23092 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.

23093 PJ 2700-H01 PEACEMAKERS & PEACEMAKING MW 4:30-5:45 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: Cultural Studies, Ethics Concentration: Politics, and Law elective, Honors, Humanities. Non-Honors students with a minimum 3.33 GPA are eligible for this course and should contact the director, kathryn.geteksoltis@villanova.edu.

23094 PJ 2800-100 RACE, CLASS, & GENDER T 6:10-8:50 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 Concentration:Economics and Public Policy elective, Gender & Women’s Studies, Philosophy, Diversity 1 & 2.

23095 PJ 2900-001 ETHICAL ISSUES IN PEACE & JUSTICE TR 2:30-3:45 Stehl
This course will introduce and examine the economic, political, and social roots of contemporary moral issues, with special emphasis on the Catholic Christian perspective. The course will survey issues like poverty, globalization, violence, conflict, and human rights. This primary focus will explore: the historical & cultural elements of environmental exploitation, critiques of fossil fuel dependency & peak oil, the ethics & principles of natural systems and holistic design that go beyond sustainability (permaculture), and the practical alternative approaches toward social, economic, and environmental justice.
ATTRIBUTES: ENV:Environmental Studies, Ethics Concentration:Ethical Issues in Science, Technology, and Environment elective, Core Theology, Theology.

23096 PJ 2993-001 INTERNSHIP TBA Getek Soltis
23097 PJ 2996-001 INTERNSHIP TBA Getek Soltis
23098 PJ 4000-001 THE NATURE OF GENOCIDE
TR 4:00-5:15 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: Cultural Studies, Core Theology, Theology, Diversity 3.

23099 PJ 4000-002 SOCIAL JUSTICE in the HEBREW PROPHETS
MW 3:00-4:15 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: Cultural Studies, Core Theology, Theology.

23100 PJ 5000-001 HISTORY OF HOMELESSNESS
TR 11:30-12:45 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.

23101 PJ 5600-001 INDEPENDENT STUDY
TBA Getek Soltis
Like us on Facebook
Center-for-Peace-and-Justice-Education@Villanova-University
THE FOLLOWING COURSES HAVE P&J ATTRIBUTES

21787 COM 3207- 001 AFRICAN AMERICAN RHETORIC                                    TR 1:00-2:15 Crable
What does it mean to be black—as an individual and as a member of a community—in the United States? How, historically, has the black experience been constructed through rhetorical discourse, and how does that process continue, in our present, 21st century context? In this class, we will examine these questions (and some answers to them) through a critical examination of a variety of rhetorical artifacts. The primary objective of the course is therefore to develop a comprehensive understanding of the symbols used to rhetorically construct and reconstruct the African American identity and community. Some of these symbols will include historical speeches, essays, articles, and poems written about the black experience in America. Some of these symbols will include contemporary media artifacts that continue to intervene in the struggle over the meaning of blackness in America. We will also study how these symbolic representations created (and create) lived realities sustaining systems of oppression that impacted (and impact) the lives of black Americans—and, indeed, all Americans.

21788 COM 3241 – 001 PERFORMANCE of LITERATURE                                   MW 3:00-4:15 Rose
In this course we take as given that literature—poems, short stories, novels, drama, nonfiction (including social media texts, memoir, personal narrative)—has the potential to challenge systems that give rise to experiences of power, privilege, and marginalization. Through the study, understanding and performance of literary voices of non-dominant groups in the US and Western Europe, we will use our bodies and creative energies to make art that challenges us to come to greater understandings of ourselves and others. We will pay particular attention to point of view and literary/performance style in interrogating cultural identities, relationships, and power dynamics—all in the service of creating dialogical performances that engage audiences to see the world in new ways.

