SPRING 2016 SUBCATALOG
Courses as of 10/27/15 – Please continue to Check Master Schedule for Latest Updates

34137 PJ 2700-H01 PEACEMAKERS and PEACEMAKING TR 4:00-5:15 McCarrhaer
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. Non-Honors students with a minimum 3.0 GPA are eligible for this course and should contact the director, kathryn.getekso0lts@villanova.edu.

34138 PJ 2800-001 RACE, CLASS, AND GENDER R 6:10-8:50 Schultz
What is oppression? What's its relation to racial, sexual, gender and class identity? How can we resist oppression? Together we’ll try to answer these three questions. We’ll do this by examining social identities as they are formed at the intersections of race, class, gender, and sexuality. We’ll generate ideas about the nature and structure of oppression, violence, and social equality, as well as possibilities of resisting oppression, by examining both classic and more recent theory. But we’ll also be examining current policies, trends, movements, and events. An important component of this course will be the examination of the current situation, and to that end we’ll read speeches by President Obama and recent articles from Philadelphia Magazine and The New York Times and The Philadelphia Inquirer. We can only tackle our two questions by creating a cooperative learning environment: by making our class a workshop in which we critically examine our own vantage-points in constant dialogue with one another. In this class it’s essential that we learn from and teach one another.
ATTRIBUTES: Africana studies minor/concentration, Cultural Studies, Ethics elective (EEPP), Gender & Women’s Studies, Philosophy, Diversity 1 & 2.

34139 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 practical alternative approaches toward social, economic & environmental justice.
ATTRIBUTES: Environmental Studies, Ethics elective (ETST) Core Theology.

34140 PJ 2993 INTERNSHIP TBA Getek Soltis
34141 PJ 2996 INTERNSHIP TBA Getek Soltis

34142 PJ 4000-001 TOP: 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 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.

ATTRIBUTES: Cultural Studies, Core Theology, Diversity 3.

34143 PJ 4000-H01 TOP: HUMANITY, NATURE & JUST. in the MOD. WORLD

TR 1:00-2:15 Armon

What does it mean for humans to live on the Earth in a just and good way? This course studies concepts of co-existence, inter-dependence, and reciprocity between humanity and the natural world and explores why these concepts may be vital for the current and future well-being of humans and the Earth. The goal is to trace the long human conversation concerning peaceful, mutually beneficial co-existence between humans and Earth’s life systems. The conversation has a deep history in pre-modern and modern thought and is vividly articulated in the recent writings of numerous religious thinkers such as recent Popes and the Dalai Lama, along with scientists such as Wangari Maathai, Mark Bekoff, and Robin Wall Kimmerer. As we explore world religions’ depictions of the human-nature relationship, we will consider recent scientific evidence regarding that relationship. We will discover how the human thought tradition in both its pre-modern and recent forms reveals how concepts of peace, justice, and morally good living may be central to understanding and practicing ecologically sustainable living.

ATTRIBUTES: Cultural Studies, Environmental Studies, Ethics elective (ETST) Diversity 1.

Non-Honors students with a minimum 3.0 GPA are eligible for this course and should contact the director, kathryn.geteksoltis@villanova.edu

34144 PJ 5000-001 THEOLOGY, ETHICS & CRIMINAL JUSTICE IN AMERICA

MW 1:30-2:45 Getek Soltis

What is true justice and to what extent does our criminal justice system implement it? This course begins by engaging Scripture and classic theological voices in an attempt to reconcile divine justice with punishment, atonement, and notions of damnation/salvation. After also examining key ethical theories of justice and punishment, we examine the realities of criminal justice in America. Our focus on current practices in sentencing and corrections will include the war on drugs, solitary confinement, life without parole, re-entry, education in prisons, and the intersection of criminal justice with race and class. Ultimately, how might theological and ethical approaches to justice inform (and reform) our courts and prisons?

**This course includes an optional service-learning component to tutor those involved in the criminal justice system. Locations of tutoring for Spring 2015 are being finalized. Options in the past have included Graterford Prison and Sisters Returning Home in Germantown.

ATTRIBUTES: Criminal Justice, Ethics elective, Honors, Humanities, Core Theology, Diversity 1.

