Courses as of 4/22/14 – Please continue to Check Master Schedule for Latest Updates

22814 PJ 2500-001 EDUCATION & SOCIAL JUSTICE  TR 1:00-2:15 Anthony
This course will survey the landscape of education in the U.S., both public and private, and critically evaluate its strengths and weaknesses through the lens of Catholic Social Teaching. We will explore how the content, context, and structure of education in the U.S. serves to perpetuate and intensify inequalities of race, class, and gender in such a diverse culture, and we will address the impact of technology and corporate sponsorship on the “goal” of education. In light of this and in keeping with the tenets of Catholic Social Teaching’s emphasis on those most disadvantaged and devalued in society, we will also explore scholarship that addresses the potential of education to liberate people from such modal inequalities and injustices for whatever might be meant by “full human flourishing,” and to transform ourselves into a more equitable social democracy.
ATTRIBUTES: Core Social Science, Diversity 1, Writing Enriched.

22815 PJ 2700-001 PEACEMAKERS & PEACEMAKING  MW 3:00-4:15 McCarraher
Classical and contemporary examples and approaches to peacemaking in response to injustice and social conflict. Issues to be considered include the nature and significance of nonviolent struggle, political reconciliation, and the role of religion in shaping moral action for social change.
ATTRIBUTES: Ethics, Honors, Humanities, Core Theology, Theology, Writing Enriched.

22816 PJ 2800-001 RACE, CLASS, AND GENDER  MWF 9:30-10:20 Schultz
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, Cultural Studies, Ethics-Economics and Public Policy (ETEP), Gender & Women’s Studies, Philosophy, Diversity 1 & 2, Writing Enriched.

22817 PJ 2993-001 INTERNSHIP  TBA Getek Soltis
22818 PJ 2996-001 INTERNSHIP  TBA Getek Soltis

22819 PJ 4000-001 THE NATURE OF GENOCIDE  MW 4:30-5:45 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 are central to the course. Understanding the mind of the perpetrator is difficult and morally challenging - understanding can sometimes lead to uncomfortable empathy - but the larger goal of the course is to find ways to prevent genocide, not just stop it when it starts. Understanding perpetrators and our own human nature is of vital importance if we are to be proactive members of the world community who can smell smoke before there is fire. In this sense, this is not so much a course about genocides as it is about The Nature of Genocide.
ATTRIBUTES: Core Theology, Theology, Diversity 3.
This course examines the role of innovation and technology from the beginning of human civilization to the current day in the role of making war and keeping peace. It seeks to find echoes of earlier eras around us in today’s news headlines and social trends: How is the iPad similar to the Neanderthals' tool kit? Are the ripples of the “Arab Spring” revolutions and protests in Egypt, Libya, Iran, and elsewhere unique – or have we seen them before in 2000 BCE? What does Mark Zuckerberg’s Facebook network have in common with Alexander the Great’s 5th century empire? Our reading, lectures, and class discussions will answer precisely these questions, while paying special attention to both the differences and similarities of human social, cultural, military, and political developments in several global regions (areas known today as the Middle East, Europe, and China). Course material compares the technological turning points of power and peril in each of these regions, from the world's first settlements built on the great rivers of Afro-Eurasia to the rise of nation-states and empires far east. Concluding with analyses of cyberwar and the international environmental-economic problem of e-waste, this course will enable students to connect a study of pre-modern history to the contemporary story of post-modern globalization.

ATTRIBUTES: History.

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.


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, Africana Studies, Cultural Studies, Diversity 1, Writing Enriched.

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: Core Theology, Theology.

22824 PJ 5600-001 INDEPENDENT STUDY TBA Getek Soltis
THE FOLLOWING COURSES HAVE P&J ATTRIBUTES

21576 COM 3448-100 MULTICULTURAL LEADERSHIP  W 6:10-8:50 Anthony, Bowen, Hall & Nance
Multicultural Leadership is designed to introduce students to scholarship that addresses the way in which injustice and misunderstanding appears in America, the world and at our University. It examines how social constructions (of gender, ethnicity, race, culture, social class, sexual orientation, physical or mental ability, age and national origin) serve to organize the world in ways that exclude, or include, empower or oppress. Through a dynamic engagement of their knowledge and understanding of justice and equity issues, students will develop a dialogic perspective and a set of dialogic skills as one of the means of transforming themselves and their community. Finally, the course will focus on practical ways students can use what they learn to become effective leaders at Villanova and beyond.
Students will participate in additional one-credit topically-focused dialogue groups scheduled throughout the semester.
ATTRIBUTES: Cultural Studies, Diversity 1, Writing Enriched. Restricted; requires permission of Instructor.

21583 COM 3600-001 SOCIAL JUSTICE DOCUMENTARY TR 1:00-3:45 McWilliams & O’Leary
21584 COM 3600-002 SOCIAL JUSTICE DOCUMENTARY TR 1:00-3:45 Goff & Lewis
The goal of the course is for all of the students to gain experience in the production of a documentary film. However, after the first weeks of class all students will be given more specific roles so that the film can be completed in the time allotted. This course will require a substantial time commitment from each student in addition to the Tuesday-Thursday class time. 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.

