24138 PJ 2500-001 EDUCATION & SOCIAL JUSTICE     TR 1:00-2:15 Anthony
This course will survey the landscape of education in the U.S., both public and private, and critically evaluate its strengths and weaknesses through the lens of Catholic Social Teaching. We will explore how the content, context, and structure of education in the U.S. serves to perpetuate and intensify inequalities of race, class, and gender in such a diverse culture, and we will address the impact of technology and corporate sponsorship on the “goal” of education. In light of this and in keeping with the tenets of Catholic Social Teaching’s emphasis on those most disadvantaged and devalued in society, we will also explore scholarship that addresses the potential of education to liberate people from such modal inequalities and injustices for whatever might be meant by “full human flourishing,” and to transform ourselves into a more equitable social democracy.

ATTRIBUTES: Core Social Science, Ethics-Economics and Public Policy elective, Ethics-Philosophy elective, Diversity 1.

24139 PJ 2800-001 RACE, CLASS, AND GENDER     TR 8:30-9:45 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 an Augustinian University, this course is keeps in mind Augustinian idea that we are people living together in a community united by our hearts and minds. Furthermore, there is an underlying understanding that we are expected to search for wisdom by remaining open, responsible, and respectful of all points of view. 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, Cultural Studies, Ethics-Economics and Public Policy elective, Gender & Women’s Studies, Diversity 1 & 2.

24140 PJ 2993-001 INTERNSHIP     TBA  Getek Soltis
24141 PJ 2996-001 INTERNSHIP     TBA  Getek Soltis

24142 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 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, Cultural Studies, Theology, Diversity 3.
24143 PJ 4000-002 SOCIAL JUSTICE IN THE HEBREW PROPHETS  TR 10:00-11:15 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, Theology.

24144 PJ 5000-001 HISTORY OF HOMELESSNESS  TR 2:30-3:45 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.

24145 PJ 5000-H01 BASEBALL, JUSTICE & THE AMERICAN DREAM  TR 11:30-12:45 Joyce
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: Africana Studies, English, Gender & Women’s Studies, Honors, Sociology, Diversity 1 & 2.

24146 PJ 5100-100 DISCRIMINATION, JUSTICE, & LAW  M 6:10-8:50 McDaid
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

24147 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 particular, the course engages Christian ethics as a resource for thinking about the practices that cultivate justice within and beyond the family as a resource for thinking about the particular practices that cultivate justice within and beyond the family.

**ATTRIBUTES:** Core Theology, Cultural Studies, Theology, Ethics- Economics and Public Policy elective, Ethics- Politics and Law elective, Ethics-Theology elective.

24148 PJ 5600-001 INDEPENDENT STUDY

TBA Getek Soltis

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THE FOLLOWING COURSES HAVE P&J ATTRIBUTES

22905 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. Permission of Chairperson required; Additional 12 outside hours of weekend and evening dialogue practice through COM 5300 IGR workshops; Complete application for COM 5300 at www.villanova.edu/igr;

ATTRIBUTES: Cultural Studies, Diversity 1. Restricted; requires permission of Instructor.

22913 COM 3600-001 SOCIAL JUSTICE DOCUMENTARY
TR 1:00-3:45 McWilliams & O’Leary
22914 COM 3600-002 SOCIAL JUSTICE DOCUMENTARY
TR 1:00-3:45 Lewis
The goal of the course is to allow students to use media-making in the service of social justice. As you participate in this course please remember this definition of a documentary: “Documentaries are about real life; they are not real life. They are portraits of real life, using real life as their raw material, constructed by artists and technicians who make myriad decisions about what story to tell whom, and for what purpose.”