34145 PJ 5000-H01 HOMELESS CHIC?

TR 11:30-12:45 Joyce

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: Africana Studies, Cultural Studies, English, Diversity 1. Non-Honors students with a minimum 3.0 GPA are eligible for this course and should contact the director, kathryn.geteksoltis@villanova.edu.
34146 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
ATTRIBUTES: Ethics elective, (ETEP), Diversity 1.

34147 PJ 5500-H01 POLITICS OF WHITENESS  TR 10:00-11:15 Anthony
This course will be an examination of the past and present scholarship which serves to debate and deconstruct the nature of whiteness. Historically, whiteness has been the unexamined, invisible, normative backdrop from which people of color have been defined, delimited, and “othered.” We will analyze the nature and structure of “whiteness” and the spectrum of white supremacy that is affiliated with it. “White supremacy” and "white privilege" will be central issues of the course, as they are deployed through and embodied in people (of different races), different systems of thought, and various social practices and institutions. The course will conclude by looking at the debate over the question of whether or not “whiteness”, as a social construct and personal identity, can be recreated and rehabilitated from the privilege, invisibility, and the normative power it has involved.
ATTRIBUTES: Africana Studies, Cultural Studies, Honors, Philosophy, Diversity 1. Non-Honors students with a minimum 3.0 GPA are eligible for this course and should contact the director, kathryn.geteksolidis@villanova.edu.

34148 PJ 5600-001 INDEPENDENT STUDY  TBA  Getek Soltis
THE FOLLOWING COURSES HAVE P&J ATTRIBUTES

34683 AIS 4100 - 001 SEM:FRANCE,ALGERIA,MODERN VIOLENCE
TR 1:00-2:15 Abugideiri & Achille
This course offers students an opportunity to place Franco-Maghrebi relations and interactions in their proper historical contexts. Analyzing primary sources as well as academic essays, films, newspaper articles, and images, we set to explore how modern social identities of nativeness versus Otherness, from the perspective of each, were constructed and embodied. We will start with the colonial period when France colonized the Greater Maghreb, move through the decolonial period and the Franco-Algerian war of independence in particular, and end with the contemporary postcolonial challenges faced by French and Maghrebi citizens alike, especially in France.
ATTRIBUTES: Peace & Justice, Diversity 1 & 2. Satisfies FFS Major/Minor Elective requirement.

32696 CHE 2930-001 CATHOLIC SOCIAL TEACHING for EGRS
MW 1:30-2:45 Punzi
Tradition and key themes of Catholic Social Teaching and how engineers can incorporate these themes in developing solutions to engineering problems. Engineering topics and case studies will be analyzed, with emphasis on a comparison of "greatest good" and "common good."
ATTRIBUTES: Peace & Justice. Only open to engineering majors. Permission of instructor required.

32899 COM 3201-001 RHETORIC and SOCIAL JUSTICE
TR 2:30-3:45 Murray
In this course, we will explore and critically examine discourses on social justice and human rights through an integration of rhetorical theory and criticism. Of central importance to ensuring social justice and human rights are those communicative/rhetorical acts that disrupt, provoke, encourage, and help to mobilize. From public debates to mediated dialogues, from embodied politics and performances of resistance to more extreme acts of violence and terrorism, the rhetorical scholar has a responsibility to study how those practices enrich (or hinder) social justice and participation in public life as well as determine their effectiveness, ineffectiveness and ethical dimensions.
As a student in this course, you will learn how to identify, analyze, invent, augment, and/or challenge the complex array of discourses on social justice and human rights. You will be introduced to the theoretical foundations of rhetoric and social justice and the various communicative techniques and strategies common to those struggling to advance human rights. In addition, you will gain exposure to an array of contemporary and historical debates that continue to shape popular and political culture.
ATTRIBUTES: Peace & Justice.

32900 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.

32936 COM 5300-100 TOP IGR DIALOGUE: IDENTY& INTERFAITH
T 6:00-8:00 Bowen & Dwyer
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 Spring 2016, all COM 5300 IGR courses will meet Tuesdays, 6-8pm. Students must complete the application at 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. Class dates will be: 1/12/16 – 2/23/16. 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.

