

# CENTER FOR PEACE AND JUSTICE EDUCATION

## SPRING 2008

### **32994 2000-X04 GOODS & THE GOOD LIFE**

**TR 1:00-2:15 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?

**Fulfills an upper level History in the Core Curriculum**

**Cross listed with HUM2100**

**WREN**

### **32978 2000-X06 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).

**Cross listed with HUM2900; ETH3010 and PHI2990**

**WREN**

### **32988 2000-X07 NIETZSCHE & WEIL: HUMAN EXISTENCE**

**MWF 9:30-10:20 Shiffman**

This course will compare the thought of Friedrich Nietzsche and Simone Weil concerning knowledge of the world, metaphysics, God and Christianity, the experience of beauty, and the centrality of moral psychology to interpreting our thought and experience.

**Cross listed with HUM2900**

**WREN**

### **32675 2000-x11 COURTSHIP & THE FAMILY**

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

Human beings long for intimacy. How does one achieve it? Marriage is perhaps the most intimate relationship. How can we tell which person we ought to marry? How does one raise a family in the contemporary world?

**Cross listed with HUM4900; THL4690 and ETH3010**

**32628 2200-X23 CARING FOR THE EARTH****MW 1:30-2:45 Graham****32630 2200-X45 CARING FOR THE EARTH****MW 3:00-4:15 Graham**

This is a course in Christian environmental ethics. Part of the course will be spent examining seminal thinkers and various schools of thought, and considerable attention will be given to agriculture, synthetic chemicals, and the moral status of animals. The other part focuses on practical environmental issues such as suburban sprawl and land use policy, nuclear power, global warming, fast food, consumerism, pollution, automobile use, and wilderness preservation, to mention but a few.

**Cross listed with THL4330**

**33040 2600-X15 CATHOLIC SOCIAL TEACHING****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.

**Cross listed with PHI2450**

**33041 2993-001 INTERNSHIP****TBA Zavarich****33042 2996-001 INTERNSHIP****TBA Zavarich****32764 3000-X39 BEYOND FORGIVENESS****W 6:10-8:50 Zavarich**

This course examines the concepts and processes of forgiveness and reconciliation through the lens of theology, philosophy, and social sciences. An understanding of the power of forgiveness and healing in terms of intrapersonal, interpersonal and societal/political conflict and social justice context will be explored. The significance, meaning, and implications of restorative justice will enhance this exploration. Historical and practical case studies of the implementation of restorative justice grounds this examination in concrete circumstances such as the Truth and Reconciliation Commission of South Africa and restorative justice practices utilized in the criminal justice system.

The course will focus on such challenging questions as: Is the difference between forgiveness and reconciliation? What is the relationship between punishment, repentance, reparation, and forgiveness? Can forgiveness and reconciliation assist in national and international political and justice issues?

*There will be an experiential component of the course. Four classes 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.*

**Cross listed with THL3795; ETH3010; and CRJ4000**

**WREN**

**33043 3000-X38 CRIME & DELINQUENCY PREV****MWF 9:30-10:20 Payne****33044 3000-X44 CRIME & DELINQUENCY PREV****MWF 10:30-11:20 Payne**

Crime and Delinquency Prevention: This course will be an evidence-based analysis of what works, what does not work, and what is promising for programs and policies designed to prevent crime and delinquency in settings such as families, schools, labor markets, places, and communities.

**Only the 10:30 section will include a service learning component in which students will mentor and tutor at-risk students in Philadelphia schools.**

**Cross listed with CRJ4000**

**33045 3200-X21 JUSTICE AND SPORTS****MWF 10:30-11:20 Eckstein****33046 3200-X22 JUSTICE AND SPORTS****MWF 9:30-10:20 Eckstein**

Sport, like other social institutions -- such as the family, religion, and education—shapes 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 reflects, 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.

**Cross listed with SOC4000****32644 3300-X27 MODERN PEACEMAKERS****TR 11:30-12:45 Werpehowski**

We will examine the lives and vocations of figures who fought for and have transformed our ideas about the meaning of peace in individual and social life. These will likely include Mohandas K. Gandhi, Dietrich Bonhoeffer, Martin Luther King, Jr., Dorothy Day, Thomas Merton, and Thich Nhat Hanh. Issues to be considered include the meaning of Christian discipleship, inter-religious dialogue about peacemaking and nonviolence, the relation between love and justice, the “realism” and power of nonviolence in struggles against injustice, and the scope and usefulness of the “works of mercy.”

