

# CENTER FOR PEACE AND JUSTICE EDUCATION

## SPRING 2010 SUBCATALOG

**33916 PJ 2250-100 VIOLENCE AND JUSTICE IN THE WORLD T 6:10-8:50 Zavarich**

Examines root causes of violence, pathways to building a more peaceful and just world. Basic issues include, peace, justice, power dynamics, violence, nonviolence, restorative justice peacemaking, peacekeeping, and peace building. *There will be a practicum component of the course. One class will be held at Graterford Prison to discuss the course material with inmates at the prison. Students must complete a clearance check which will be provided by the professor.*

**ATTRIBUTES: Criminal Justice, Ethics, Theology. Writing enriched.**

**33917 PJ 2700-001 PEACEMAKERS AND PEACEMAKING TR 10:00-11:15 Werpehowski**

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, Theology, Writing enriched.**

**33919 PJ 2800-001 RACE, CLASS & GENDER TR 1:00-2:15 Anthony**

This course examines critically the discrete and intersecting social identities of race, class, and gender and their effects on social theory and practice. Our analyses will address the nature and structure of oppression, violence, and social equality. In part our goal is to sustain a cooperative learning environment in which we look deeply at the ways in which race, class, and gender affect social conceptions of justice and the distribution of rights. Students also will be challenged to explore how various theories and practices affect other oppressed social groups.

**ATTRIBUTES: Africana studies minor/concentration, Ethics, Gender Women Studies, Philosophy, Diversity 1 & 2, Writing enriched.**

**33921 PJ 2993-001 INTERNSHIP**

**TBA Werpehowski**

**33922 PJ 2996-001 INTERNSHIP**

**TBA Werpehowski**

**33923 PJ 4650-001 SERVICE LEARNING PRACTICUM**

**TBA Werpehowski**

*Permission of Instructor Only*

**33925 PJ 5000-001 VOLUNTEERS, RADICALS, AND SAINTS: MEMOIR OF PURPOSE**

**MW 1:30-2:45 Simmons**

What does it mean to live a life with purpose? What (or who) calls the individual to serve, to fight, and to have high ideals that might “change the world”? In this course we will study and learn from a delightful, quirky, and passionate array of people who committed their lives to social change, which then inevitably led to personal change and growth. We’ll also explore a fundamental question in this age of conspicuous consumption: Should we admire the individual who “lives simply so that others may simply live”?

Volunteers, radicals, and saints include Dorothy Day, St. Therese, Malcolm X, Moritz Thomsen, and Che Guevara. There will be three papers, three short position papers, and midterm and final exams.

**ATTRIBUTES: English, Writing enriched.**

### **33927 PJ5000-002 THEOLOGY, ETHICS & CRIMINAL JUSTICE IN AMERICA**

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

What does justice mean in response to sin, wrongdoing, and crime? When we demand that “justice be done,” what is it that we ought to have in mind? This course will proceed in three major sections. First, we will explore the justice of God. Beginning with portrayals of justice throughout Scripture we will then engage classic theological voices such as Augustine and Aquinas. How do we reconcile divine justice with punishment, atonement, and notions of damnation/salvation? In the second part of the course, we will consider contemporary models of justice. How do we evaluate retributive, utilitarian, and restorative approaches to punishment? Is desert a legitimate criterion for justice? In the third and final section, we will consider the realities of criminal justice in America and the implications that revised understandings of justice might have for how we define and regulate crime and, particularly, for current practices in sentencing and corrections. How can theological accounts shed new light on our concept of justice and the manner in which that justice is done in our courts and prisons? *This course includes an optional service-learning component with the literacy program at Graterford Prison.*

**ATTRIBUTES: Ethics, Sociology, Theology.**

### **33930 PJ5000-003 HOMELESS CHIC? U.S. WEALTH & HOMELESSNESS**

**MWF 12:30-1:20 Kissko**

Today, legislation from city to city across the United States aims to remove the presence of visible homelessness in an effort to clean up the streets and provide a feeling of security for others to enjoy. These criminal acts targeted by local ordinances include cutting across or loitering in parking lots, urinating in public, sleeping in or near subways or on public benches and tables, and panhandling. Meanwhile, a current trend among celebrities in Hollywood is “homeless chic”. This involves wearing dirty rags, disproportionately-sized apparel, and fingerless gloves. Is this trend reflective of something deeper than an aesthetic choice? What might be at stake for the face of an American culture that fetishizes mass media images that reflect the very identity the legal system works to hide? Why are we both fascinated and repulsed by homelessness?