32942 COM 5300-107 TOP:IGR DIALOGUE: ADVANCED RACE  
F 5:00-9:00 Anthony & Hall  
S 9:00-5:00 Anthony & Hall

Advanced Race will take place on a Friday evening and Saturday TBD. All students must complete the form at www.villanova.edu/IGR; Students must have previously taken the Race or Racial Identity IGR course; permission of Chairperson required.

ATTRIBUTES: Peace & Justice, Diversity 1.

34882 COM 5300-108 TOP:IGR DIALOGUE: ADVANCED RACE & GENDER  
F 5:00-9:00 Bowen & Dwyer  
S 9:00-5:00 Bowen & Dwyer

Advanced Race & Gender will meet 2/12 5-9pm and 2/13 9am-5pm. Students must have taken the IGR on Race, Racial Identity, or Gender before taking and Advanced class. Permission of Chairperson required.

ATTRIBUTES: Peace & Justice, Diversity 1.

32955 CRM 1001-001 INTRODUCTION TO CRIMINOLOGY  
MWF 10:30-11:20 Remster

32956 CRM 1001-002 INTRODUCTION TO CRIMINOLOGY  
MWF 11:30-12:20 Remster

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.

32957 CRM 3001-001 JUSTICE and SOCIETY  
MWF 11:30-12:20 Arvanities

32958 CRM 3001-002 JUSTICE and SOCIETY  
MWF 12:30-1:20 Arvanities

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, Peace & Justice.

33026 CST 4100-001 CAP:US POP CULTURE  
MW 3:00-4:15 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 practices of everyday life as well as music, social media and "selfies," cinema, fashion, shopping, 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 possibly take a fieldtrip to see Fun Home, the graphic novel which has been made into an award winning Broadway play. Class projects will involve rigorous textual analysis which will occasionally be combined 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 (admittedly a debatable concept) such as folk art and graffiti.

**ATTRIBUTES:** Peace & Justice.

**33187 EDU 3264-001 INTRODUCTION TO DISABILITY STUDIES**

**MW 3:00-4:15** 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:** Core Social Science, Peace & Justice, Service learning component, Diversity 1.

**33186 EDU 3263-100 DIVERTIY & INCLUSION**

**R 6:10-8:50** Dwyer

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.

**33188 EDU 4242-001 TOP:GLOBAL PERSPECTIVES EDUCATION**

**TR 1:00-2:15** Wojcik

This course provides students an opportunity to explore the structure and functioning of schooling in selected countries and cultural contexts. Students will apply critical, analytical skills to the cross-cultural study of curriculum, instruction, educational access and reform. Topics to be addressed in the course include non-Western educational traditions, gender and schooling, and the Education for All initiative. During this course, students will develop knowledge and skills related to the diverse philosophical, cultural, and social foundations of education around the world, nurture intellectual curiosity about global education, and apply a social justice perspective to its exploration.

**ATTRIBUTES:** Peace & Justice.

**33375 ETH 3010-001 WAR and WARRIORS in the 21st CENTURY: TRUE MEASURES of DEVOTION**

**TR 11:30-1:45** Wilson

War has been a permanent, and some would argue defining, feature of human history. Recent debates over U.S. invasions and occupations of Iraq and Afghanistan and the “War on Terror” follow in a legacy of arguments, often heated and rarely simple, about the permissibility of war and the sacrifices—physical, financial, social, psychological, and moral—that war demands. Can killing be morally sanctioned? How do we distinguish between killing and murder? Can war be an instrument of peace? This course will examine these questions through historical and contemporary perspectives. We will consider whether moral limits can be placed on the actions of war, and if so what these limits should be. We will also investigate the ways in which the recent struggle against terrorism and the use of drones provide challenges to conventional notions of moral warfare. In approaching these topics, we will give special emphasis to the intersection of theory and practice, focusing particularly on the experiences of combatants, concepts of moral injury, and the relationship between combatants and noncombatants in civil society.

**ATTRIBUTES:** Peace & Justice.
33438 GEV 3001-001 INTRODUCTION TO SUSTAINABILITY STUDIES
TR 8:30-9:45 Galgano & Rosier
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.