**Cross listed with THL4690****WREN****33053 4000-X10 JEWS, CHRISTIANS & MUSLIMS IN DIALOGUE****TR 1:00-2:15 Moreland**

This course presents an overview of the contemporary context of Jews, Christians and Muslims in both tension and dialogue. It examines the challenges of this situation, analyzes Aquinas’ interaction with Jewish and Arab thinkers, and offers Aquinas as a medieval model for contemporary inter-religious dialogue.

**Cross listed with HUM4000 and THL5990****33048 4000-X12 LATIN AMERICA from a GLOBAL PERSPECTIVE****T 2:30-4:30 Ogden**

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.

**Cross listed with LAS3950 and GIS4000 ; DIV3 & WREN****33050 4000-X20 LIVING DANGEROUSLY****R 3:00-5:15 DeFina, Peraita**

This course is an interdisciplinary, team-taught seminar that focuses on social inequality as represented in fiction (novels, short stories, film) and art (paintings and engravings). These accounts will be used to help familiarize students with key sociological concepts relating to the causes and consequences of inequality, as well as to understand techniques of close reading and cultural and literary analysis. More generally, the course will aid students in becoming critical analysts of society and its representations, and the ways in which ideas are presented, circulated and justified.

The course will emphasize Hispanic fiction and art, ranging from Picaresque prose and short stories of Cervantes in the 17<sup>th</sup> century to contemporary novels, short stories and films. In addition, students will read selections that discuss relevant sociological concepts. Topics explored will include poverty, segregation, ethnic and gender distinctions, social and cultural capital, and immigration, among others.

The course can be taken either for credit in either Sociology or Spanish. There are no prerequisites for students wanting Sociology credit. Students taking the course for Spanish credit must have had SPA

1132. Both Professor DeFina (Sociology) and Professor Peraita (Spanish) will attend every class meeting. The desire is to have a truly integrated and interdisciplinary approach in which social science, literature and art are in dialogue to allow students to develop deep and sophisticated insights into the issues under study.

**Cross listed with MOD LANG3412 and SOC4000**

**DIV3**

**WREN**

**32637 4000-X25 OPTION FOR THE POOR**

**TR 10:00-11:15 Toton**

**32638 4000-X26 OPTION FOR THE POOR**

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

Students who have been exposed to the Catholic Social Tradition are well aware of the fact **that** the Gospel calls us to make a preferential option for the poor, but not necessarily **what** a preferential option for the poor might look like today. Many equate opting for the poor with community service, volunteering for a year or two after graduation, taking up collections, or giving up their comfortable lifestyle and dedicating their lives to the poor.

This course will trace the origin and development of the phrase, "the preferential option for the poor," in the Catholic social tradition. It will also explore how the phrase, in more recent times, informed the office and ministry of a bishop; redirected the educational mission of a university; contributed to the transformation of a Catholic relief and development agency after the 1994 Rwandan genocide; and continues to inform the leadership and ministry of U.S. Catholic church today. During the course of the semester, students will be introduced to some extraordinary contemporary men and women as well as organizations, movements, and opportunities that reflect this commitment.

**Cross listed with THL4690**

**33071 4000-X31 US FOREIGN RELATIONS 1914-PRESENT**

**TR 10:00-11:15 Gallicchio**

This course examines U.S. foreign relations from the outbreak of World War I to the present. We will look at the growth of American global influence during the twentieth century and pay special attention to the American experience with war, peace, and the challenges of nation building. In addition to exams there will be several short writing assignments based on primary sources.

**Cross listed with HIS2252**

**WREN**

**33073 4000-X34 RUSSIA IN THE 20<sup>TH</sup> CENTURY**

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

The collapse of the Soviet Union in late 1991 took the entire world by surprise. In existence for almost 75 years, the USSR had become a world superpower, the oldest and most highly developed planned economy, and, to all appearances, a "developed socialist society," in Brezhnev's words. Today, people in Russia and the other former republics of the USSR are struggling to understand their history and the causes of the collapse, as they attempt at the same time to build a new kind of political, economic and social order.

The 1991 Revolution was, in fact, only the latest in the series of revolutions and other upheavals that have characterized the tumultuous history of Russia in the twentieth century. This course will examine both the political history of the country, as it moved from an absolute monarchy through dictatorship under Stalin to increasingly powerful movements for reform and democratization, and the social history of a population experiencing war, terror and radical economic transformation. Each class meeting will focus on a pivotal moment in Soviet history: 1917, 1929, 1936, 1943, 1956, 1973, and 1991. Class meetings will combine lecture with discussion of primary sources. Assignments will include weekly short papers and online activities and assignments.

