

IDC COURSE DESCRIPTIONS – FALL 2013
Scroll down for IDC. 200, 301, and 401 course descriptions

IDC 101 COURSE DESCRIPTIONS

Catalog description

IDC. 101 – Freshman Seminar (3 credit hours)

The Freshman Seminar courses are designed to engage students, at the very start of their university careers, in serious academic inquiry with an interdisciplinary focus. Within the content framework of investigating a significant topic or issue, the primary focus of Freshman Seminar courses is to help students begin to achieve a set of skills/abilities required for success at the university level and beyond. The topics of Freshman Seminar are set by the individual instructors and reflect a wide ranging set of interdisciplinary issues such as, but certainly not limited to, the environment, health care, globalization, and the arts. Students are required to practice both critical and creative approaches to the individual seminar topic and to develop essential university-level abilities in oral and written communication.

IDC. 101 01 UTOPIA/DYSTOPIA

MWF 9-9:50 Mith Barnes

*Literature is full of imagined worlds, some appealing, and others terrifying. In this course we will survey Utopias and Dystopias from a variety of sources ranging from Greek myth to Thomas More's **Utopia**, the plays of Henrik Ibsen to George Orwell's **Nineteen-Eighty-Four**. We will also look at selected examples of utopia/dystopia from popular film and television. The emphasis will be on critical reading of literature, and a thoughtful, unbiased cultural interpretation of utopian/dystopian fiction as revealing social commentary. In terms of contemporary relevance and critical thinking, we will consider both what an ideal world might look like (and whether such a thing is possible) and what the dystopian visions we encounter tell us about our own fears and the dangers of the societies we hold dear. In addition to extensive in-class discussion, and several short response or reflection essays, students will apply research skills, thesis selection and argument formation to the completion of a research paper. The research project will include the preparation of a proposal and presentation of their work to their classmates in addition to the final paper.*

IDC. 101 02 NARRATIVES OF ILLNESS & DISABILITY

MWF 10-10:50 Renee Culver

The field of medical narrative has risen out of a culture that places corporate and bureaucratic interests above the needs and concerns of patients. In this course, we will explore the conceptual principles of medical narrative and shed light onto the socio-cultural meanings of illness and disability using classic and modern texts. We will also use these texts to interpret historic, cultural, and religious beliefs about illness and disability, and we will explore how social inequalities give rise to health disparities among diverse racial, cultural, and geographic groups.

IDC. 101 03 DOMESTICITY FROM ANTIQUITY TO CYBERSPACE

MWF 11-11:50 Renee Culver

An appreciation for the "gentle art of domesticity" has existed since the beginning of the family unit. Throughout its history, domesticity has gone in and out of fashion based on the political, religious,

economic, and cultural issues of the day. In this class, students will examine the history of domesticity using the lenses of gender studies, cultural studies, economics, theology, literature, and journalism. They will read domestic texts from various periods, including the Greek and Roman age, the Medieval and Early Modern periods, the Victorian and Edwardian periods, and into the Modern age. The course will culminate with a look at “new” permutations of the domestic life, including single parent (both male and female) households and the domestic life of childless couples and single adults. We will then explore new ways of discussing homemaking as evidenced by the boom of the Domestic Blog online culture.

IDC. 101 04 AMERICAN ADDICTIONS

MW 3-4:15 **Chris Catt**

This course investigates addictions within our American Culture and the American experience that lead to our becoming an addiction prone society. It examines the addictive personality and how we are drawn towards the behavior patterns which feed it. While illegal addictions are explored, there is more emphasis on the legal addictions that can become problematic such as texting, Facebook, compulsive spending, video-gaming, energy drink consumption, Adderall use etc. The course will take a multi-disciplinary approach, looking at addictions through the lenses of history, biology, psychology, and geography while encouraging the use of critical thinking during the process. The class is taught in a seminar format emphasizing the importance of class participation. Additionally, the New York Times is used as a reference on current addiction trends in society and reading the newspaper is required. Out-of-class community experiences include an Alcoholics Anonymous meeting observation, observation at Drug Court, and visiting an addiction treatment facility. Formal and informal writing assignments encourage the development of written expression skills and dovetail with the student’s capacity to use oral expression during both classroom discussions and a required formal presentation.

IDC. 101 05 LOUISVILLE LEADERSHIP, SERVICE, AND CHANGE

MW 4:30-5:45 **Helen Grace Ryan**

This class will allow students the opportunity to learn more about themselves and the experiences of others using a socio-economic perspective through field trips and hands-on involvement in the city. Students will explore the idea of social class, become more familiar with the construct, and how it influences the educational experience. Student will be able to discuss the following:

- *An understanding of social change through leadership.*
- *What is Social Class?*
- *How is our community diverse from a social class perspective?*
- *What does it mean to make a social change?*

IDC. 101 06 STORY-TELLING TO GRAPHIC NOVELS

TTh 8-9:15 **Gary Watson**

Generations of peoples in all races and cultures have a rich history of storytelling used to acculturate and educate their offspring. This course examines the current culture of storytelling through the genres of traditional story, digital storytelling, and graphic novels. Students will experience the writing and speaking skills of storytelling, analyze multiple examples in each genre, produce storytelling media of their own, and write reflective and analytical pieces. Twenty first century expectations of citizens and workers include the abilities to read and communicate at high levels, learn new skills, and be flexible. A California document (which can be confirmed by professorial experience) states that “83% of college faculty say that the lack of analytical reading skills contributes to a student’s lack of success in a course.” Faculty also say that “only about 1/3 of entering college students are sufficiently prepared for the two most frequently assigned writing tasks: analyzing information or arguments and synthesizing information from several sources.”⁽¹⁾ The experiences of the teachers verify what a number of

researchers have been discovering: storytelling is crucial to child development, and helps to strengthen neural pathways that make learning of all kinds possible. Storytelling, once viewed by many educators as being a pleasant way to spend time at best, and a complete waste of time at worst, is now being recognized as a powerful tool that can help build literacy and critical thinking skills. ⁽²⁾

1. Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities

2. <http://www.nationalservicerresources.org/literacy-storytelling>

IDC. 101 07 "THE" AMERICAN FAMILY

TTh 8-9:15 Lisa Catron

*The course aims at exploring how American families are represented in various mediums--from novels, movies, and television. We will explore how region, ethnic heritage, and time period mold families in the United States and how particular mediums both reflect and shape our views of family. Taking a cultural studies approach, we will work towards defining the modern American Family. We will read literary texts including: Amy Tan's **The Joy Luck Club**, Norman McLean's **A River Runs Through It**, Rudolfo Anaya's **Bless me, Ultima**, and Daniel Woodrell's **Winter's Bone**. We will view several movie interpretations of the books to explore how medium effects--either changes or reinforces--the authors' views of family and our view of family. In addition, we will watch episodes from iconic television series such as **Leave it to Beaver**, **The Brady Bunch**, **The Cosby Show**, **The Simpsons**, and current shows such as **Family Guy** and **Modern Family** in our search for the American family. Students will write one short paper exploring a related concept of the course. The extended research project will require students to choose a book, movie or television series not covered in class (in consultation with the instructor) and explore its representation of family using the concepts learned in class.*