33469 GIS 2000-001 INTRODUCTION 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, Peace & Justice, Diversity 3.

33492 HIS 1165 – 001 GLOBAL MARKETS-EQUALITY
MWF 8:30-9:20 Little
This course examines empire and inequality in the modern world and emphasizes the ideological, economic, political, and cultural causes and consequences of colonization from 1500 to the present. The course places equal emphasis on the various ways that people throughout the world resisted colonial rule and oppression.
ATTRIBUTES: Peace & Justice.

34595 HIS 2181-100 CIVIL WAR & RECONSTRUCTION
S 12:30-4:00 Huss
A study of the causes of a war in which Americans fought Americans; the war's evolving nature and eventual outcome; the fight over the meaning and the extent of reconstruction; and the long term political, economic, and social consequences of the war and the end of slavery.
ATTRIBUTES: Peace & Justice, Fast Forward Course.

33502 HIS 2292-001 AFRICAN AMER. HIS. SINCE EMANCIPATION
MWF 10:30-11:20 Little
Continuing the themes of resistance and creativity, the second half of this introduction to African-American History will discuss the development of the African-American communities in the era following The Civil War. Discussion will include Reconstruction, Northern Migration, Jim Crow and Segregation, and Protest Thought and Civil Rights, as well as other topics.

33507 HIS 4041-001 HISTORY MODERN MIDDLE EAST
TR 11:30-12:45 Abugideiri
Starting with the rise of the Ottoman Empire and ending with the Gulf War of 1990-91, this course introduces students to the salient historical processes of change within the modern Middle East, such as nation- and state-building, imperialism and colonization, modernization, nationalism, independence and the rise of political Islam. Relying predominately on one major text, but also drawing on various primary sources, students will be asked to consider how history and power have operated in the modern period in the attempt to answer the question of whether or not the Middle East is indeed “historically exceptional” in its regional development. Reoccurring questions that students will interrogate include: How has the Middle East historically modernized? Did modernization mean westernization? Was western European imperialism a catalyst of progress or paralysis for the region? Once independent, what kind of challenges did the region face? What role has the West played in helping or hurting state building? Bearing these questions in mind, student groups at the end of the semester will present a historical explanation of four major political conflicts in the region: the Arab-Israeli Conflict, the Iranian Revolution, political Islam in Algeria and the Gulf War.
ATTRIBUTES: Arab and Islamic Studies, Cultural Studies, Peace & Justice, Diversity 3.
33530 HON 4951-001 CONTEMPORARY ISSUES of INTERCOLLEGiate ATHLETICS  
MWF 10:30-11:20 Eckstein

We will examine some of the subtle ways that contemporary intercollegiate athletics legitimizes and perpetuates existing social inequalities of class, gender, and race/ethnicity. The “issues” of intercollegiate athletics will include: unsustainable financial trends; moral and ethical contradictions; the corporatization of higher education; the masculinization of female sports; scholarships and admissions advantages as affirmative action for the rich and light-skinned; commercialization and commodification of youth sports; the class and race-exclusive youth sports to college pipeline.

ATTRIBUTES: Peace & Justice, Diversity 2. Non-Honors students may take an Honors course with the approval of the department; Minimum 3.33 GPA required; NOT open to students who have completed SOC 4200.

33563 HUM 2900-002 TOP: DEVELOP. OF CAPITALISM  
TR 4:00-5:15 Hirschfeld

Since its emergence in the early modern period, capitalism has produced a material prosperity which had hitherto never been imagined, and which now plays a dominant role in our society. Markets seem to be able to channel the self-interested actions of individuals toward the socially beneficial result of widespread prosperity. There is something of a paradox in the fact that capitalism emerged in a Christian culture that rejects materialism and excessive self-love. The result has been a discomfort with capitalism and the ethics it appears to embody. Is pursuit of self-interest natural and instrinsically good? Or is a manifestation of the vice of greed? How are we to respond to the income inequality that markets seem to generate? Should we be worried about excessive materialism? Do our economic lives serve our purpose as human beings, or are we enslaved by the imperatives of the market? To get a purchase on these questions it is useful to step out of our own time period and think about how capitalism evolved. The culture which gave rise to capitalism is alien to us in terms of the values people held, the way they understood human nature and human society. Learning about that culture and especially about the way it evolved into our world can give us a richer understanding of the market ethos that is so fundamental to modern discourse. Accordingly, in this course we will begin with a look at the economic organization of the middle ages and the worldview it embodied. We will then work through a mix of developments in economic history and in the history of theology, philosophy, and the natural sciences in order to understand how the modern worldview came to be.