21801 COM 3390 - 001 TOP: RACE & ETHNICITY in FILM                                W 1:30-4:00 Ehrlich
This course is designed to serve as an intensive study of the representation of race and ethnicity in American cinema. Students will be investigating how film has often served as a mirror to society’s ills, and has been used to imagine and advocate a more just system. Some of the topics covered will be migrant narratives, Native Americans and the American Western, depictions of slavery and the civil rights movement, immigrant cinema and tropes of narco and mafia narratives, music videos as vehicle for cross-cultural exposure and more. Students will also be introduced to the basic vocabulary and concepts necessary to critically analyze, understand, appreciate and make films. This is an interdisciplinary class that draws upon film studies, feminist studies and critical race studies as well as social and political histories to explore cinematic story telling and its greater cultural impact.
ATTRIBUTES: Peace & Justice, Diversity 1.

21803 COM 3448-100 MULTICULT. LEADERSHIP               W 6:10-8:50 Anthony, Bowen, 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 14 outside hours of weekend and evening dialogue practice through COM 5300 IGR workshops.
ATTRIBUTES: Cultural Studies, Peace & Justice, Diversity 1. Restricted; requires permission of Instructor.
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, guerrillas, 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.

ATTRIBUTES: Cultural Studies, Peace & Justice.

IGR (Intergroup Relations) are 1-credit courses focusing on creating understanding relationships among people from different social identity groups (e.g., economic, racial and ethnic). This is accomplished by developing the communication skills of dialogic listening, empathy, and intentional engagement. In Fall 2017, all COM 5300 IGR courses will meet Mondays, 6-8pm. Students must complete the application at http://www.villanova.edu/igr and attend all classes. Permission of Chairperson required. Students will be placed in section COM 5300-100 and later assigned to topical dialogues on gender, sexual orientation, racial identity, race, socioeconomic status, and faith. Three IGR courses can be taken over the same or different semesters to count as a Free Elective in CLAS and VSB, as well as a Diversity 1 in CLAS.

ATTRIBUTES: Peace & Justice, Diversity 1, Permission of Director required.

All students must complete the form at www.villanova.edu/igr. Students must have previously taken the Race or Racial Identity IGR course. 11/3 (5-9) 11/4 (9-5) Permission of Director required.

ATTRIBUTES: Peace & Justice, 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: Core Social Science, Peace & Justice. Restrictions: Closed to students who have completed Criminology 3000.
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, Peace & Justice.

In this course, students will examine the complex inter-relationships between race, crime, and the justice system within American social and political contexts. Students will build their analytic and critical thinking skills about important race and criminal justice matters that continue to polarize. This class will weigh the value of facts over opinions in light of historical socio-political context. Although we will examine the role of individual behavior when it comes to crime, victimization, and social responses to those events, we will move beyond simplistic individualistic ideas about race and racial bias and examine whether and to what degree racial inequality and racism are at the root of criminal justice practices that disparately effect racial and ethnic minorities. Further, we will evaluate to what extent our social and political institutions contribute to evident inequalities. Using a broad perspective, students will assess how racial disparities in crime and justice both reflect and contribute to racial and social injustice.

ATTRIBUTES: Peace & Justice.

What is culture? In this introductory course students explore the various definitions of culture in the era of globalization. We'll discuss commercialization and popular culture (music, TV, films, advertisements, etc.) and their representation in the print and electronic media across the globe phenomena.

ATTRIBUTES: Peace & Justice, Diversity 3.

An investigation of the complex issues of race, culture, gender, sexual orientation, and special education through intellectual inquiry and study. Students in the course will investigate the philosophical, theoretical, and historical foundations of multicultural education, gender education, and special education.

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

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: Core Social Science, Cultural Studies, Peace & Justice, Diversity 1, Service learning component. EDU Majors and Minors Only.

22339 GEV 3000-002 GROWING INTO SUSTAINABILITY THROUGH AGRICULTURE  
TR 10:00-11:15 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.