This modern-day juxtaposition of poverty and privilege offers tremendous occasion for critical thinking about the intersections of class, identity, citizenship, and power in America. Drawing on a range of disciplines including literature, film, politics, cultural geography, psychology, music, sociology, and journalism, this course will introduce students to the social problem of homelessness in the United States from multiple perspectives.

**ATTRIBUTES: Advanced Literature A&S Core, Sociology, Diversity 1, Writing enriched.**

### **33931 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. Class assignments will highlight the influence of discrimination and legal remedies on individual lives.

**ATTRIBUTES: Ethics, Political Science. Diversity 1, Writing enriched.**

### **33933 PJ 5600-001 INDEPENDENT STUDY**

**TBA Werpehowski**

### **33935 PJ 5600-002 INDEPENDENT STUDY**

**TBA Werpehowski**

## **THE FOLLOWING COURSES HAVE P&J ATTRIBUTES**

### **34536 AIS4100-001 GLOBAL/LOCAL: DISCOURSE IN THE ARAB WORLD**

**TR 4:00-5:15 Nagy-Zekmi**

This capstone seminar examines the various definitions of culture and the production of cultural meanings and identities in the Arab world in the era of globalization. We'll discuss the way Arab cultures are represented by looking at the *underlying ideologies*, the assumptions that regulate thinking and behavior, and the manner in which these assumptions are shaped, produced and communicated through print and other media, the various art forms, or popular culture (music, TV, films, advertisements, etc). The course will provide theoretical tools and methodologies that enable you to understand and to analyze cultural phenomena in the Arab world. The course will participate in the e-learning seminar of the Global Solidarity Network.

**ATTRIBUTES: Diversity 3.**

### **34690 COM3202-001 RHETORIC, IDENTITY & CONFLICT**

**MW 1:30-2:45 Crable**

How do violence and evil emerge within human communities? How can a communication (rhetorical) perspective help us address questions of social conflict? This course will explore these questions by emphasizing the role of rhetoric/discourse and the cultural use of symbols in the creation of social identity and social conflict. Readings will present a theoretical vocabulary for understanding the formation of racial, ethnic, gender, and national identity and processes of social acceptance and alienation. Students will be asked to draw on course readings to carry out an analysis of a particular instance of social conflict or violence, whether within or outside the U.S. Through completion of this assignment, students will begin to analyze the complexities of social identity and the ways the rhetorical constitution of that identity intersects with questions of conflict, violence, and evil.

**ATTRIBUTES: Honors, Writing enriched.**

### **34701 COM3390-001 SOCIAL JUSTICE DOCUMENTARY**

**TR 1:00-3:45 Hunt, McWilliams & O'Leary**

In the early part of the course, students will learn about an important issue through a series of lectures from various experts in the particular field. Simultaneously, they will learn the craft of documentary video production. Students will then go to a chosen client (a non-profit organization dedicated to a particular issue) and work in collaboration with the client to create a video that will explore and help to define the issue and reveal ways that social action can positively affect social circumstances. The end result will be the creation of a short (less than forty minutes) video. The video will be shown on Villanova's campus to generate discussion and interest concerning the issue. The video will also be submitted to appropriate film festivals. Enrollment is limited to eleven new students (and four returning students). *Permission of instructors is required. A screening process will determine who gets in the course.*

### **34702 COM3390-002 SOCIAL JUSTICE DOCUMENTARY**

**TR 1:00-3:45 Lewis**

**Description is the same as above.**

### **34704 COM3404-001 COMMUNICATION AND CONFLICT**

**MW 3:00-4:15 Moore**

The goal of this course is to understand how conflict can be managed most effectively through a critical understanding of its inherent features. The course is structured so that the theoretical constructs offered in the readings and in the lectures will be reinforced by classroom discussion.

**34718 COM 3490-102 MULTICULTURAL LEADERSHIP M 6:10-8:50 Anthony, 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.