IDC. 101 08 STRIPPING KENTUCKY'S BEAUTY: ENVIRONMENTAL DESTRUCTION THROUGH THE EYES OF KENTUCKY WRITERS

TTh 9:25-10:40 Karen Morris

This seminar will focus on the permanent environmental impact of strip mining and mountain top removal in Appalachia. Students will study and discuss compelling essays, interviews, works of fiction, and documentaries from some of Kentucky's most intriguing writers and activists. For those who love the breathtaking beauty of Kentucky, engaging discussions, and fantastic fiction, this seminar is a requirement.

IDC. 101 09 CULTURES OF AMERICA

TTh 9:25-10:40 Kerri Horine

This course will examine American culture through art, literature, music, film, memoir, and popular culture. Arranged thematically, the course will begin with the "New World or New Eden" concept. We will look at indigenous cultures and European documentation of flora and fauna. We will continue with the immigration experience, which explores many topics from Jacob Riis's photographs to Mexican-American experience of today. Then we will take a look at Black culture as expressed through various forms from the Harlem Renaissance to the Blues to James Baldwin to bell hooks. We will wrap up with Southern culture, from stereotype to documentary to literary presence. All of these units employ the literature of people speaking from their own points of view and creating works that express their experiences. Through these units we will notice common themes, like the importance of the home. We will also learn basic terminology for cultural studies.

IDC. 101 10 INTERCULTURAL AWARENESS: GLOBAL PERSPECTIVES**TTh 12:15-1:30 Kristen Wallitsch**

This course is an academic inquiry into culture, the characteristics of culture, and intercultural awareness vis-à-vis themes derived from readings with a global perspective, not limited to, but with an emphasis on Asian culture. In the context of cultures of the world, specific topics discussed in the course will include, individualistic and collectivist societies, low context and high context cultures, Confucianism, cultural values, and the intersection of culture and globalization. The course is designed for students to examine their own cultural background and the world in which they live using the themes presented in class. Through in-class simulations and communication exercises students will discover their own, often hidden, cultural values creating a platform for the critical analysis of cultures of the world. Using books, journal articles, documentaries, small-group discussions, and whole-class discussions, students will gain a better understanding of the selected topics. Students will be expected to develop well-supported critical arguments for short essays and writing assignments throughout the semester and will be responsible for leading a class discussion. In addition to the short writing assignments, students will be required to produce a short research paper that will include the preparation of a mini proposal, development of a thesis, the use of scholarly resources, proper citations, and an in-class presentation.

IDC. 101 11 SCIENCE WRITING 101**TTh 12:15-1:30 Emily Ruppel**

Neurons, ions, earthquakes, up quarks. Climate change, cosmology, the origin of humanity. After scientists study it, science writers make it fathomable for the general public. In this class, we'll learn how investigations at the precipice of knowledge go from obscure, (seemingly) inscrutable sets of data to articles and essays in a magazine your mom might read. Science Writing 101 will explore current literature in long and short form science journalism, science documentary, science online media, and the science essay, while helping students acquire the writing and thinking skills needed to effectively communicate complex ideas from research, medicine, and scientific theory to members of the general public.

While we will spend time learning how to write these unique translations with clarity and narrative style, we will also tackle the larger social and political issues that undergird the scientific enterprise by articulating questions and concerns about the process, ethics, and philosophy of science. Throughout the semester, we'll hear from guest lecturers in Bellarmine's scientific community and take field trips to local laboratories where we'll learn to successfully interview working scientists about their research.

You need not be a science or English major to attend this class—science writers represent a wide spectrum of interests and backgrounds.

IDC. 101 12 HOLOCAUST: A STUDY OF HATE**TTh 12:15-1:30 Dan Penner**

The Holocaust will be investigated in detail and substance. We will look at German culture and history and how it was a factor in its occurrence. We will see how conditions in early 20th century Germany, as well as impacting world events, were major factors in the establishment of an environment that allowed Hitler and the Nazi Party to take over the government. Anti-Semitism will be explained and explored. Hitler will be a major topic . . . why and how he was able to convince the German people to accept his ideas and follow a path of hate and destruction. The role of the world during the Holocaust, including the United States, will be addressed. Relevant to the Holocaust as well as events of today, we will examine the role of the bystander. The course will study, research and compare similar events of the past and present where man has been inhumane to man. We will look at hate, and try to learn how we as individuals can help fight this cancer of society, and pass the message of acceptance to others. There

are other lessons one can learn from the study of the Holocaust relevant to events of today. The class may very well change one's way of thinking and how one treats others in a diverse society.

IDC. 101 13 THE GLOBAL CLASSROOM

TTh 1:40-2:55 **Cathy Sutton**

In the United States, our focus on educational systems outside our country often involves references to various test scores or levels of educational attainment that often indicate that the U.S. is "falling behind" other nations. (The fact that our country is twelfth in the number of citizens with a college degree when we used to be first became an issue in the last presidential campaign.) Even though we will deal with some data on rankings, this seminar will explore the cultural contexts related to educational practices at all levels in select countries of Asia, Europe, and the Middle East, emphasizing the similarities and differences with education as it exists in the U. S.

The class will study selected topics across various cultures:

- *The education of girls and boys/men and women A comparison of educational institutions and practices from elementary school through university level.*
- *The effect of geography on educational philosophies.*
- *Different approaches to teaching math, languages, and science in different countries.*
- *A comparison of the way various cultures express their understanding of "childhood" and "adolescence" through their educational practices and structures.*

The class will include a good number of guests from both Bellarmine and Louisville. We will meet with Bellarmine students who have studied abroad, international students studying at BU, and individuals who have taught in schools outside the U.S.

Students will write three formal papers. One of these essays will involve an interview of an international student; another will require students to develop a thesis-centered research paper and give a seminar presentation based on that essay.