**Cross listed with HIS3242 & Fullfills a RAS requirement**

**33075 4000-X35 HIST OF MODERN MIDDLE EAST****TR 2:30-3:45 Kreidie**

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).

**Cross listed with HIS4041 and satisfies a AIS concentration  
DIV3**

**33077 4000-X36 MODERN JAPAN****TR 1:00-2:15 Sanders**

This course surveys the social and political history of modern Japan (1850-Present). Four themes unify the course: Japan's rise as a regional and world power, sources of consensus and conflict within Japanese society, notions of continuity and change, and the effects of the global processes of industrialization and empire-building. We will approach these themes through primary sources such as first-person accounts, official government announcements, folk songs, and films.

Students will take from the class an appreciation of the differences and similarities of the modern experience in Japan with our own, and the kinds of ethical considerations that informed the choices made by state actors and by Japanese people in their everyday lives. Class time will be divided between lectures and discussion of reading materials.

**Cross listed with HIS4335 and satisfies an EAS requirement  
DIV3**

**32768 4000-X47 PERSPECTIVES ON MIGRATION****M 6:10-8:50 Pistone, Hoeffner**

The course will explore migration from multiple disciplines and perspectives, including historical, moral, legal, economic, and cultural perspectives. Through the course, we aim to provide students with a comprehensive understanding of the various types of migration and the issues raised by them. The effects of migration on both sending and receiving countries will be considered. The class will be structured around class discussion based on readings, reaction papers, exercises, discussion questions, media logs, and immigrant interviews.

**DIV1 & DIV3; WREN**

**33699 4000-X48 ART AS AGENT OF SOCIAL CHANGE****M 12:30-3:30 Brancato**

The Power of Art as an agent of Social Change or Art and Social Justice is based on the lives of four artists and how they made the connection between art and social change, creativity and compassion. Specifically, Vincent VanGogh, Kathe Kollwitz, Fritz Eichenberg and Corita Kent.

This course will combine Academic knowledge with Experiential learning. After the hands on experience with various techniques, students will explore how these techniques can be adapted to young children. The next step is to go out into the community and convey the joy of the art process to children.

*If you choose this class, you will be required to serve with a Grade School Art Program at St. Thomas Aquinas or Cooke Elementary.*

**Cross listed with SAR4008**

**33698 4000-X49 TESTIMONIAL LITERATURE** **TR 11:30-12:45 Nagy-Zekmi**

The course will provide a historically grounded view of testimonial and other memorialistic discourses (autobiography, chronicles, 'diario' and memorias) as a genre throughout the centuries. Testimonial writing in Latin America is known to focus on human rights. Discussions on the characteristics of the genre will be tied to questions of power. The course will explore historical and literary discourses of memory through the writings of Juan Francisco Manzano, Rigoberta Menchú, Manlio Argueta, Alicia Partnoy and others).

**Cross listed with SPA3412;HON5702 and satisfies a GIS requirement**

**Advanced Literature; DIV3**

**WREN**

**TAUGHT IN SPANISH**

**33726 4000-X51 INTRODUCTION TO CULTURAL STUDIES** **TR 1:00-2:15 Nagy-Zekmi**

WHAT IS CULTURE? This introductory course (no previous experience with cultural studies is necessary) attempts to answer this question while examining the various definitions of culture and the production of culture and the production of cultural meanings and identities in the era of globalization. We'll discuss the way(s) we live and communicate by looking at the underlying ideologies and assumptions that regulate our thinking and behavior, and the manner in which these assumptions are shaped, produced and communicated through print media, the various art forms, or popular culture (music, TV, films, advertisements, etc). The course will provide necessary tools and methodologies that enable students to understand and to analyze cultural phenomena. Lively discussion in class!

**Cross listed with HON5702 and satisfies a GIS requirement**

**DIV3**

**WREN**

**33080 4600-X24 GLOBL POVERTY: ECON/THL DIALOG** **R 2:30-5:00 Thanawala, Toton**

A number of prominent economists and theologians today are turning their attention to the problem of global poverty. There is a noticeable tendency among scholars to venture outside own discipline and to draw on the expertise of others for analysis, insight, and direction. In so doing they demonstrate that each has something important to contribute to the other, and that they can work collaboratively to reduce needless human suffering.