**ATTRIBUTES: Diversity 1 & 3, Writing enriched. Restricted; requires permission of Instructor.**

**34070 CRJ 3000-001 CRIMINOLOGY TR 1:00-2:15 Welch**

This course provides a fundamental understanding of crime and criminological theories, and encourages students to think critically about what has been conjectured and empirically tested in this field. We will explore the fascinating nature of crime, criminals, victims, society, law, and criminal justice policy as each theory of crime causation conceptualizes them. Students will be able to identify how and why certain theories about crime are popular at particular times and places in history, as well as understand and evaluate reasons for subsequent governmental and social responses to crime. Throughout the semester, students will consider contemporary criminological issues and ideas in light of recent news events and policies.

**ATTRIBUTES: Ethics, Sociology.**

**34073 CRJ 3800-001 INTRODUCTION TO VICTIMOLOGY TR 2:30-3:45 Welch**

This course introduces students to the field of victimology within the academic discipline of criminology. We will look at the various roles of victims, victimizers, victim justice, law, and society as they pertain to the field of victimology. This course will familiarize students with the concepts, issues, and literature within victimology. Students will assess policy developments as well as the practical application of policies that have emerged as a result of victim awareness, and provide students the opportunity to explore the progression of *criminal* justice toward a system based on achieving *victim* justice.

**ATTRIBUTES: Ethics, Diversity 1 & 2.**

**35193 GIS 2000-001 INTRODUCTION TO GLOBAL STUDIES TR 10:00-11:15 Thanawala**

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: Honors, Diversity 3, Writing Enriched.**

**35194 GIS 4275-001 GLOBAL RELIGIONS & THE STATE T 4:00-6:30 Thompson, Overturf**

This seminar will focus on the study of the great religions: Hinduism, Buddhism, Judaism, Christianity and Islam. We will give attention to critical thinking issues and questions such as the complexities of belief, a critical understanding of how religion is defined and what does it include, is there something that all religions have in common and what makes each of the great religions distinct. We will study “the phenomenon of religion –its ritual, symbolic, mythological and doctrinal components”. We will consider world religions and government states in which they exist. Writings of contemporary international figures from various traditions will be considered and analyzed in a twenty-first century socio-political context. Participants will attend a worship service unfamiliar to them and will incorporate this experience into a semester research paper.

**ATTRIBUTES: Political Science, Theology.**

**35197 GIS 4950-001 EDUCATION/RACE-GLOBAL PERSPECTIVE T 8:30-11:15 Fierros, Keita**

Through comparative analysis this course will have students examine and think critically about racism in educational institutions in a global context. This course will present historical, theoretical, and legal concepts to gain an understanding of race within transnational contexts. Cases studies from other nations are meant to broaden students' understanding of racism beyond the limitations of an exclusive focus on the U.S. This course will include a number of instructional approaches including: lecture, research, discussion, cooperative learning, and case studies.

We will begin by asking a set of interrelated guiding questions:

- 1) What is racism?
- 2) What is racism in a global context?
- 3) How is racism revealed in the educational process?
- 4) How can racism be understood through the process of education

Students will be expected to be able to discuss the subject matter and express their own views respectfully, while appreciating and respecting differences of opinion.

**ATTRIBUTES: Africana studies minor/concentration, Diversity 1 & 3, Writing Enriched.**

**33676 HIS 2272-001 HISTORY OF AMERICAN CAPITALISM TR 1:00-2:15 McCarraher**

Publisher Henry Luce declared shortly before the Stock Market Crash of 1929 that "Business is, essentially, our civilization." In this course we will consider Luce's contention that American civilization was largely defined, at home and abroad, by the success of its businesses. And we will examine American capitalism's failures -- the violence of industrial life, capital-labor conflict, and what Daniel Bell called its "cultural contradictions." In exploring American economic growth and its impact on American social, cultural and political life, we will start by looking at the evolution of the colonial economy, move to the "market revolution" of the early 1800s, consider the economic dimensions of the civil war, and then begin focusing on the modern period, roughly 1880 to the present. Topics include American industrialization, the rise of the corporation, political debates over corporate power during the Progressive and New Deal eras, Keynesian theory, the military-industrial complex, labor relations, the economic history of American women, agricultural capitalism, the business of sports, and the globalization of American capitalism. We will take a multi-disciplinary approach to investigating American economic history by using primary source documents, cultural history, policy studies, and economic theory. The course emphasizes group discussion of primary documents, which requires active participation on the part of all students.