This semester’s film will be about a K-8 school in West Philadelphia, St. Francis de Sales. This school has a remarkable academic reputation. The school describes itself as being “comprised of an eclectic and electrifying mix of refugees and children from over 45 nations.” The faculty and staff work hard to celebrate the many different backgrounds found in the student body. The school points out many of their students “have fled revolutions, guerillas, and wars to come to America to pursue their dreams of peace and freedom. They are the survivors---from Cambodia, Bangladesh, Eritrea, Liberia, Sierra Leone, Dominican Republic, and dozens of other nations—and the future of our country.” We will use the film making process to explore issues of diversity in education. In-class time will be divided up between lectures, videos, exercises, and demonstration. Many class periods will be in-field production or post-production work. The goal of the course is for all of the students to gain experience in the production of a documentary film. However, after the first weeks of class all students will be given more specific roles so that the film can be completed in the time allotted.

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

24838 COM 5300-100 TOP IN IGR DIALOGUE: RACE
T 6:00-8:00 Southerland & Malott
COM 5300-100 TOP IN IGR DIALOGUE: GENDER
T 6:00-8:00 Bowen & Sheridan
COM 5300-100 TOP IN IGR DIALOGUE: RACIAL IDENTITY
T 6:00-8:00 Anthony & Pollack-Johnson
COM 5300-100 TOP IN IGR DIALOGUE: SOCIOECONOMICS STATUS
T 6:00-8:00 Jackson & Nance
COM 5300-100 TOP IN IGR DIALOGUE: FAITH/RELIGION
T 6:00-8:00 Abugidieri & King

Sign up for COM 5300-100 if you are interested in taking IGR classes on Race, Socioeconomic Status, Faith, Racial Identities, or Gender. All of the sections on the previously noted topics will meet during the same time, between 8/25/15 and 10/6/15. Select your topical preferences at www.villanova.edu/igr. In a change from previous semesters, students will not be notified about which class they have been placed into until after the first class. All sections (with the exception of Advanced Race) will meet together the first week of classes. Students are generally placed into their first or second choice topic.

ATTRIBUTES: Diversity 1.
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 once three IGR courses have been taken.

22942 CRM 1001-001 INTRODUCTION TO CRIMINOLOGY  MWF 9:30-10:20 Remster
22943 CRM 1001-002 INTRODUCTION TO CRIMINOLOGY  MWF 10:30-11:20 Remster
22944 CRM 1001-003 INTRODUCTION TO CRIMINOLOGY  TR 1:00-2:15 Welch
22945 CRM 1001-004 INTRODUCTION TO CRIMINOLOGY  TR 2:30-3:45 Welch
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.

22946 CRM 3001-001 JUSTICE and SOCIETY  MW 3:00-4:15 Hannon
22948 CRM 3001-003 JUSTICE and SOCIETY  MW 1:30-2:45 Hannon
This course examines the U.S. criminal justice system from a sociological perspective. Sociological theories of social control and the origin of law are used to frame important issues of criminal justice and social policy. The most current studies are reviewed on the effectiveness of rehabilitation, decriminalization, deterrence, incapacitation, and various police initiatives. The major components of the criminal justice system (police, courts, and corrections) are analyzed with attention to possible tensions between due process and crime control, bureaucratic efficiency and adversarial checks-and-balances, and the law in theory and the law in practice. Finally, this course emphasizes the importance of understanding the criminal justice system as one of many social institutions relevant for crime reduction, and furthermore, stresses the ways in which effective criminal justice policy is contingent on the vitality of other social institutions (family, school, community, and economy).

ATTRIBUTES: Core Social Science, Cultural Studies.

22947 CRM 3001-002 JUSTICE and SOCIETY  TR 1:00-2:15 Arvanites
This course presents a sociological overview of the American criminal justice system. It focuses on the connection between police, courts, and prisons and other social institutions such as communities, families, and schools.

ATTRIBUTES: Core Social Science.

23164 EDU 3264-001 INTRODUCTION TO DISABILITY STUDIES  MW 1:30-2:45 Bialka
Disability Studies refers to the examination of disability as a historical, social, political and cultural phenomenon. As such, the field of disability studies assumes a social constructivist view that is “concerned with the social processes that ‘disable’ people” (Gabel & Danforth, 2002). This course will provide students with a framework for discussing and deconstructing disability and increase their understanding of the role, purpose and function of special education. Over course of the semester, students will have an opportunity to clarify and challenge their beliefs about what it means to have a disability. In addition to presenting undergraduates with information pertaining to specific disabilities and related pedagogical practices, this course sheds light on the social implications of disability. As such, students will examine ableism and the ways in which it is rooted in negative cultural assumptions about disability (Hehir, 2002). Furthermore,
students will gain exposure to different theoretical models of disability and use these constructs to examine the legacy of special education in the United States and abroad.