This cross-disciplinary course is itself an exercise in collaborative study, research, analysis, and action. Drawing on both economics and Christian theology it will address: the definition of poverty; measures of poverty; causes of poverty; characteristics of the poor; definitions of development; setbacks to development; institutional forces in development; agents of development; responsibility for reducing global poverty; and, the more promising efforts today to reduce global poverty. This course is designed to provide students with an integrative understanding of global poverty.

**Cross listed with THL4690; ECO4200 and satisfies a GIS requirement**

**33079 4650-X001 SERVICE LEARNING PRACTICUM**

**TBA Zavarich**

**33086 5000-X13 PHILOSOPHY OF WOMEN**

**MWF 10:30-11:20 Scholz**

**33087 5000-X14 PHILOSOPHY OF WOMEN**

**MWF 11:30-12:20 Scholz**

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.

**Cross listed with PHI2420**

**DIV1 & DIV3; WREN**

**33088 5000-X18 SOCIAL STRATIFICATION****TR 10:00-11:15 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?; What implications does membership in a particular class have for one's life chances?; How easy is it to move between different classes?; and, How is inequality legitimized so that it can persist? Throughout the course, sociological reasoning is emphasized whereby the situations of individuals are connected to larger social forces. And while considerable emphasis is given to the U.S. experience, time is also spent studying international aspects of stratification, such as globalization. The course has no prerequisites.

**Cross listed with SOC3900****DIV1****WREN****33081 5000-X32 AMERICAN ENVIRONMENTAL HISTORY****MWF 11:30-12:20 Rosier**

This course examines the history of the American environment and the history of American environmentalism from the pre-Columbian era to the present. In the process, we will rethink American history more broadly by considering the roles of men and women in the American "ecodrama" as well as "the earth itself as an agent and presence in history." We will investigate a variety of primary documents and secondary works of ecology, public policy, history and cultural studies to gain an understanding of how Americans, through settlement and industrialization, engendered 'changes in the land' and how these changes gave rise to new cultural conceptions of nature and to environmental citizenship. We will also examine, more generally, issues of gender, race, and class; for example, during the final weeks of the course we will consider the extent to which environmental degradation is suffered predominately by minority and poor communities by reading about campaigns for "environmental justice." In addition, we will consider the place of 'nature' in America's culture of consumption.

**Cross listed with HIS2276 and satisfies a GES & AM. ENV. requirement****DIV1 & DIV3****33083 5000-X33 HISTORY OF CHILDHOOD IN U.S.****MW 1:30-2:45 Giesberg**

In this class, we will explore one hundred and fifty years of advice on raising children. We will begin with the discovery of childhood in the nineteenth century that moved children to a central place in American culture and politics and end with recent advice and policy initiatives such as Hilary Clinton's "It Takes a Village" and George W. Bush's "No Child Left Behind." We will discuss a variety of topics concerning the history of childhood, including: child-rearing and the rise of new experts; the invention of adolescence; child abuse and protection; child labor; compulsory schooling and immigrant assimilation; juvenile delinquency; age of consent; dating; children in the movies; children as consumers; and youth culture and rebellion. As we follow changing and competing ideas about children, we will consider a wide range of materials, including conventional sources such as autobiographies and advice literature and more unusual sources such as photographs, children's films, toys and games, comic books, and children's literature.

**Cross listed with HIS2294****DIV1****WREN**

**33085 5000-X46 MULTICULTURAL LEADERSHIP****W 6:10-8:50 Anthony, Hall & Nance**

This course is designed to introduce students to scholarship that addresses the way in which injustice appears in America, the world and even our University. It examines the mechanisms by which the social constructions of gender, ethnicity, race, culture, sexual orientation, physical or mental ability, age and national origin serve to organize the world in ways that exclude, or include, empower or oppress. Furthermore the course will focus on practical ways students can be effective leaders at Villanova and in our global society.

**Cross listed with COM3490****DIV1 & DIV3****WREN****32770 5100-X42 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.

**Cross listed with PSC2875****DIV1****WREN****33089 5500-X43 POLITICS OF WHITENESS****TR 1:00-2:15 Anthony**

This course will be an examination of the recent 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." Recent scholarship serves to illuminate the nature and structure of "whiteness" and to analyze the spectrum of white supremacy that is affiliated with it. "White supremacy" will be a central issue of the course, as it is deployed through 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.

**Cross listed with PHI2990****DIV1; and fulfills AFR studies requirement****WREN****33099 5600-001 INDEPENDENT STUDY****TBA Werpehowski****33101 5600-002 INDEPENDENT STUDY****TBA Toton**