**33679 HIS 2280-001 CATHOLIC CHURCH IN AMERICA MWF 1:30-2:20 Ryan**

This survey course on the history of Catholicism in America covers the period from 1500 to the present. The discussion of the French and Spanish missions and, the English colonization will reveal that, from its origin the American Church has been shaped by different cultures of Catholicism. This process continues as the Church grows during the nineteenth century. The course will attempt to account for the complexity that characterizes the growth of this community of believers in a new land. Consequently, this course will explore the role played by the hierarchy, religious, and believers in shaping and re-shaping a growing Church. The survey also accounts for the role of Catholicism in contributing to the evolution of a pluralistic society in America. Catholics were not removed from the wider currents of a growing society. This course will reveal the growth of a reciprocal relationship between the Church and American society. Hence, Catholics and their society are both shaped and reshaped by their contact with the other. This story of an evolving Church reveals past struggles with issues of race, ethnicity, and gender that continue, along with new issues, to challenge the Church in the present day.

**33680 HIS 2292-001 AFR.AMER. HISTORY SINCE EMANCIPATION MWF 9:30-10:20 Little**  
This course examines the development of the African American community in the United States from the end of slavery until the present time. We will chronologically and thematically explore the process of reconstruction, segregation, disfranchisement, migration, and urbanization and the rise of African-American protest organizations, black nationalism, the Harlem Renaissance, and the modern day civil rights movement. Special attention will be given to the social, economic, political, religious, and cultural forces inside and outside of the African American community that have helped shape the course of African American history.

**ATTRIBUTES: Africana studies minor/concentration, Diversity 1.**

**33682 HIS 2296-001 HISTORY OF AMERICAN WOMEN TR 1:00-2:15 Kauffman**

This course will explore the changing participation of women in North American society from the colonial period to the present. Work culture for women of various racial and ethnic backgrounds, the development of law surrounding the redefinition of gender, suffrage, the "cult of domesticity", and the impact of women's involvement in notable political, social, and economic movements are some of the topics we will examine. Students will be expected to read material from a variety of sources, including current scholarship as well as contemporary works. The course will follow a combination lecture/discussion format. Grades will be based upon class participation, two 5-7 page commentaries, a mid-term and a comprehensive final examination.

**ATTRIBUTES: Gender and Women's Studies, Diversity 2, Writing enriched.**

**33692 HIS 4041-001 HISTORY OF MODERN 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.

**ATTRIBUTES: Arab and Islamic Studies, Diversity 3.**

**33695 HIS 4420-001 CONTEMPORARY LATIN AMERICAN HISTORY MW 8:00-9:15 Mogan**

This course will explore 20<sup>th</sup> century Latin American history with a special emphasis on human rights within the diverse, multiracial societies that make up the region. Topics will include economic inequalities, U.S. intervention and military dictatorships, cultural imperialism, the rise of communism, and immigration. A variety of primary source documents, recently-published secondary sources, films, and works of fiction will be used in this discussion-based course.

**ATTRIBUTES: Latin American Studies.**

**33694 HIS 4395-001 GEISHA & SAMURAI TR 2:30-3:45 Sanders**

Using the iconic figures of the geisha and samurai, this course explores the gendered history of modern Japan. In addition to the social history of Japan's geisha and samurai from the late Tokugawa period (circa 1800) through the present, the class will examine the processes by which Japanese and foreign, especially Anglo-American, observers and artists adopted geisha and samurai to represent elements of Japanese culture and "tradition." In doing so, we will use a variety of primary sources, including films, novels, and visual arts. Ultimately we will pursue three objectives: 1) the social history of Japan's best-known icons 2) the political milieu in which both lived, and, in the case of the latter, the substantial contributions of former samurai after the Meiji government dismantled samurai privilege in the 1870s, and 3) how Japan's relations with the Anglo-American world sustained and created the images of both geisha and samurai as representative of Japan.

**ATTRIBUTES: East Asian Studies, Gender and Women's Studies, Diversity 2 & 3.**

**35066 HON 4950-001 LABOR, WORK & UNIONS****MWF 10:30-11:20 Eckstein**

This course will try to balance our cultural and educational emphasis on finance, management, and capital with some attention to labor, work, and unions. We will focus on the United States but will also examine labor and work in a global context.