IDC. 101 14 SELF IDENTITY IN THE WORLD

TTh 1:40-2:55 **Conor Picken**

*Commenting on the paradoxical relationship between personal and collective behavior, theologian Reinhold Niebuhr laments the "tragedy of the human spirit" as being the absence of individual morality when in a group situation (social, racial, economic, etc.). Former Beatles member John Lennon sings that "I don't believe in Beatles, I just believe in me." Although Niebuhr and Lennon never crossed paths, their preoccupation with individuality deserves pause. How, we must ask, can we act responsibly in the world, especially when, as a collective, we cause harm to one another? This course examines narratives of the self as examples of how self-identity re-shapes our perception of the world around us. In order to become responsible global citizens, we must first understand who we are as individuals. After all, how can we engage meaningfully with others if we cannot articulate who we are, what we want, and how we can contribute uniquely to the discourse of the world? This seminar focuses on varying representations of the self, paying attention to how societal circumstances affect one's perception of the world. For example, how does someone living in poverty view the American Dream versus someone growing up in privilege? We will also consider how personal identities are manipulated in today's culture of social media and how this complicates (or clarifies) our perception of the world and our place in it. Using literature and film, we will discuss how these narratives reflect the particularities of history and lived experience so as to understand how our interactions with the world shape identity. Texts include **The Moviegoer** by Walker Percy, **The Brief Wondrous Life of Oscar Wao** by Junot Diaz, and **The Bluest Eye** by Toni Morrison, among others.*

IDC. 101 14 SELF IDENTITY IN THE WORLD**TTh 3:05-4:20** **Conor Picken**

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IDC. 101 17 VIDEO BLOG: ONLINE CONTENT ANALYSIS**TTh 3:05-4:20** **Angela Miller**

This course focuses on a specialized insight into the craft of online content analysis in which students will research, develop and present social commentaries in a video-blog (vlog) format. Current local and

worldwide issues (social, political, cultural, economic, environmental etc.) will be chosen, analyzed, researched and discussed. The organization of the student's thoughts, opinions, views gathered in class and through research will then be focused into concise 2 minute vlogs. The vlog presentation style and format will vary based upon the topics discussed in class coupled with established communication modes of speech presentations (informative, persuasive, demonstrative, entertaining & interviewer style). This course is designed to motivate students to develop independent, critical and impartial thought based upon intensive online research as well as how to formulate impartial and non-personal critiques on the topics discussed by their fellow students. Students will also be encouraged to display initiative and collaborative skills for an ongoing group video project supporting one local and one international non-profit group. With the growth of the Internet, online resources such as blogs, vlogs, social commentaries and discussion, prove to offer an amazing means to encourage and expand social and/or political awareness. Not only to examine the debates and beliefs internally within the US but also to expand those views to include a worldwide venue. This course will also challenge students to view how they are adapting to online media in not only keeping informed of worldwide events but also protecting themselves by finding corroborative evidence or reliable online sources in which to base their opinions.

IDC. 101 18 EXPLORING LEADERSHIP IN THE 21ST CENTURY

TTh 4:30-5:45

Hannah Clayborne

Leadership is a complex and multifaceted concept that directly or indirectly impacts our lives on a daily basis. In this seminar, students will examine leadership from a historical and contemporary perspective; engage in discussions about specific leadership models such as the Social Change Model; analyze their perspectives and assumptions about leadership, and participate in several activities in the Louisville community. As a result of completing a comprehensive examination of leadership and participating in educational activities in the community, students should possess the requisite theoretical and pragmatic skills to effectively engage in leadership endeavors in a culturally diverse society.

IDC. 200 COURSE DESCRIPTIONS

Catalog description

IDC. 200 – Sophomore US Experience (3)

These courses are designed to focus on an important issue connected with the history and nature of U.S. culture. Each course offering is studied through approaches provided by more than one discipline of thought. For example, a course on the American Family might involve working from a combination of sociological, psychological, and literary perspectives; a course on the U.S. Constitution might include the philosophical, political, and historical factors that contributed to its writing and character; and a course on the American Space Program might combine scientific and historical approaches. This course builds on and further develops the set of skills/abilities introduced in IDC.101, in part, by culminating with a final project that combines research and critical analysis and emphasizes the research component of the project.

IDC. 200 01 THE CIVIL WAR AND ITS LEGACY

TTh 1:40-2:45 Mike Jennings

None of the people who started the Civil War or rushed to fight in it had an inkling of how drastically it would change the country and the lives of almost everyone in it. The war sowed physical and psychic devastation on a scale unimaginable to most Americans until the carnage piled up – often literally – in their villages and fields and sunken roads. Young Americans by the hundreds of thousands learned to live with the prospect of imminent death. In an age when the family circle drew close about a dying member, families were often denied the consolation of even knowing how or when their husbands and sons and brothers had died or where they were buried. The war blighted vast tracts of the American landscape. During the months-long siege of Petersburg, Virginia, soldiers in the opposing trenches fought to a deadly stalemate over a no man's land that prefigured World War I's Western Front. The Civil War purchased an enduring union, and it ensured the abolition of slavery, but in the South it left a more regrettable legacy. Embittered by defeat, Southerners mythologized their past instead of renouncing it. In the resulting myth of the "Lost Cause," whites in the antebellum South lived in benevolent harmony with their loyal slaves until the coming of invaders intent on spreading the money-grubbing, race-mixing ethos of their teeming cities. This course will examine the war, its causes, its political and social effects and the generations-long hold that the "Lost Cause" myth has had on much of the South. It will emphasize that slavery and Southerners' insistence on its expansion into new territories were, in ways both direct and indirect, the war's principal cause. The principal text will be James McPherson's "Battle Cry of Freedom," a single-volume history of the war.

IDC. 200 02 JAZZ, BLUES, AND BEYOND

MWF 11-11:50 Dave Clark

The African-American Spiritual holds an important and often overlooked place in the development of American music. The Spiritual in essence is the seed of African-American musical genres. Exploring the spirituals reveals many aspects about the development of these musical genres, particularly blues, jazz, soul, and R&B. However, the lessons gained from the Spirituals in terms of commentary on the state of humanity are just as, if not more important than the musical ones. The African-American Spiritual teaches profound lessons in its musical, social, religious, political, and cultural revelations. These revelations are traced to other genres such as blues, jazz, gospel, soul, and avant-garde among others. The characteristics of the genres are studied as to how they reflect and communicate the political, philosophical, social, and overall cultural beliefs of the people who created it.

The notion that music is principally to be “enjoyed” is characteristic of Western culture, and much of the music we discuss has purposes far beyond enjoyment. It is music of great significance in understanding the state of humanity. This course will help you understand music as a cultural phenomenon, gain an appreciation for the African-American Spiritual and its progeny, and hopefully stimulate you to further investigate some aspect of music that you currently listen to.

After carefully exploring the musical, cultural, religious, political, and social aspects of the Spiritual, we then begin to ask questions of our other musical genres. Upon evaluating our musical practices today, would our African-American ancestors be encouraged by what they heard? Would they be able to hear commentary on the human condition, perseverance of the human spirit, and an understanding of human kinship? These questions and many others are explored through readings, musical recordings, film and spirited discussion.