**ATTRIBUTES: Africana Studies minor/concentration, Core Social Science, Diversity 1, Service learning component.**

**23165 EDU 3277-001 URBAN EDUCATION**  
MWF 12:30-1:20 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.**  
Friday off campus lab 12:30-3:30.

**23281 ENG 2043-001 WRITING ABOUT U.S. POP CULTURE**  
MW 4:30-5:45 Hollis  
American popular culture is a media-rich amalgam of creations that have spread around the globe--for better or worse. This course focuses on these creations, studying them from the perspectives of rhetorical, cultural and visual theory. Objects for interpretive critique come from music, social media, sports, cinema, satirical news shows, advertising and "slanguage," paying special attention to issues of representation and power. The approach is intersectional with a focus on gender, race, class and more; theoretical methodologies will include feminism, Marxism, gender and race theory, and postmodernism. We will strive for lively class discussions and may take a fieldtrip in pursuit of popular culture and food in Philadelphia. Several projects combine rigorous textual analysis with music and images to create videos and multimodal presentations. Towards the end of the course we will turn to non-commodified forms of popular culture.  
**ATTRIBUTES: Cultural Studies Capstone seminar, Diversity 2.**

**23413 GEV 3000-002 GROWING INTO JUSTICE THROUGH AGRICULTURE**  
TR 1:00-2:15 Armon  
Join us for readings, discussions, work on local farms, and multi-media learning to explore ecologically sound food and agriculture and their relationship to sustainable and socially responsible lifestyles. We will examine provocative viewpoints on food ownership, production, and rights as they relate to human well-being, poverty, and environmental issues. Topics will include food justice and food security, urban food deserts in Philadelphia and elsewhere, human health, biodiversity, industrial agriculture, permaculture, and global water issues. Consideration of how religious, political, and economic belief systems impact agricultural practices and food availability will be woven throughout the course as we read, discuss, watch films, visit local farms, and hear from guest speakers who are active in sustainable agriculture. Farm work at local urban farms will be a significant aspect of the course and will accommodate students' schedules as best as possible.  
**ATTRIBUTES: Cultural Studies, Ethics- Ethical Issues in Science Technology and the Environment (ETST), ENV- Environmental Science, ENVA- Environmental Studies, Diversity 1.**

**23445 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.**

**23451 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: Core Social Science, Diversity 1 & 3.**
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.

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.


“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.

This seminar explores the origins and development of racism in the western hemisphere with a focus on North America. We will examine the effects of racism on the transAtlantic slave trade, slavery in the African diaspora, anti-slavery movements, and resistance and revolution within the hemisphere. We will also examine the ideological, intellectual, religious, and “scientific” justifications for racism and imperialism. Special attention will be given the economic, political, social, and moral impact of racism in the United States.
23491 HIS 3241-001 REVOLUTIONARY RUSSIA  TR 1:00-2:15 Hartnett
In 1917 Russia experienced a revolution that ultimately changed the course of the twentieth century and beyond. For decades political observers in the United States and Western Europe depicted the Bolshevik Revolution as an abrupt seizure of power by a small group of armed radicals. While this interpretation suggests an element of what transpired in Russia in 1917, it fails to convey the much more complex, turbulent, ongoing, and often bloody history of the radical movement and revolutionary Russia. This course seeks to right this oversight by expanding the conception of the Russian Revolution. We will begin by analyzing Imperial Russia as a state as it embarked on a series of so-called “Great Reforms”. We will examine the issues and personalities that made Russia ripe for revolution and the various radical groups that threatened the Tsarist state. Instead of looking at the Bolshevik Revolution as the culmination of the revolutionary process in Russia, we will place October 1917 within the continuum of revolution and explore how the Soviet leadership from Lenin to Stalin attempted to transform all aspects of the country in order to create the Soviet Union and the new order of Soviet citizen. The course concludes with Stalin’s “revolution from above”, the Great Purges, and the looming threat posed by Nazi Germany.
ATTRIBUTES: Russian Studies.