ATTRIBUTES: Peace & Justice.

33566 HUM 5150-001 LITERATURE & POLITICS  
TR 1:00-2:15 McCarrather

Writers of all kinds—poets, novelists, playwrights, journalists—have demonstrated remarkable insight into political life. Whatever their own ideological commitments, the writers we will be reading in this course saw politics, not simply as a struggle for power, but as a realm of desire and aspiration, of baseness and nobility. Moreover, as several of these writers made clear, “politics” encompasses more than the machinations of politicians, or the relations of dynasties or states. They identified and probed the political character of class; of sexual and race relations; of cultural and religious life. Thus, we will read representative literature that explores the political nature of daily life, as well as the moral and spiritual possibilities of politics. In the spirit of Shelley—who dubbed poets “the unacknowledged legislators of the world”—we might see how literature can shape as well as record our political imagination.

ATTRIBUTES: Cultural Studies, Peace & Justice.

33593 LAS 3950-001 LATIN AMERICA FROM A GLOBAL PERSPECTIVE  
T 2:30-4:30 Soriano

Latin America is a vast region, extending from the American Southwest and the tropical islands of the Caribbean to the southern tip of South America, that since the process of Spanish and Portuguese colonization, have been in constant processes of adaptation and change because of colonial experience, migratory movements, multiple cultural encounters and political impositions. This course is an interdisciplinary seminar designed to examine the complexity of Latin America as a place of perennial cultural encounter, and to study the socially and culturally open landscapes of Latin America with the aim of understanding the particularities of a region inhabited and occupied by individuals who frequently transferred empires, identities, racial connotations, and geopolitical imaginations and who, immersed in contrasting colonial settings, questions and challenged their own realities. Many faculty members either formally or informally affiliated with the Latin American Studies Program will
participate in the seminar and engage the topic from different perspectives (political, historical, economical, social, and cultural).

ATTRIBUTES: Core Social Science, Latin American Studies, Peace & Justice.

34068 PHI 2121-001 ENVIRONMENTAL ETHICS              TR 11:30-12:45 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: Ethics elective (ETPL), Peace & Justice.

34071 PHI 2400-001 SOCIAL & POLITICAL PHILOSOPHY          MW 1:30-2:45 Rockhill
This course explores the historical evolution of “political cultures,” understood as the practical modes of intelligibility that dictate the very nature of politics by determining who qualifies as a political subject, what is visible as a political action, and how the spatio-temporal framework of politics is structured. The first section of the course is dedicated to analyzing the historical emergence and evolution of three major political configurations that have marked the history of the Euro-American world: natural political culture (Plato and Aristotle), ecclesiastical political culture (Augustine), and contractual political culture (Locke, Rousseau and other modern political theorists). The second section of the class will examine the specificity of our own socio-political ethos by studying contemporary debates on political liberalism, communitarianism, multiculturalism, radical democracy, minority rights, gender and race inequality, postmodernism, globalization and terrorism.

ATTRIBUTES: Cultural Studies, Peace & Justice.

34073 PHI 2450-001 CATHOLIC SOCIAL THOUGHT            TR 1:00-2:15 Doorley
Catholic Social Teaching (CST) represents a sustained critique of the stories that have shaped, and continue to shape, our culture. Individualism, the free market and the inevitability of technological progress are “stories” that we use to give meaning to human existence and to provide guidance as to how to live our lives. CST, rooted in the Christian narrative and developed over the last 135 years, offers a different story, with a different account of what it means to be human and of what we ought to be doing with our lives. In this class we will examine central principles of CST (e.g. human dignity, the common good, preferential option for the poor, subsidiarity). We will read primary texts, secondary reflection, and evaluate contemporary social and economic challenges in order to demonstrate the richness of the CST tradition and its potential for finding a more promising way toward a society that embodies “justice for all.”