IDC. 200 03 CHASING THE AMERICAN DREAM

MW 12-1:15 John James

*As Americans, we pride ourselves in our ability to pursue the American Dream—an elusive promise that, with hard work and dedication, anyone can climb the social ladder to reform a circumscribed identity. Traditionally, the ‘dream’ is defined economically, and Americans herald entrepreneurs such as John D. Rockefeller and Andrew Carnegie, and more recently, technology moguls Bill Gates and Steve Jobs, as icons of social mobility. However, the United States was built on immigrant labor, and the reformation of those individuals’ national identity has played an integral role in that achievement; for many, the pursuit of success in this country has centered on the fight for racial equality. In all cases, pursuit of the American Dream means carving out a better life for oneself and future generations. That said, our national media has propagated certain rhetorical devices—themes, symbols and motifs—to characterize this dream and our pursuit of it. This course proposes to examine those devices as they appear primarily in American literature, but also how those persuasive strategies translate into politics, media and advertising. We will explore F. Scott Fitzgerald’s **The Great Gatsby** for a deeper understanding of class mobility; Junot Díaz’s **The Brief Wondrous Life of Oscar Wao** for insight into the American immigrant experience; Nella Larsen’s **Passing** to appreciate the plasticity of racial identity; and Joan Didion’s **Play It As It Lays** to reveal empowering versions of femininity in 1970s drug-addled Hollywood. We will also view the pilot episode of AMC’s **Mad Men**, a scathing portrayal of the advertising industry in 1960s New York. In doing so, students will assess the ways in which these devices persuade those who experience them, leading to a greater understanding of their effect on national identity, but more importantly, their ability to determine our decisions in the present.*

IDC. 200 04 SOUTHERN GOTHIC FICTION

MW 3-4:15 John Schuler

This class will look at the cultural development of the southern United States through the eyes of the writers of the Southern Gothic Movement. Much like its parent genre, Gothic Fiction, some of the themes present in Southern Gothic literature are unrequited love, repressed feelings and desires, and mental instability. Unlike its parent, though, Southern Gothic avoids supernatural elements. By studying the works of such writers as Eudora Welty, Flannery O’Connor, William Faulkner, and others the student will examine how the post-Civil War culture in the South developed. Through research, discussion, workshops, and a final group project, students will learn to respond to literary texts, films, and plays.

IDC. 200 05 RESPONSIBLE CONSUMPTION: FOOD, CULTURE, AND THE ENVIRONMENT

TTh 9:25-10:40 Conor Picken

Consumption of food and drink helps define who we are. Geographical regions oftentimes dictate not only what we eat but how we eat. A person living in the Pacific Northwest, for example, might consume

more organic foods than, say, someone living in the Midwest. Why, this course asks, is this the case and what do these differences tell us about the relationship between consumption and locale? More importantly, how does our consumption affect the environment around us? This course examines how food signifies local, regional, and national cultures and how these cultures might better promote an understanding of responsible consumption. We will engage a variety of texts in order to gain a broader understanding of the social, political, economic, and environmental issues surrounding the food industry and the emerging movements offering alternatives to it. The course is meant to engender a sense of personal and community responsibility—an emerging ethical consciousness—regarding the relationship between food and the environment. Americans often take for granted the availability of food (while turning a blind eye to the environmental catastrophe propagated by a monocultural, highly capitalistic food system), and this course asks students to consider how the consequences of food politics differs depending on social and economic circumstances. Our readings and discussions focus on community food cultures and patterns of consumption, excavating the ethical relationship between what/how we eat and the environment. The course culminates in a group project that demonstrates the multi-dimensionality of food politics and the environment. The goal of the course is to foster an enhanced understanding of the relationship between consumption, culture, and the environment. Texts include: **The Omnivore's Dilemma** by Michael Pollan, **Animal, Vegetable, Miracle** by Barbara Kingsolver, and **The Art of the Commonplace** by Wendell Berry, among others.

IDC. 200 06 EXPLORING THE DEVELOPMENT OF CHRISTIANITY

TTh 9:25-10:40

Mith Barnes

In this course, students will explore various expressions of Christianity in the United States, leading to a survey of contemporary forms, both mainstream denominations and more obscure variants. We will survey the development of each denomination we consider, examining how different historical and social pressures helped to shape different expressions of the core Christian message. We will investigate how the ideas and beliefs of each differentiate them from others, identifying both distinguishing characteristics and commonalities with other groups. We will also discuss the interaction of each group with other cultural issues like race, gender, ethics, and law. Using a case study model, we will seek to uncover the ethical reasoning of different forms of Christianity as applied to current social issues. The focus will be on applying analytical and logical thinking skills to understanding and critiquing each denomination as positive and ethical members of their larger Christian, social and secular communities. Students will read articles, primary course materials and commentaries, as well as using media selections to help them gain understanding of the denominations we will study. Students will be expected visit a representative worship service from at least two of the denominations we encounter and write a short essay about each visit, as well as several brief 'reaction' papers and a final paper.

IDC. 200 07 AGING AND MENTAL HEALTH

M 6-9 pm

Kara Dassel

This course is designed to provide students with the principles of psychology and aging from a biopsychosocial perspective, with a focus on later life. The course increases students understanding of important developmental and clinical issues of midlife and older adults that are frequently encountered by mental health professionals including mood disorders, personality changes, cognitive changes including various types of dementias, caregiving issues, bereavement, and changing family dynamics. This course will include lectures and reading assignments that cover methodological research issues in gerontology and adult development. Class discussions and various assignments are designed to develop students' critical thinking skills regarding policy and program development, various types of psychological interventions, and methods used to address key issues related to mental health and aging.

Most importantly, students will learn practical ways to apply this knowledge outside of the classroom in both their personal and professional lives.

IDC. 200 08 MUSIC IN THE BLACK CHURCH

TTh 12:15-1:30 A.T. Simpson

Music in the Black Church has been designed to study the history of, evolution of, variety in, and importance of music in today's "Black"/African-American Church. The "Black Church" has, undoubtedly, proven to be both a catalyst for social change in the United States and a constant center of social and political power in the African-American community. Music in the "Black Church" has, since the formal church's infancy—and, perhaps, even before--been a richly distinctive blend of traditional African music, American folk music, European classical music (as filtered through the American classical perspective) and, eventually, American 'pop' music traditions. This fascinating, hybrid musical style as proven to be at the core of both a)the church's power within the African-American community and b)the church's 'public persona' in the society-at-large. This course will study the music in the major denominations of the "Black Church" from musical, aesthetic, and socio-cultural viewpoints. No previous preparation or knowledge of music is expected or required for this class. While the general class procedure will follow a vestigial lecture and discussion format, we will proceed in a manner that involves less memorization and more critical thinking and writing, less lecturing and note taking, more interaction and discussion [thus aiming to] encourage participatory learning through the interchange of ideas between students and professors and among students themselves. Required texts will be supplemented by outside readings, listening/viewing assignments, and church/'concert' attendance.