21598 COM 5300-001 TOP IN IGR DIALOGUE: GENDER T 5:00-7:00 Abugidieri & Sheridan
21599 COM 5300-100 TOP IN IGR DIALOGUE: RACE M 5:00-7:20 Mogan & Nance
21601 COM 5300-102 TOP IN IGR DIALOGUE: ADVANCED RACE F&S 9:00-5:00 Anthony & Hall
21602 COM 5300-103 TOP IN IGR DIALOGUE: SOCIOECONOMIC STATUS T 6:00-8:00 Brophy & Dwyer
21603 COM 5300-104 TOP IN IGR DIALOGUE: FAITH and RELIGION U 3:00-7:00 Bowen & Jackson

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.
ATTRIBUTES: Diversity 1.
This course offers an overview of the nature and extent of crime in the United States. The course is designed to provide a fundamental understanding of how crime is defined as well as the historical crime trends in the U.S. and current explanations for these patterns. We will also explore: the key correlates of criminal behavior and existing theoretical explanations for these relationships, several types of crime in-depth, and contemporary forms of crime control and their consequences. Throughout the course we will analyze how crime is related to the broader social context.

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

21685 CST 4100-001 SENIOR CAPSTONE SEMINAR
Dedicated to Stuart Hall (1932-2014) the course explores the ways cultures interact. Building on the previous CST seminar, the course deals with the following questions:
• How do cultures create meaning?
• What is the role of representation in cultural meaning?
• How cultural practices function?
• How culture is changing in the digital age?

Lively discussions, interactive projects and more….

ATTRIBUTES: Cultural Studies Capstone seminar, Diversity 2& 3, Writing Enriched.

23539 EDU 3261-001 LATINOS IN EDUCATION
The goal of this course is to explore a wide range of issues affecting Latin@s in Education in the United States. The course will focus on the condition of US Latinos – be they of Caribbean, Latin American, and especially of Mexican descent. Drawing from Educational Research, Social Sciences and the Humanities this course presents and analyzes works that examine methodological and analytical approaches to learning about the social injustices experienced by US Latinos (Chicanos/Mexican Americans, Puerto Ricans, Cubans, and other groups of Latin American origin. The course will explore the changing demographics of the aforementioned Latino subgroups. The immigrant experience and its role in the information of Latinos in US schools and society will be emphasized. Various legal, educational policy, and social implications will be explored. Select films will be utilized to complement course readings.

ATTRIBUTES: Cultural Studies, Latin American Studies, Diversity 1.

23536 EDU 3277-001 URBAN EDUCATION
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, Honors, Diversity 1, Service learning component. Friday off campus lab 12:30-3:30.

22096 GEV 4330-001 ENVIRONMENTAL POLICY and MANAGEMENT
During this course, we will discuss and examine major national and international debates surrounding environmental issues with an analysis of the current policies, regulations, and management procedures in place. The course will provide an introduction to the statutes, players, and institutions that shape environmental decision-making. This course partially fulfills the policy and management requirement for majors in environmental science and studies and fulfills Category C for students in the environmental concentration.

ATTRIBUTES: Writing Enriched.
22109 GIS 2000-001 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 Enriched.

22115 GIS 6500-001 CAPSTONE SEMINAR  TR 10:00-11:15 Keita & Kolsky
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 of 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 to unearth hidden agendas of colonization and the major issues of postcolonial societies.
ATTRIBUTES: Diversity 1 & 3, Writing Enriched, Writing Intensive.

22143 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.

22144 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.

22145 HIS 2296-001 HISTORY OF AMERICAN WOMEN  MW 4:30-5:45 Kerrison
“To ignore women is not simply to ignore a significant subgroup within the social structure,” Carroll Smith Rosenberg has observed. “It is to misunderstand and distort the entire organization of that society.” This research seminar is designed to deepen our understanding of her insight, as we also pay close attention to the process of how history is constructed. Indeed, the confluence of content and process will illuminate the ways in which gender, too, is constructed, and the role played history in that process. The readings, both primary and secondary, will encompass the chronological scope of United States history from native American women’s experiences of European contact to the present, both primary and secondary sources. We shall begin with theoretical considerations of doing women’s history, so that we can be alert to the array of
influences and their interconnections that shaped women’s experience and consciousness and behavior. We shall examine the relationships between WHAT we know and HOW we know, including the values that we and other scholars bring to a question. Students will investigate short “questions of the week,” that will lead them to a variety of research helps in the library; and write three short papers analyzing primary sources, and a final paper (revised at least once) that will treat a historiographic topic of their choice. Students will share their findings in a short in-class presentation. There will be an in-class final examination. While the content of these projects focuses on American women’s history, students shall learn the methods and materials historians use, as they prepare for their own research paper in the senior year. This course is writing enriched and open to history majors only.