23533 HON 5700-001 JUSTICE SEMINAR  MW 3:00-4:15 Busch
In this course, we will study two rival approaches to understanding political justice. We begin with Aristotle’s Politics, the work of classical philosophy that educates the practical work of citizens and statesmen. We will ask questions like these: Who should rule, and for what purpose? How to judge the rival claims made for oligarchy, democracy, and aristocracy, the regimes concerned with wealth, freedom, and virtue? Which of these, or what combination, is the right choice? The second half of the course considers the rise, in modernity, of a new kind of government, one that secures the rights of individuals, governs itself through representation, and thrives on commerce. Why did philosophers like Montesquieu and statesmen like James Madison think that justice is better served in a modern republic than in the regimes recommended by Aristotle? Were they right to think so?
ATTRIBUTES: Non-Honors students may take an Honors course with the approval of the Director; Minimum 3.0 GPA required.

23556 HUM 2004-001 SOCIETY  MW 3:00-4:15 McCarragher
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.

23561 HUM 4200-001 FORGIVENESS and PUNISHMENT: MULTICULTURAL PERSPECTIVES on the POWER TO FORGIVE  TR 10:00-11:15 Couenhoven
When someone wrongs you, when is it good to forgive--and what does that require? Must we give up anger in order to forgive, or might we punish even while forgiving? An introduction to Christian, Jewish, Muslim, political, psychological, and philosophical views of forgiveness.
ATTRIBUTES: Core Theology, Theology and Diversity 3.

23983 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.

24068 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).

24071 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.

24170 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.

24171 PSC 2230-001 INTERNATIONAL ORGANIZATION MWF 10:30-11:20 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.

24172 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.
24325 SOC 3600-001 RACE & ETHNIC RELATIONS T 4:00-6:30 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.

24485 THL 3790-004 FORGIVENESS & RECONCILIATION TR 10:00-11:15 Vera
This course will address the religio-social concepts of forgiveness and reconciliation from both a theoretical and applied perspectives. The course will explore personal experience, contemporary case studies, theological readings and visual materials that will help us survey the topic. The course has been designed this way to help the student reflect upon forgiveness and reconciliation not just from an external point of view but also from a personal and theological perspective to help them in their own growth.

24489 THL 4490-002 RACISM in CATHOLIC CHURCH TR 10:00-11:15 Grimes
Although the Catholic church understands itself as the Body of Christ, the lived history of the church in the United States shows that the church has not been able to bring blacks and whites together as members of one body. This course will explore the way in which the church has operated as an instrument of not racial unity and justice but racial segregation and white supremacy. This course seeks to empower students to draw upon the vast resources of the Catholic theological tradition in order to supply solutions to the theological problem of white supremacy.
ATTRIBUTES: Core Theology.

24831 THL 4490-002 CATHOLIC SOCIAL TEACHING and the GLOBAL MARKETPLACE TR 2:30-3:45 Pak
A course that applies Catholic Social Teaching to trends in the global marketplace, with a special interest in moral and ethical issues facing members of the global marketplace today. Using the lens of the seven themes of Catholic Social Teaching, real-world business issues will be studied, including but not limited to: a) life and dignity of the human person as a consumer, employer, employee, and citizen; b) call to family, community and participation in the global marketplace; c) rights and responsibilities of consumers, employers, employees, and citizens; d) moral obligations to poor and vulnerable consumers, employers, employees, and citizens; e) dignity of work and consumption; f) solidarity of global consumers, employers, employees, and fellow human beings – and the problem of slavery, human trafficking, and human rights abuses; g) care for God’s creation, and the stewardship responsibilities of consumers, employers, employees and citizens.
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 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 ____________________________