Course fee: \$100

IDC. 200 09 MAKING YOUR MARK: ENVISIONING AND IMPLEMENTING SOCIAL CHANGE IN THE U.S.

Tu 6-8:45 pm Patrick Englert and Hannah Piechowski

This service-learning course will immerse students in the exploration of social justice within the United States. Students will learn about historical and current elements related to justice issues. Students will be challenged to discern their passion in regards to a particular social issue related to (race, class, gender, and sexual orientation) and spend the semester working towards developing interventions and solutions towards poverty & homelessness. By the end each student will make his or her mark on the community, leaving the course with a knowledge and skill set related to social justice within the United States.

**** Students in this course will complete 15 hours of service with one of two local non-profit agencies.*

IDC. 200 10 THE KENTUCKY DERBY HOOFPRIINT

Tu 6-8:45 pm Janell Oliver

This course provides an investigation into the impact of the Kentucky Derby at a local, regional and national level. In 2012, Churchill Downs changed the criteria for horses eligible to race in The Kentucky Derby. This simple change sparked outrage in leaders at various racetracks across the U.S. as they stand to lose significant income from the handle generated by "Kentucky Derby Prep Races" – which are held at various locations across the U.S. Churchill Downs contends that they changed the criteria in an effort to attract more fans to what is considered to be a "dying" sport. This class will also investigate the effects of the diminishing popularity of the Kentucky Derby and attributing factors, as well as provide an economic investigation into the entire thoroughbred industry in Kentucky. Students will be required to research related topics by integrating texts, documentaries and reports into a final formal research project.

IDC. 200 11 THE U.S. CIVIL RIGHTS MOVEMENT AND ITS PLACE IN HISTORY**W 6-8:45 pm Ira Grupper**

This course will, through readings, videos, music and discussions with veterans of the Movement (where possible,) try to convey the impact of one of the most important parts of U.S history. The crucial historical context for our discussions will include slavery, freedom and the unfolding possibilities of democracy in the United States. It also will survey the South—a region of the heart, the mind, and America—where democracy has been envisioned, embattled, won and lost with enormous consequences for humanity. We will trace these struggles from the wake of the American Revolution through the freedom movements of the twentieth century, to the aftermath of what has been called “The Reagan Revolution.” We will concentrate, however, mostly on the modern movement, beginning with Rosa Parks and the Montgomery, Alabama bus boycott in the 1950’s, and thru the 1960’s freedom Rides, voter registration and other civil rights projects, and “Black Power.” We will discuss the assassination of Rev. Martin Luther King Jr., and its aftermath. We will examine the concepts of non-violence and self-defense, linking of civil rights for African Americans with other issues, domestic and international. And we will talk about the present-date state of civil rights as well.

IDC. 200 12 DEATH AND DYING IN AMERICA**Th 6-8:45 pm JoAnne Morris**

Who hasn't been touched by death at some point, even if only at a distance? Whether the death of a loved one, friend, or companion animal, no one is immune to the reality of death. Since death is a universal human experience, it seems incredible that the topic of death has received little attention in the U.S. until recently. The rise of the Hospice movement in recent decades has called attention to this once taboo subject, and the emerging field of thanatology, the study of death and dying, is making the subject available to academic inquiry. This course will examine death and dying in American society through the lenses of philosophy, sociology, psychology, and literary studies. We will look at death and the dying process both in terms of individual experience and in terms of family, medical, legal, and religious systems. In addition to readings assigned from the textbook, we will also explore responses to the subject of death expressed in film and literature. Teaching methods include class discussion, group work, structured reflection, and guided research. The course also includes a substantial experiential learning dimension with frequent presentations by subject area specialists and on-site visitation where possible. By acknowledging what lies ahead of all of us, we can better prepare for the inevitable and make our time now richer and more meaningful.

IDC. 301 COURSE DESCRIPTIONS

Catalog Description

IDC. 301 – Junior Transcultural Experience (3)

These courses are designed to provide students with strong interdisciplinary study of cultures beyond that of the United States. Each course offering is studied through approaches provided by more than one discipline of thought. For example, a course on Latin American Culture and Civilization might approach its subject through art, music, and history; another might combine the disciplines of theology, history, and art in studying the lives of St. Francis and St. Robert Bellarmine and the Italian culture that frames their work. These set of courses also better illuminate Bellarmine's Quality Enhancement Plan, which focuses on internationalization, thereby making every part of the globe a part of the Bellarmine classroom. Whether studying abroad, intensively studying the verities of a particular culture, and/or studying the politics of difference and the formation of culture, these courses build on and further develop the set of skills/abilities introduced in IDC.101/200, culminating with a final project that combines research and critical analysis and emphasizing the critical analysis component of the project.

IDC. 301 01 SELF, PLACE, AND CULTURE

MWF 11-11:50 Mith Barnes

In this course we will explore the idea of the self as positioned in the world (and indeed, as 'centering' the world), through theory and literature. Selections from theoretical works from several disciplines (Mircea Eliade, Jean Paul Sartre, Edith Stein, etc.) will be juxtaposed with readings from diverse literary and cultural sources such as Classical myth, medieval maps and cathedral architecture, and modern literary and artistic works as we try to shed light on our constant, if unconscious, relationship with place. In doing so, we will also seek to come to a better understanding of how that relationship underpins the human perception not only of geography, but of our world, and the multiplicity of cultures with whom we share it. In addition to extensive in-class discussion, and several short response or reflection essays, students will apply research skills, thesis selection and argument formation to the completion of a research paper. The research project will include the preparation of a proposal and presentation of their work to their classmates in addition to the final paper.