**ATTRIBUTES: Honors, Sociology, Writing enriched. *Permission of Dr. Goff required.***

**34298 HUM 2100-001 GOODS AND THE GOOD LIFE****TR 11:30-12:45 McCarraher**

Although “economics” is considered a separate discipline with its own subject and laws, most people – including the greatest “economists” – have known better. From tribal practices of gift-exchange and potlatch to contemporary corporate “teamwork,” the making and consumption of goods are inseparable from the rest of a culture’s customs, institutions, and ideals. It’s far more than “hedonism” or “materialism” to think that “goods” are always bound up with some notion of “the good life.” In this course, students will explore issues in economic life through texts in theology, philosophy, history, anthropology, literature, and the arts. What is “economics” anyway? Why do we work, and what is the difference between work and toil? What does the production and consumption of things tell us about the human person, about the world, about God?

**ATTRIBUTES: Ethics, Writing Enriched.**

**34239 HUM 2900-001 FREEDOM, MERIT AND PUNISHMENT****TR 1:00-2:15 Couenhoven**

Most people agree that we should only punish (or reward) those who merit it. When we punish our pets, though, we tend to have a different theory of punishment in mind than when we punish other people. That is mainly because we think persons have free will, while cats do not. But aren’t cats and dogs (and even goldfish) free in some respects? This class draws on legal, philosophical, psychological, and theological texts and stories to explore what it means to be free, and what that means for our everyday lives. We will discuss political freedoms, personal freedoms, and which kinds of freedom are most worth having. We will also explore how people and pets can merit rewards or punishments, praise and blame. Finally, we will consider whether there is a place for grace in our thinking about blame and responsibility.

**ATTRIBUTES: Theology, Ethics, Writing Enriched.**

**34240 HUM 2900-002 TOP: KARL MARX****TR 4:00-5:15 McCarraher**

Often considered passé in the wake of the collapse of Communism in 1989, the work of Karl Marx has arguably grown in relevance over the last decade, and especially in the last two years. In this course, students will read and discuss Marx's major works and ideas. While most of the course will be devoted to Marx himself, we will also examine selections from Engels, as well as samples from the various Marxist traditions. The focus throughout will be on what Marx and Marxism have to tell us, not only about economics and politics, but about culture, sexuality, and religion. In short, we will read Marx and the Marxist traditions broadly, as reflections on the human person and condition. Class discussion, bi-weekly papers, and a final essay will be required.

**34297 HUM 2900-004 HUMAN IDENTITY & BIOETHICS****MW 3:00-4:15 Prusak**

Bioethical controversies imply, and sometimes conceal, fundamental philosophical questions: about being, becoming, substance, and essence; identity and personhood; the soul, self, mind, and embodiment; and freedom. The aim of this course is to take several bioethical controversies and to work back into the questions that they imply. We can hope thereby to understand these controversies more deeply, and we will also be sure to do a lot of important thinking, which for “lovers of wisdom” is joy and justification in itself. We will see, what’s more, that philosophical questions really do arise in concrete circumstances; philosophy is thus an activity rooted in and motivated by real life, not a merely academic discipline with its own peculiar set of interests that only specialists have reason to care about. Topics will include: what human beings most fundamentally are (minds? souls? brains? organisms?); identity (“numerical” and

“narrative”); controversies over the end of life (the definition of death); controversies over the uses of biotechnology “beyond therapy” (psychotropic drugs); and controversies over the beginning of life (prenatal identity, prenatal genetic manipulation).

**ATTRIBUTES: Ethics, Philosophy, Theology, Writing enriched.**

**33820 LAS 3950-001 LATIN AMER. FROM A GLOBAL PERSPECTIVE T 2:30-4:30 Pattnayak**

Latin America encompasses two continents, extending from the American Southwest and the tropical islands of the Caribbean to the southern tip of South America. This course is an interdisciplinary seminar designed to examine the complexity of Latin America from the perspectives of many disciplines, and to analyze similarities and differences among the nations of Latin America. Many faculty members either formally or informally affiliated with the Latin American Studies Program will participate in the seminar.