22340 GEV 3001-001 INTRODUCTION TO SUSTAINABILITY STUDIES  
MWF 9:30-10:20 Staff

In this interdisciplinary seminar course, we will explore the historical, philosophical, environmental, scientific, economic, and political dimensions of sustainability. Drawing on scientific theory, GIS data, documentary films, historical documents, guest speakers, and other diverse sources, students will examine case studies of local, national and international sustainability initiatives; the scientific data shaping debates on global climate change; and the issues facing people of color, indigenous groups, and women in the 21st century as a result of environmental exploitation and social exclusion. This is not a lecture course. Together we will investigate the most important moral and material issues of the 21st century via discussions that depend upon regular participation on the part of all seminar members.

ATTRIBUTES: Peace & Justice.

22394 GIS 2000-001 INTRO TO GLOBAL STUDIES  
MW 1:30-2:45 Akoma

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: Africana Studies minor/concentration, Core Social Science, Peace & Justice, Diversity 3.

22401 GIS 6500-001 CAPSTONE SEMINAR  
MW 3:00-4:15 Akoma

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, Peace & Justice, Diversity 1 & 3.

22406 GWS 2050-001 GENDER and the WORLD  
TR 1:00-2:15 Foster

This course provides a rigorous introduction to the arguments underpinning three fields: feminist studies, with an emphasis on women of color feminism; women’s studies; and gender studies. Although our materials
will be wide-ranging and diverse, all of our discussions will help us study three fundamental and still-urgent questions about contemporary life: How do societies construct and regulate sex, gender, and sexuality? How do our bodies, gendered behaviors, and desires shape our identities and possibilities? And, perhaps most importantly, in what ways does feminism remain a vibrant and necessary resource as we seek to make sense of and influence our world?

ATTRIBUTES: Core Social Science, Cultural Studies, Peace & Justice, Diversity 2.

22432 HIS 2276-001 AMERICAN ENVIRONMENTAL HISTORY TR 10:00-11:15 Rosier
This course explores the history of the American environment and the history of American environmentalism from the pre-Columbian era to the present. We will examine a variety of historical documents and works of ecology, public policy, history and cultural studies to help us understand how Americans, through settlement and industrialization, engendered ‘changes in the land’ and how these changes gave rise to environmental citizenship. While focusing on developments in agriculture, public policy, economics, science and technology, we will also consider, more generally, issues of gender, race, and class; during the final weeks of the course we will investigate the ways in which environmental degradation is suffered predominately by minority and poor communities by studying several “environmental justice” movements. In addition, we will consider the place of ‘nature’ in our culture of consumption.

ATTRIBUTES: Peace & Justice.

22438 HIS 4041-001 HIST. IN THE MOD. MIDDLE EAST TR 11:30-12:45 Abugideiri
The objective of this course is to provide a basis for understanding historical processes – particularly processes of modernization and nation building – within the Middle East and North Africa in the modern period. It provides an understanding of the social, religious, cultural, economic and political institutions and forces that have shaped the history of the modern Middle East, beginning from the apex of the Ottoman Empire until contemporary times. There are four major areas covered in this course. First, we begin by examining the multifaceted institutions undergirding the longevity, success and ultimate demise of the Ottoman Empire. Second, we turn to the rise of European imperialism, its encroachment and effects on Middle Eastern and North African societies. Third, we study the developments that transformed the region to become “the Middle East” in the post-WWI independence era, paying special attention to the evolution of nationalist and anti-nationalist movements. Finally, drawing on the historical background provided in the course, we address four contemporary political issues/conflicts in historical perspective (e.g., the Palestinian-Israeli conflict, the Iranian Revolution, the Gulf War and the rise of political Islam in Algeria). To analyze these key historical processes, we will be reading primary and secondary texts, visual materials, film and literature (in translation).

ATTRIBUTES: Arab and Islamic Studies, Peace & Justice, Diversity 3.

22470 HON 5700-001 PSC: JUSTICE SEMINAR TR 1:00-2:15 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: Peace & Justice. Non-Honors students may take an Honors course with the approval of the Director; Minimum 3.33 GPA required.