IDC. 301 02 GODS AND GREEK TRAGEDY

MW 12 – 1:15 Richard Dworin

*The Greek gods are a perplexing group. Deathless and all-powerful, they bicker like children; they demand gifts and devotion from human beings even as they seem to torture them for sport. Nowhere are these contradictions more apparent than in the tragedies. As a prelude, we'll read Sophocles' *Oedipus the King* with the goal of coming to some understanding of the gods' role in it by the end of the term. Such a task must begin with the **Theogony**, Hesiod's brief epic tale of the gods' origins and of Zeus' rise to power among them, overthrowing the generation of Titans and establishing a kind of political rule. Aeschylus' **Prometheus Bound** borrows Hesiod's story of the god punished for giving men fire, to reveal both the limits of human art and the extraordinary depth of tragedy. His **Agamemnon** purports to show the price the Greek commander paid at home for following the will of the gods in attacking Troy. On the other side of human pursuits, the namesake of Euripides' **Hippolytus** loses his life for refusing the amorous advances of his young stepmother (acting herself under the sway of Aphrodite). In **The Bacchae** a king of ancient Thebes is ripped apart by his own mother, crazed as she is by the very god whose frenzied rites he seeks to abolish. Reading these plays, we may ourselves feel torn between the apparently arbitrary cruelty of the gods and what Aristotle later called the "error" latent in each tragic*

hero. For relief we'll turn to Aristophanes' **Birds**, a rewriting of the Theogony which, though comic, still leads us to wonder who the gods might be.

IDC. 301 03 CONTEMPORARY CINEMA

MW 4:30–5:45 Jennifer Barker

*This course examines recent films across a global geography (Asia, Europe, the Middle East, and North and South America) that represent the changing nature of cross-cultural interactions between people as they have been affected by contemporary global economics, war, immigration, technology and the resultant transformation of societal traditions. The class will investigate unexpected connections and meaning despite cultural stereotypes, misunderstandings and alienation. Recent history has been characterized by world wars, international immigration and refugee dispossession, expanding urban populations, an increasingly global political economy, and rapid innovations in technology and mass communication. While the ability to communicate with each other in modern life has expanded in terms of the largely invisible connections of virtual space (telephone, email, texting, social networking), people still struggle to create meaningful connections with each other across geographical boundaries and to develop enriching relationships. Thus, this course asks: how do we share space, relate to each other, work, eat, and love? And how do we do so in a modern world that often seems designed to separate, alienate and even negate us? During the semester we will investigate these issues as they are represented in transnational and cross-cultural settings in a variety of innovative 21st century movies, including **Lost in Translation, Babel, Water, Baran, After the Wedding, Citizen Dog, City of God, The Visitor, The Band's Visit, and The Lives of Others.***

IDC. 301 04 CARIBBEAN LITERATURE

MW 3:00–4:15 Melody Carrière

*Have you ever wondered about the life of the madwoman in Bronte's **Jane Eyre**? What about Caliban in Shakespeare's **Tempest**? Just as the story of the Wicked Witch is revealed in Gregory Maguire's **Wicked**, many Caribbean authors have rewritten their history through modern works that lend sympathy to these marginalized figures. Previously, European authors have written about colonial society in their own words, which has often contributed to negative stereotypes of the Caribbean "Other" and an ignorance of Caribbean history. Since Caribbean culture has been impacted by and is still reeling from the effects of colonialism, Caribbean authors have decided to write their own stories. One method they have used to fight back is to consume the influence; they re-write the canonical texts and in so doing reverse the colonial power. This serves to both question the validity of the classic texts as well as to give a voice to the forgotten "Other." In this course, students will read excerpts from and discuss works written by the European authors of the Western tradition, and then follow them with the rewritten work of the Caribbean author, thus exploring the cultural and textual implications of this unique approach*

IDC. 301 05 MUSIC IN AFRICAN LIFE

MW 3-4:15 Angela Scharfenberger

This course is primarily intended to be a survey course of music performance in sub-Saharan Africa. It will introduce students to common characteristics in three broad regions: West, South, and East, while also looking more closely at local variations. Through the use of video and other media we will explore both the cultural and musical aesthetics of various genres. Further, the course will broadly explore key issues in the study of African music today, including music and nationalism, the discourse of modern vs. traditional, gender roles, and the role of globalization and colonialism in cultural practices. We will also have 'performance days' dedicated to hands-on experiences with Ghanaian drumming, Zimbabwean marimba, Zimbabwean mbira, and Cote d'Ivoirian drums. Students will be encouraged to learn in both

experiential and academic worlds, and will be asked to bridge these through journal writing. The final project for the class will be an in-depth exploration of African music, through academic research.

IDC. 301 06 PEACEMAKING AND GENOCIDE

M 6-9 pm **Ned Berghausen**

This course will explore peacemaking and genocide in the modern world. Through the lenses of history, theology, human geography, and peace studies, we will investigate the lives and stories of the last century's heroes and rogues. In the lead up to the October announcement of the 2012 Nobel Peace Prize Laureate, students will research a past laureate and examine the process of nominating, selecting and awarding this paradigmatic award. This exploration will culminate in a simulation of the Nobel process in which students will nominate and select current peacemakers for the prize. Peacemakers with local connections such as Thomas Merton, and Muhammad Ali will be highlighted, in part through visits to the Thomas Merton Center and Muhammad Ali Center. Counterbalancing the optimism and hope of these nonviolent heroes, the course will unpack the 20th century's "invention" of genocide as a concept, and the world's reaction to it. The contribution of Catholic social teaching to peacemaking and genocide-prevention will be an additional focus.

IDC. 301 07 SOCIAL ENTREPRENEURSHIP: SERVING IN A TIME OF NEED

M 6-9 pm **Vitalis Lanshima**

This course is based on the premise that, we all as human beings have an immense capacity to do great things. The course will attempt to expose students to a wide range of remarkable individuals that contribute their gifts of time, things, skills, and ideas which have proven to be as effective and valuable as contributions of money. The course will explore the extraordinary and innovative efforts made by individuals and organizations to solve social problems, save lives, and affect social justice. This course will culminate in challenging each student to identify needs from local non-profit organizations serving immigrants, and foreign charity organizations, and devise strategies to meet those needs.

In preparation for a research case study and presentation, students will reflect on their values and Catholic social teachings, interview individuals who lead social ventures and/or those who volunteer to serve immigrants and internationally. Lectures, field visits, media, video conferences with foreign charitable organizations, and presentations will be provided throughout the course to introduce concepts, inspire, and expand student thinking about relevant global issues.

The proposition underlying this course is that individuals who are motivated to promote social justice may realize more options to help meet the United Nation's Millennium Development Goal One, to reduce poverty and hunger by 2015. Community service and service learning will be stressed in this course, and the subject of social entrepreneurship will be explored at two levels. We will examine specific, practical approaches to planning and executing social ventures no matter how small, paying close attention to the history, politics, beliefs, and values of the individuals served to help us appreciate their culture, and enhance the learning outcome. This class provides Bellarmine students and the community the opportunity to effect positive social change!

