such inequality—both “liberal” and “conservative” theories. The work also takes a critical eye towards the academy and how academic work can be used to work both towards racial equity and against such efforts, either intentionally or unintentionally. Due to the long history of racial inequality in American society and the very different theories to explain such inequality, the class may be contentious, topics raised difficult, and students may feel challenged by the materials. That’s okay—in fact, that’s a sign the course is doing what it should. Disagreement and debate ARE SIGNS OF SUCCESS in the classroom.

ATTRIBUTES: Africana Studies minor/concentration, Core Social Science, Latin American Studies requirement, Diversity 1.

21860 SOC 4000-001 DISCRIMINATION & SEGREGATION TR 2:30-3:45 Kramer
In a society that proclaims equality as a founding principle, why is there still so much inequality? How, considering the Fair Housing Act, the growing non-white population, and the very vocal support of diversity in education, corporations, and culture, is the black unemployment rate still twice that of whites, and why are
women paid less money for the same job as men? Sociologically, two of the main mechanisms for understanding the durability of inequality are discrimination and segregation. The course will look at both, primarily through the lens of race and ethnicity, but with a critical eye toward growing income segregation and gender and occupations. Students will have the opportunity to design and implement an audit study to measure levels of discrimination on or near campus, and to possibly prepare the results from that study for presentations at undergraduate research conferences.

**ATTRIBUTES:** Core Social Science, Cultural Studies.

**21862 SOC 4000-003 AMER. SOCIETY IN CRITIAL PERSP.**

MW 1:30-2:45 DeFina

This interdisciplinary course critically examines key facets of American society, including capitalism, inequality and democracy. Students will explore and contrast the idealized representations of society with how things actually work. Within each major topic, several pressing concerns are studied, including the environment, consumerism, health care, the continuing significance of social class, tax policy and militarism. The course emphasizes a sociological analysis of the issues, although ideas from economics and political science are introduced and applied as well.

**ATTRIBUTES:** Core Social Science, Cultural Studies.

**21863 SOC 4200-001 SPORTS & SOCIETY**

MWF 9:30-10:20 Eckstein

Sport, like other social institutions -- such as the family, religion, and education—shapes and directs our thoughts and behaviors. It is more than just playing games. A sociological examination of sports tries to unravel the positive and negative values that sports reflect, and how these values contribute to or inhibit social justice in our world. This class will take a “critical” view of sports. This does not mean that everything about sports is bad. Rather, being critical means refusing to romanticize sports (and athletes) and instead be willing to pierce through the sometimes haughty rhetoric in order to uncover a less glorified reality.

**ATTRIBUTES:** Core Social Science, Diversity 2.

**23264 THL 4690-001 THE OPTION FOR THE POOR**

TR 1:00-2:15 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.

**ATTRIBUTES:** Advanced Theology, Core Social Science, Theology.

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**PLEASE SEE REVERSE SIDE FOR A PEACE & JUSTICE MINOR/CONCENTRATION APPLICATION FORM**
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/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