22491 HUM 2002-001 HUMAN PERSON MW 1:30-2:45 Wilson
Is our understanding of the human person sufficient to rise to the challenge of life in the twenty-first century? Covering authors from Tolstoy to Tolkien, this Humanities Gateway seminar examines fundamental aspects
of the human experience, from birth through death, and considers how to pursue the good amid the dramatic unfolding of human life.

ATTRIBUTES: Peace & Justice. Contact Chair of Humanities for Registration.

22493 HUM 2004-001 SOCIETY
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: Peace & Justice, Political Science. Contact Chair of Humanities for Registration.

22554 MAT 1290-001 TOP: A MATHEMATICAL EXPLORATION of FAIRNESS
MWF 12:30-1:20 Pollack-Johnson

22555 MAT 1290-002 TOP: A MATHEMATICAL EXPLORATION of FAIRNESS MWF 1:30-2:20 Pollack-Johnson
What do we really mean by the word “fair”? What is fairness? What is the level of inherent fairness of various activities and structures that we participate in every day? What gets in the way of fairness? Could we structure things differently to bring about more fairness? How can we increase the level of fairness in our lives and in our world at all levels?

ATTRIBUTES: A&S Core Math, Peace & Justice.

22629 MAT 5900-001 SEMINAR: MATHEMATICS & SOCIAL JUSTICE
TR 11:30-12:45 Malmskog, Pollock-Johnson, Posner
Jane Addams said, “In the unceasing ebb and flow of justice and oppression we must all dig channels as best we may.” For us, this means turning to mathematics. In this capstone seminar for math majors, we will use mathematical and statistical models, logic, reasoning, and other tools to understand and work toward social justice. We will consider the individual/personal, small group, organizational, political (city/town, state, country, multi-country, etc.), and societal levels as we explore essential questions such as: What do we mean by “social justice”? How does mathematics inform how we could structure things differently to bring about more social justice? How do we measure social justice and how has this evolved over time? How can we increase the level of social justice in our lives and in our world at all levels? Mathematical/statistical topics presented will depend on the interests of students in the class, and could be drawn from game theory, social choice theory, voting systems and power indices, math modeling, statistical inference, multivariable thinking and data visualization, causal inference, fair division, gerrymandering, the Gini index of economic inequality, and utility theory. Students will work on projects related to social justice, perhaps in partnership with local or larger organizations such as nonprofits, and will make presentations both about work on their projects and on math/stat topics related to individual projects or the theme of the course. The course will be co-taught with Drs. Posner, Volpert, and Malmskog.

ATTRIBUTES: Peace & Justice.

22922 NUR 7070-DL1 NUTRITION and GLOBAL HEALTH
TBD Costello
Examines existing and emerging issues in nutrition globally, with special emphasis on the developing world. Analyzes influence of human biology, the environment, culture, socioeconomic status, politics and international policies on nutrition and its impact on health of individuals and populations.

ATTRIBUTES: Peace & Justice.

22923 NUR 7081-001 INTERNATIONAL HEALTH
R 5:20-7:20 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.

ATTRIBUTES: Peace & Justice.
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<td>23008 PH1 2115-001</td>
<td>ETHICS FOR HEALTH CARE PROFESSIONS</td>
<td>TR 11:30-12:45 Napier</td>
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<td>23009 PH1 2115-002</td>
<td>ETHICS FOR HEALTH CARE PROFESSIONS</td>
<td>TR 1:00-2:15 Staff</td>
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<td>23740 PH1 2115-003</td>
<td>ETHICS FOR HEALTH CARE PROFESSIONS</td>
<td>TR 2:30-3:45 Staff</td>
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This course will expose us to contemporary philosophical and ethical problems arising in medicine and health care. Though some attention will be paid to “traditional” ethical problems such as abortion, euthanasia, and assisted suicide; the primary focus of the course throughout will be on ethical problems encountered in the clinical or research setting such as those arising in the context of organ donation, surrogate decision-making, research on human subjects, reproductive technologies, end-of-life issues, futility, managing moral distress, conscience protections for health care workers, cooperation in evil and others. In addition to understanding each issue fundamentally, a unified “picture” of the ethical delivery of health care will emerge. The overarching question that animates each issue is what does loving this patient/research subject look like? This class aims to make clinicians better at loving patients/subjects.