IDC. 301 08 THE ISRAELI-PALESTINIAN IMPASSE

Tu 6-8:45 pm **Ira Grupper**

This course will examine the conflict over Palestine/Israel from the late 19th century to the present. It will survey the Ottoman Empire, the Sykes-Picot Agreement, the Balfour declaration, the 1947 United Nations resolution recognizing the creation of a state of Israel and a state of Palestine, and the Nakba. It will provide an introduction to the origins of the conflict by considering the social, ideological, and political forces that shaped it, including the rise of Israeli and Palestinian nationalisms, European anti-Semitism, Arab resistance to colonial rule, as well as global war, imperial designs, and the Cold War. It

will discuss the politics of oil and hegemony. Is this a conflict dating back to time immemorial, Biblical times? Is this conflict religious, secular, or a combination of both? We will examine the many wars fought over this tiny piece of land. We will read historical and modern documents, view relevant videos, and, if possible, have participation of Palestinian Americans and American Jews, and others.

IDC. 301 09 RELIGIONS AND CULTURES IN INDIA

Tu 6–8:45 pm **Muzaffar Ali & Adam Bunnell**

Students will study the culture and religions of India. Hindus are the majority of India but it has a secular constitution and it has one of the largest growing economies of the world. To study the culture of a region, it is necessary to study the history, the economics, and the political system, but these discussions will be kept to a minimum. India has different regions and their cultures are remarkably different even among those who practice the same religion. We will explore the similarities and differences between the north and south of India. The influence of Mughal and British empires will be discussed. We will explore the different languages spoken in different parts of India. We will study the different religions of India and their influence on India's culture. Hinduism is the dominant religion, but it has the second largest Muslim population of the world. We will look at the Sikh religion dominant in the northern state of Punjab, and we will also study the practices of Christians mainly in the south. We will concentrate on the harmonious relations of Hindus, Muslims, and Christians in the state of Kerala.

IDC. 301 10 SEEING AFRICA THROUGH FILM

W 6-8:45 pm **Angela Scharfenberger**

In this course we will explore how Africa and African people are portrayed through film. We will examine both how Africans have chosen to portray themselves, and how African film articulates African forms of expression. We will also look at the ways that outsiders portray Africa, and the ways that these films have shaped conceptions of Africa. We will use film critique as well as anthropological cultural critique to view these processes. How are stereotypes and images formed? How do African film-makers create identity? How does Colonialism engage with film? How are issues of gender, violence, immigration, and performance articulated? Through films, we will be able to address current issues in Africa. Each student will also write a research paper, using film critique methods to demonstrate an understanding of not only the film, but also the broader cultural issues underlying them. Further, we will use team-based learning to discuss and elaborate on our understanding of topics which arise through the film.

IDC. 301 12 PIRACY

W 6-8:45 pm **Eric Roorda**

As long as there have been boats, there have been pirates. But who qualifies as a pirate? This course will survey the history and literature of international piracy, revealing that one person's "pirate" is another person's national hero. While much of the class will deal with the myth and reality of the Yo-Ho-Ho-style Pirates of the Caribbean, it will also survey other types of piracy in other parts of the world, right up to the contemporary pirates who make the coast of Somalia, among other places, dangerous. Additionally, the course will consider the concept of piracy as it applies to intellectual property and computer hacking.

IDC. 401 COURSE DESCRIPTIONS

Catalog Description

IDC. 401 – Senior Seminar (3)

The Senior Seminar is the capstone experience in the general education of a Bellarmine student. It has as its primary focus the development of students' abilities to examine contemporary issues in a comprehensive and integrated way within a Catholic social justice perspective and a liberal arts and sciences context. Seniors from various disciplines come together in smaller groups with a faculty member to reflect on critical issues facing contemporary society, such as racism, economic and social justice, environmental concerns, national and international crises, and ethical issues arising from developments in science, medicine, and technology. Students are also expected to bring the knowledge and skills gained in their major fields of study and their other general education courses to the seminar as appropriate.

IDC. 401 01 ETHNOGRAPHY AS CATHOLIC SOCIAL TEACHING

MW 12-1:15 **Angela Scharfenberger**

In this service learning course, students will engage with the tools of ethnography while learning about their own understanding of what it means to be a citizen in their community. We will learn about ethnographic techniques utilized by anthropologists and other culture scholars, such as field work, taking fieldnotes, working with fieldnotes, interview skills, and participant observation. We will gain experience in each of these methods by studying the culture of a non-profit organization, where we will spend approximately 20 hours volunteering through the course of the semester. Meanwhile, we will also be developing a personal understanding of social action – what it means to be involved in such an organization. Through our research findings, we will develop a non-traditional form of a research paper, one based primarily on our own findings and experiences at the site. Through the process, we discover how learning about others is also always a process of learning about ourselves. We also learn to develop an understanding, and perhaps compassion, for those who are in lives and worlds much different than our own. Finally, we will apply our findings in a culminating “giving back” project, created in collaboration with the needs of the organization. In this way, we find how research can be both an academic endeavor and also a service to others.

IDC. 401 02 AMERICAN CIVIC ISSUES

TTh 9:25-10:40 **Linda Cowan**

This course seeks to develop an appreciation of the importance of debate and tolerance of diverse points of view in a pluralistic, democratic society, with a focus on diversity and social justice issues. We start the semester with a review of some of the political and historical factors that led to the writing of the three cornerstones of American democracy: the Declaration of Independence, the Constitution, and the Bill of Rights. We then study one issue, the death penalty, in some detail, focusing on the evolution of courts' treatment of the topic, and on the impact that one leader, Sr. Helen Prejean, has had on the issue. We next study immigration, starting with students' family immigration histories, and then looking at legal and unauthorized immigration throughout American history. Next, we study the expanding right to privacy, including new issues involving technology. The course seeks to challenge students to reexamine their opinions and biases and to form opinions based on critical analysis rather than on stereotypes or ideology. Students will make presentations to the class to develop their presentation and analytical skills. Catholic social justice teachings will be incorporated into each issue studied. Students will develop critical thinking and analytical skills through class discussions, individual reading and writing assignments, participation in group projects and class presentations. Vigorous debate of topics studied is

encouraged. Students will be offered opportunities to venture outside Bellarmine into one of Louisville's struggling neighborhoods in order to further their knowledge of social issues.

IDC. 401 03 QUALITY OF LIFE

MW 3-4:15 **Lisa Catron**

We need the basics of food, water, shelter, and clothing to survive. But is survival enough to make life worth living? Why do we strive to create improvements in our world and our lives? This course explores what is meant by Quality of Life. We hear the term used in a variety of contexts: financial, medical, political, social, and spiritual. Different disciplines require specific elements when discussing their definition of "Quality of Life." Throughout the semester, we will explore these definitions and trace how they have evolved. This journey will encompass reading a variety of texts to include historical, economic, political, and literary texts to see how "Quality of Life" has and is being used to make policies in the public realm and is used to make personal life choices. Students will strive to articulate their own personal definition of "Quality of Life" and in doing so discover how their definition has been shaped.