**ATTRIBUTES: Global Interdisciplinary Studies, Diversity 3, Writing Enriched.**

**33821 LAS 3412-001 TOP: BRAZILIAN CULTURE & SOCIETY W 6:10-8:10 Ulrich**

This course provides an interdisciplinary account of the contemporary Brazilian society and culture. By exposing students to exciting writings and films on contemporary Brazil, the course hopes to generate a general understanding of Brazil’s uniqueness in the western hemisphere. Themes to be covered include: colonial legacy, politics, race, economic growth, cultural development, role of the government, and the media, among others.

**ATTRIBUTES: Sociology, Diversity 3, Writing Enriched.**

**33981 PHI 2121-001 ENVIRONMENTAL ETHICS MW 1:30-2:45 Mallory**

**33982 PHI 2121-002 ENVIRONMENTAL ETHICS MW 3:00-4:15 Mallory**

Environmental Ethics examines the ethical relationship between human beings and the natural world we inhabit. How ought we behave toward, and interact with what environmental philosophers call the “more-than-human world”? How have the ideas we currently hold toward beings and entities in nature emerged throughout western intellectual history? What is the connection between environmental degradation and social inequality? In addition to looking critically at cultural values, beliefs, and practices that affect the environment, this course explores emerging 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.**

**33983 PHI 2140-001 PHILOSOPHY OF CRIMINAL JUSTICE TR 10:00-11:15 Betz**

**33984 PHI 2140-002 PHILOSOPHY OF CRIMINAL JUSTICE W 1:30-3:45 Betz**

Philosophical Dimensions of criminal justice: law and morality; criminal versus civil disobedience; philosophical presuppositions of the insanity defense; philosophical problems in controlling and correcting criminal and delinquent behavior.

**ATTRIBUTES: Ethics.**

**33985 PHI 2160-001 ETHICS OF WAR****TR 1:00-2:15 Betz**

Just war theory, total war, nuclear deterrence and nuclear war, disarmament, genocide, war crimes and atrocities, terrorism, non-violent resistance and pacifism.

**ATTRIBUTES: Ethics.**

**33989 PHI 2420-001 PHILOSOPHY OF WOMEN****MW 3:00-4:15 Grosh****33990 PHI 2420-002 PHILOSOPHY OF WOMEN****MW 4:30-5:45 Grosh**

In this course students will critically examine the way women have been portrayed in some of the canonical texts of western philosophy as well as compare and contrast various contemporary feminist theories. In part our goal is to sustain a cooperative learning environment in which we look deeply at Feminist Theory and the Feminism Movement from a variety of perspectives. Students also will be challenged to explore how various theories address certain social practices and affect other oppressed social groups.

**ATTRIBUTES: Gender and Women's Studies, Diversity 2, Writing enriched.**

**33991 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.

**ATTRIBUTES: Ethics.**

**33797 PSC 2750-100 BLACK POLITICS****R 6:10-8:50 Pryor**

This course is designed to provide students with an overview of Black politics and introduce students to some basic theories of and approaches to the analysis of the African American predicament. This course also examines the dynamics of two of the most salient forms of Black politics: protest activity and conventional electoral politics. There will be a special emphasis on the relevance of Black politics in the context of the emergence of Conservative public policy and political culture in the post-Civil Rights era. Within this framework we will analyze the character, functions, and influence of Black leadership, sociopolitical organizations, and examine several public policy issues of significance facing Black Americans. *This is a multimedia-enhanced course.* DVD's, videos, web sites, guest speakers and lectures, as well as pertinent newspaper and journal articles will be introduced as appropriate.

Though multi-disciplinary in nature, this course is anchored in the political science literature and has no prerequisites. However, courses such as *Introduction to American Government* (PSC) or *African American History* (HIS) would be beneficial.

**ATTRIBUTES: Africana studies minor/concentration, Diversity 1, Writing enriched.**

**33800 PSC 2875-003 TOP: IMMIGRATION LAW****TR 4:00-5:15 Thompson**

This course reviews immigration laws and policies from both domestic and global contexts and will provide an understanding of the theoretical and practical effects of patterns of human migration in the U.S. and its regulation.