ATTRIBUTES: Cultural Studies, Gender Women’s Studies, Diversity 2, Writing Enriched.

22156 HIS 4076-001 JEWISH HISTORY MWF 12:30-1:20 Winer
Overview and Goals: this course will survey the social, intellectual, and religious history of the Jewish people from Biblical times to the present. The hardworking student who attends class, participates actively and takes good notes should leave with an understanding of the basic tenets of the Jewish faith, the crises and struggles of the Jewish people and the Jewish communities’ values, hopes, and dreams. The course will survey such key events as the birth of Ancient Israelite religion; the destruction of the kingdom(s) of Ancient Israel; the emergence of Rabbinic Judaism; the medieval foundation for relations between Jews, Christians, and Muslims; the evolution of the denominations/types of Judaism which exist in the modern world (Reform, Hasidic (Ultra-Orthodox), Modern Orthodox, Conservative and Reconstructionist, in rough chronological order); Jewish immigration to the U.S.; the tragedy of the Holocaust, and the establishment of the State of Israel. We will examine Jewish history through an atlas, articles on Jewish religion and intellectual life, articles on Jewish women and families and a series of primary sources. Students will thus read critical work in the field of Jewish history and analyze primary sources from many different periods and places. This is an ideal course for any students seeking to increase their analytical faculties but is especially tailored for those interested in history, theology/religious studies and social justice.

ATTRIBUTES: Advanced Theology, Theology, Diversity 3.

22196 HON 5700-001 JUSTICE SEMINAR MW 3:00-4:15 Wicks
Justice is often considered to be the primary virtue of politics, understood in the broad sense of making and sustaining communities. While there is agreement about the importance of justice, the nature of justice has been a central topic of debate throughout the history of systematic political thought. This remains true today, as many of our deepest political disputes are rooted in disagreements concerning the nature and requirements of justice. In this course we will examine some of the most influential theories of justice in the history of Western political theory along with a number of contemporary debates concerning justice and its relationship to liberty, equality, and fairness. The readings will be a mixture of classic and contemporary authors.

ATTRIBUTES: Writing Enriched.

22221 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.
22228 HUM 4000-001 JEWS, CHRISTIANS, MUSLIMS IN 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.

22655 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.

22736 PHI 2121-001 ENVIRONMENTAL ETHICS  MW 1:30-2:45 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: Cultural Studies, Ethics - Politics and Law elective (ETEP).

22739 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.

22843 PSC 2220-001 INTERNATIONAL LAW  MWF 10:30-11:20 Schrad
The rules and principles of international law based on a study of treaties, diplomatic practice, and cases dealt with by international and national courts. An investigation of the development of international law, its core features and approaches, based on an examination of treaties, diplomatic practice, and changing normative dynamics as evidenced through national and international courts to more fully understand its roles as both an instrument of, and a constraint on, the actions of states.
ATTRIBUTES: Core Social Science.

22844 PSC 2230 INTERNATIONAL ORGANIZATION  MWF 11:30-12:20 Suzuki
This course explores the roles that international organizations play in international politics. After examining contending theoretical perspectives on the impact and importance of international organizations in world politics, the course investigates the historical evolution, activities, and performance of specific organizations in the primary policy areas of peace, security, trade, finance, economic development, human rights, and humanitarian assistance. Among the central questions are as follows:
• Why and how were they created, and by whom?
• What roles were they originally expected to play in international politics and if those functions have changed over time, how and why?
• How does each organization contribute to and impact on their particular areas of concern?
• What factors shape the depth, breadth, scope, and effectiveness of these contributions?

ATTRIBUTES: Core Social Science.

22845 PSC 2260 WAR and CONFLICT
TR 1:00-2:15 Dixon
This course is designed to introduce students to central approaches, concepts, and topics in the study of war and conflict. We will start with the major theories in the field of international relations, focusing in particular on theoretical explanations for war. In addition to these theories, the course will cover a selection of topics related to conflict and violence, including: the causes of civil war and ethnic violence, the causes of genocide and mass killing, nuclear deterrence and the causes of nuclear proliferation, the emergence and effects of the laws of war, the causes of terrorism, the relationship between religion and violence, the nature of security and conflict in cyberspace, and arguments for and against humanitarian intervention.

22991 SOC 2950-001 PERSPECTIVES ON U.S. POVERTY
MW 4:00-5:15 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.


22996 SOC 3600-001 RACE & ETHNIC RELATIONS
MW 1:30-2:45 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.

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

22998 SOC 4000-001 SOCIAL JUSTICE & the ARTS
MWF 11:30-12:20 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: Cultural Studies.

22999 SOC 4000-H01 DISCRIMINATION & SEGREGATION
MW 3:00-4:15 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, Diversity 1.

Non-Honors students may take an Honors course with the approval of the Director.

23159 THL 4360-001 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: Core Social Science, Core Theology.

23160 THL 4490-001 PROPHETS & SOCIAL JUSTICE
TR 11:30-12:45 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: Core Theology.
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 ________