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<td>23010 PHI 2121-001</td>
<td>ENVIRONMENTAL ETHICS</td>
<td>MWF 10:30-11:20 Murdoch</td>
<td>23010 PHI 2121-001 ENVIRONMENTAL ETHICS</td>
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<td>23011 PHI 2121-002</td>
<td>ENVIRONMENTAL ETHICS</td>
<td>MWF 11:30-12:20 Murdoch</td>
<td>23011 PHI 2121-002 ENVIRONMENTAL ETHICS</td>
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This course will explore ethical questions which concern the physical and biological environment, including analysis of competing priorities among environmental, economic and political values. We will examine the theoretical underpinnings of our ethical choices as well as specific issues and dilemmas related to the environment, its preservation, provision, and threats to its continued sustainability.


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<td>23012 PHI 2160-001</td>
<td>ETHICS of WAR</td>
<td>MWF 12:30-1:20 Scholz</td>
<td>23012 PHI 2160-001 ETHICS of WAR</td>
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This course will look at some of the normative and practical issues of war. We will address ethical issues facing citizens, combatants, states, and the international community. Although just war theory will receive some primacy, other theoretical approaches to war will also be considered including realism and pacifism. Our study will include war, terrorism and responses to terrorism, preventive war, genocide, crimes against humanity, military intervention, security, cyber-warfare, and uninhabited aerial vehicles, among other related topics. Students will be challenged to connect theoretical discussions to current events and encouraged to read both national and international news sources. Students will also be invited to participate in the Ethics of War Conference at West Point, a joint conference between Villanova and the US Military Academy.


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<td>23016 PHI 2450-001</td>
<td>CATHOLIC SOCIAL THOUGHT</td>
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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.

ATTRIBUTES: Cultural Studies, Ethics Concentration: Economics and Public Policy elective, Peace & Justice, Core Theology.
23020 PHI 2990-002 LATIN AMERICAN PHILOSPHY  TR 2:30-3:45 Salazar
This course aims to introduce students to a number of philosophical issues and problems that arise in Latin American thought. We will look at the ways in which the Latin American context shapes and informs the activity of philosophy. Our point of departure will be the encounter between the Spanish and the Natives in 1492 and our focus will be mainly on the social and political issues that arise on account of the conquest, slavery, colonialism, post-colonial nation-building, racism, poverty, and dependency.
ATTRIBUTES: Peace & Justice, Diversity 3.

23207 RLL 3440-001 THE POSTCOLONIAL PERSPECTIVE  TR 4:00-5:15 Achille
Focusing on a representative selection of contemporary films (2005 and after), we will explore the various ways in which directors from different origins and backgrounds chose to represent the experiences specific to France’s racial, ethnic and cultural minorities, or (post)colonial Others. We will study a mix of highly popular films and works from lesser-known directors in order to better understand how these issues are perceived and presented to the audience, French and international.
ATTRIBUTES: Arab and Islamic Studies, Africana Studies minor/concentration, Cultural Studies, Peace & Justice, Diversity 1.