**34055 SOC 2950-001 PERSPECTIVES ON U.S. POVERTY** **TR 10:00-11:15 DeFina**

This course examines different aspects of poverty in the United States. It seeks to help students learn about how poverty is measured, the causes and consequences of poverty, and policies that might be used to combat poverty. Students will become familiar with recent trends in U.S. poverty, individual and structural theories of poverty, and empirical studies that illuminate the validity and importance of the alternative theoretical viewpoints. Special emphasis is given to what Harvard sociologist William Julius Wilson calls the “New Urban Poverty.”

**ATTRIBUTES: Africana Studies minor/concentration, Diversity 1, Writing enriched.**

**34061 SOC 3900-001 SOCIAL INEQUALITY** **TR 11:30-12:45 DeFina**

Casual observation of U.S. society reveals obvious and considerable differences in the income, wealth, power and prestige enjoyed by individuals. This course raises a variety of questions about these inequalities and explores possible answers from theoretical and empirical perspectives. Students will examine issues such as: What are the extent and types of inequalities present?; Why do such inequalities exist?; Why and how is society organized into a hierarchy of distinct social classes?; How does race and ethnicity structure the social class hierarchy?; What implications does social inequality have for one’s life chances?; How easy is it to move between different social classes?; and, How is inequality structured so that it can persist? Throughout the course, sociological reasoning is emphasized whereby the situations of individuals are connected to larger social groups and forces.

**ATTRIBUTES: Diversity 1 & 3, Writing enriched.**

**34062 SOC 4000-001 SOCIOLOGY OF SPORTS** **MWF 9:30-10:20 Eckstein**

Explores sports as a socializing agent and as a set of cultural, social, economic, and political institutions. Our discussions will always emphasize the relationship between sports and issues of social justice such as inequality, racism, sexism, and violence.

**ATTRIBUTES: Gender and Women’s Studies.**

**34448 THL 4690-001 THEME: DILEMMA OF GENOCIDE** **MWF 12:30-1:20 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.

**34449 THL 4690-002 OPTION FOR THE POOR** **TR 11:30-12:45 Toton**

**34450 THL 4690-003 OPTION FOR THE POOR** **TR 1:00-2:15 Toton**

Students who have been exposed to the Catholic Social Tradition are well aware of the fact that the Gospel calls us to make a preferential option for the poor, but not necessarily what a preferential option for the poor might look like today. Many equate opting for the poor with community service, volunteering for a year or two after graduation, charity, or sacrificing comfortable lifestyle and dedicating their lives to the poor. This course will trace the origin and development of "the preferential option for the poor," as a principle of the Catholic social tradition. Drawing on case studies, we will examine how the “option for the poor” has and can continue to inform the mission and work of the church, it’s affiliated

institutions and agencies, and individuals and collectives as they engage in the struggle to create a more just, compassionate, and peaceful social order. Through group research projects, students will explore opportunities to opt for the poor that reach beyond service and charity.

**34451 THL 4690-004 INTERNATIONAL ORIGINS & SOCIAL JUSTICE TR 2:30-3:45 Kowalsky**  
Theological reflection on international non-governmental organizations working to bring about lasting peace. To begin with philosophical and theological considerations of moral responsibility; then the history and current challenges of the international humanitarian aid system; finally case studies of specific organizations and global social problems.

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

## CENTER FOR PEACE AND JUSTICE EDUCATION

### 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.

The program typically offers about eleven courses each semester, with new courses continually being developed to reflect emerging peace and justice concerns. Courses cover an array of academic areas, including Theology and Religious Studies, Economics, Sociology, Philosophy, and Honors. Faculty members who teach the courses reflect the same diversity of disciplines. Some courses are specific to Peace and Justice Studies, while others are cross-listed from other departments.

**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
- (PJ2600) Catholic Social Teaching
- (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 below or on-line at [www.peaceandjustice@villanova.edu/academics](http://www.peaceandjustice@villanova.edu/academics). Return it to Dr. William Werpehowski, Director of the Center for Peace and Justice Education, Sullivan Hall. (email: [William.werpehowski@villanova.edu](mailto:William.werpehowski@villanova.edu))

Name \_\_\_\_\_ Student # \_\_\_\_\_

Email Address \_\_\_\_\_ Major \_\_\_\_\_

Date of Graduation \_\_\_\_\_ I wish to pursue a Minor \_\_\_\_\_ or a Concentration \_\_\_\_\_