ATTRIBUTES: Ethics, Peace & Justice.
This course examines different aspects of poverty in the United States, emphasizing what William Julius Wilson calls the “new urban poverty.” It explores how poverty is measured, the causes and consequences of poverty, and policies that might be used to combat poverty. Some of the important topics covered include the roles of de-industrialization, changes in the minimum wage, housing segregation, community dynamics and education in the generation and persistence of poverty. The course takes an interdisciplinary approach, incorporating insights from both economics and sociology. There are no pre-requisites. The course has a lecture/discussion format. Readings include two texts and a collection of relevant articles.

ATTRIBUTES: Africana Studies, Core Social Science, Ethics elective, (ETEP), Peace & Justice, Diversity 1, Service learning option.

India’s economy has been undergoing fast paced transformation in recent years. But how have the various social groups responded to this fast paced economic transformation? To better understand the processes of social change, this course will introduce students to India’s democracy, economic model, role of the state, role of India’s multiple religions, castes, and cultures, civil society institutions, and social policy innovation in contemporary times.

ATTRIBUTES: Core Social Science, Cultural Studies, East Asian Studies, Peace & Justice.

Noted sociologist Peter Berger once said, “The fascination of sociology lies in the fact that its perspective makes us see in a new light the very world in which we have lived all our lives.” Along these lines, the primary objective of this course is to help students see the college experience through the lenses of classic cultural and structural theories and contemporary micro and macro sociological research. That is, the main goal is for students to recognize how opportunities and barriers in the social environment, as well as deeply ingrained cultural beliefs and values, can affect a variety of social outcomes in higher education.

ATTRIBUTES: Core Social Science, Peace & Justice.

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

ATTRIBUTES: Core Social Science, Gender and Women’s Studies, Peace & Justice, Diversity 1&2.

The methodology of this course is informed by Latin American Liberation Theology which asks what difference does all our theologizing make in the life chances of the poor and marginalized. Over the course of this semester, we will examine the ethical responsibility of Christians to end global poverty. We will draw on the critical analysis of contemporary economists, political scientists, journalists and others to better grasp the scope, dimensions, and root causes of global poverty; view that reality from the perspective of the rich theological and ethical resources from the Christian tradition; learn about the work of the U.S. Catholic church overseas relieving suffering and promoting integral human development; and identify opportunities for effective engagement and advocacy.

ATTRIBUTES: Africana Studies, Ethics concentration Tracks II, III, IV, Global Interdisciplinary Studies, Latin American Studies, Peace & Justice, Core Theology, Diversity 3.
Do market economies promote or stifle human welfare, freedom, and the common good? What does Christian discipleship require in the marketplace? This course will consider these questions by utilizing sources in Christian ethics, Catholic social thought, economics, and other disciplines. In addition to these broader issues, we will explore specific topics such as globalization, consumerism, the nature and kinds of capitalism, socialist critiques of the market economy, poverty and its relationship to race and gender, worker justice, economic rights and the impact of the economy on the environment.

ATTRIBUTES: Core Theology, Peace & Justice.
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. Return it to Dr. Kathryn Getek Soltis, Director of the Center for Peace and Justice Education, Corr Hall. Or email: kathryn.geteksltis@villanova.edu

Name ___________________________________________________________ Student # ______________

Email Address ___________________________ Major ___________________________

Date of Graduation ______ I wish to pursue a Minor ______ or a Concentration_______

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. 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.
Graduate Certificate in Peace and Justice Studies

The certificate in Peace and Justice prepares students for or contributes to careers in social justice, advocacy, peacemaking, conflict resolution, journalism, teaching, and activism.

Admissions and Academic Requirements for Completion of the Certificate:

❖ Candidates for a certificate must have an undergraduate GPA of 3.0 in a related field

Applicants must submit:

❖ All undergraduate and graduate transcripts
❖ Two letters of recommendation
❖ Two short essays

Certificate Program Requirements: Students must take one required course from the regularly offered options:

❖ Catholic Social Teaching and Peacemaking
❖ Theories of Justice
❖ Social Justice
❖ The Challenge of Peace

Four additional electives from courses across the graduate curriculum which satisfy the Peace and Justice Studies requirements

WHO:

❖ Current MA Students who would like to augment their program with a Certificate in Peace and Justice Studies
❖ Undergraduate Peace and Justice concentrators
❖ Anyone with a passion for peace and justice