23270 SOC 2950-001 PERSPECTIVES ON U.S. POVERTY  TBD 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.

23273 SOC 3600-001 RACE & ETHNIC RELATIONS  TR 2:30-3:45 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.

23338 SPA 2993-001 SPANISH COMMUNITY INTERPRETER INTERNSHIP  T 4:00-6:00 Hidalgo Nava
The course is designed for undergraduate students with advanced proficiency in Spanish who seek to apply and improve their linguistic and cultural competencies in a real-world setting. This course in community interpretation prepares the interns to be verbal interpreters and/or translators of (oral and written) documents, from English to Spanish or vice versa, by introducing them to the basic theory and strategies for written translation and oral interpretation. This includes an introduction to two-way interpretation,
consecutive interpretation, general and legal translation, and specific linguistic areas relevant to the needs of the Law School Clinic clients. Through hands-on practice and exercises, the interns develop the fundamental analytical, cognitive, and linguistic skills that are essential for written translation, and two interpretation modes (consecutive and sight translation). This community-based learning course allows the student intern to use his/her Spanish abilities while helping law students to serve the Latino community in Southeastern Pennsylvania. As part of the course, students will enhance their consciousness about the unfair conditions many immigrants need to face while they struggle to start a new life in the US and to provide for their families and themselves. Students will have the opportunity to be in contact with the immigrant Latino community and, as a consequence of that interaction, they will develop a greater understanding about their situation, along with more compassion and tolerance.

ATTRIBUTES: Peace & Justice, Diversity 1.

23340 SPA 3074-001 HISPANIC CINEMA
Analysis of films from Spain and/or Latin America as a representation of identities and reflection of particular political and social circumstances. Prerequisite: 1132 or equivalent
ATTRIBUTES: Cultural Studies, Latin American Studies requirement, Peace & Justice, Diversity 1.

23418 THL 3740-001 LIBERATION THEOLOGIES
This course is designed for students in the Service Learning Community. Fr. Art is an Augustinian who served with the poorest of the poor in Peru for 30 years. He brings a wealth of experience and love for the poor to this course. Liberation Theology calls us to see how the poor are marginalized by society, describes how to work among them in order to advocate on their behalf, and most importantly to use what we have in order for the poor to find their power so they can advocate for themselves. Liberation Theology proposes that Christ desires to free our fellow human beings from the social structures that keep them impoverished. St Augustine stated: You give bread to a hungry person; but it would be better were no one hungry, and you could give it to no one. (Tractate 1 John 8,8) This course will examine the role of Charity and the pursuit of Justice, as well as how we think about and work with and for the poor.
ATTRIBUTES: Peace & Justice, Sophomore Service Learning Community only, Diversity 3

23424 THL 5000-001 DO BLACK LIVES MATTER to GOD: A THEOLOGICAL EXPLORATION of RACE & RESISTANCE
Has God sanctioned #BlackLivesMatter? Would Jesus protest the killings of Michael Brown, Sandra Bland, Tamir Rice, Eric Garner, Rekia Boyd, or Aiyana Stanley-Jones? How should people of Christian faith respond to Black protest? In this course, we will attempt to construct a Divine argument for resistance to racialized violence and oppression. To do this, we will engage the biblical text and the texts of historical narrative, literature, poetry, music, visual art, and film to explore key theological topics, including sin, suffering, and salvation. As we center the perspectives of Black, womanist, mujerista, queer, and Native theologians, scholars, organizers, artists, and activists, we will seek to discover a theological framework for the contemporary Movement for Black Lives. Ultimately, we will seek to be empowered by this framework, integrating it with our own faith and practice in order to live into the prophetic call to do justice.
ATTRIBUTES: Peace & Justice
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.

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To apply for a Minor or Concentration in Peace and Justice Education, please complete the information below or on-line at [www.peaceandjustice@villanova.edu/academics](http://www.peaceandjustice@villanova.edu/academics). Return it to Dr. Kathryn Getek Soltis, Director of the Center for Peace and Justice Education, Corr Hall, 106. Or email: kathryn.getek.soltis@villanova.edu

Name: ___________________________      Student #: ___________________________

Email Address: ___________________________      Major: ___________________________

Date of Graduation: ___________________________      I wish to pursue: a Minor __________      a Concentration __________