IDC. 401 04 LEADING AN INTEGRATED LIFE

TTh 9:25-10:40 **Don Crist**

This course would blend three parallel emphases. 1) Examining what it takes to be a humanitarian leader 2) Coming to an understanding of Catholic Social Justice issues 3) Assisting students as they attempt to discern their own personal sense of call. The sessions would be undergirded by a concern for developing and practicing an integrated life in which social justice is a fundamental part of one's life work and calling. The class would develop skills in group work as a method of addressing each of the above emphases.

Students will encounter humanitarian leaders as guest presenters in the class as well as reading about the lives and characteristics of such leaders. They will also become familiar with the historical and contemporary themes of Catholic Social Justice with an eye toward discovering which of the issues speak most clearly to the student. Paralleling this intellectual pursuit will be an interior, spiritual journey utilizing both personal reflection and group dynamics to discover how each student's call is emerging.

The student will also be asked to do their own autobiography, and engage in an interview project of a humanitarian leader in the community. The research paper will be built around a social justice issue of their choosing. The culmination of the class will be a paper and presentation focused on each students' present sense of personal call.

IDC. 401 05 AMERICAN CIVIC ISSUES

TTh 12:15-1:30 **Linda Cowan**

This course seeks to develop an appreciation of the importance of debate and tolerance of diverse points of view in a pluralistic, democratic society, with a focus on diversity and social justice issues. We start the semester with a review of some of the political and historical factors that led to the writing of the three cornerstones of American democracy: the Declaration of Independence, the Constitution, and the Bill of Rights. We then study one issue, the death penalty, in some detail, focusing on the evolution of courts' treatment of the topic, and on the impact that one leader, Sr. Helen Prejean, has had on the issue. We next study immigration, starting with students' family immigration histories, and then looking at legal and unauthorized immigration throughout American history. Next, we study the expanding right to privacy, including new issues involving technology. The course seeks to challenge students to reexamine their opinions and biases and to form opinions based on critical analysis rather than on stereotypes or ideology. Students will make presentations to the class to develop their presentation and analytical skills. Catholic social justice teachings will be incorporated into each issue studied. Students will develop critical thinking and analytical skills through class discussions, individual reading and writing

assignments, participation in group projects and class presentations. Vigorous debate of topics studied is encouraged. Students will be offered opportunities to venture outside Bellarmine into one of Louisville's struggling neighborhoods in order to further their knowledge of social issues.

IDC. 401 06 LEADING AN INTEGRATED LIFE

TTh 12:15-1:30 Don Crist

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The student will also be asked to do their own autobiography, and engage in an interview project of a humanitarian leader in the community. The research paper will be built around a social justice issue of their choosing. The culmination of the class will be a paper and presentation focused on each students' present sense of personal call.

IDC. 401 07 SOCIAL JUSTICE IN THE CITY I

M 6-9 pm Dean Bucalos

The course will consist primarily of discussions in class, in-class participation and field experiences. Student will be expected to complete all of the required readings in a timely manner, since they will be discussed on a regular basis and will form a basis for our field experiences. Class attendance is of utmost importance. The topics explored and examined will focus on critical issues confronting contemporary society, with an emphasis upon Louisville and Kentucky. Among the topics we will explore are homelessness, environmental justice, restorative justice and the corrections system, health equity and housing. This class will include four field trips into the city of Louisville. Students will not only see how geography, place and environment impacts particular social issues but also physically walk through areas that have been affected by homelessness, environmental toxins, housing discrimination and economic disinvestment. Through group presentations, field experiences and outside readings, students will discover how particular geographic areas within the greater Louisville-Metro area and those living there are affected economically, politically, environmentally, physically and socially in radically different ways. The readings will be from three selected textbooks as well as those recommended and suggested by whoever the class discussion leaders will be for a given topic. The topics will be considered in the context of the principles and teachings of Catholic social justice. One of the goals of this class is to seek solutions to these contemporary problems facing our culture today. We will be introduced to the scope of these problems by experts in the field who will provide us not only with a background but also will show us areas in the city and beyond that are confronting these issues today. The readings are designed to assist students in developing a wider, integrated understanding of the ideas, positions, values and perspectives of the topics being considered for discussion. In this seminar, each participant is co-responsible for his or her learning as well as the learning of the other participants. Consequently, each participant is at once teacher and student: a teacher who contributes insights and shares information to assist others in developing a fuller understanding of the topics under discussion, and a student who

learns from the contributions of others, from the readings, from independent research and from other educational experiences incorporated into the course.

IDC. 401 08 HOPE'S DAUGHTERS

M 6-8:9 pm **Wayne Willis**

*Seminar participants will make a comprehensive examination of the phenomenon of hope, including its philosophical, theological, psychological, and sociological dimensions. We will juxtapose "upper case hope" (ubiquitous hope found in all living things) and "lower case hope" (various expressions of hope within persons). We will examine hope literature, especially poetry, and **The Plague** by Albert Camus in depth. Augustine wrote: "Hope has two lovely daughters, anger and courage--anger so that what must not be, cannot be; courage so that what can be, will be." We will focus on how hope emboldens, as seen in anger and courage expressed in the struggle for civil rights of women, blacks, homosexuals, immigrants, the terminally ill and others.*

IDC. 401 09 FAITH, FEAR, AND FUNDAMENTALISM

Tu 6-8:45 pm **Kerry Wentworth**

In this course, students will engage religious, philosophical, literary, and sociological themes related to religious fundamentalism, a problematic term that eludes easy definitions. Since it was coined by American Protestant evangelicals in the 1920s, the word has expanded its meaning to include radical conservatives or ideological purists in many spheres of activity, not all of them religious. Modern applications of Fundamentalism include Islamist radicals in the Muslim world, the militant Israeli settlers who oppose them as well as Sikh, Hindu and even Buddhist nationalists who seek to justify their political agendas by reference to divine edicts or religious tradition. Students will explore tensions between understanding fundamentalism as an expression of faith deeply rooted in tradition and as a reaction of fear in a climate of rapid social, political, and scientific change and uncertainty.

IDC. 401 10 SUSTAINABLE ACTION WORKSHOP

Tu 6 – 8:45 pm **Brian Barnes**

With the guidance of the instructor, students will initiate and build sustainable systems using local sources of waste and materials. Students will learn to organize and initiate sustainable action plans in their community. Students will read text regarding and directly observe the environmental, social, ethical, and biological realities of the worldwide trash problem. Composting and its various constituent activities are presented as one sustainable solution to the issues surrounding trash. By following contemporary non-profit models, students will discover the urban agriculture movement, the sources of their food, learn the means to feed themselves anywhere, year-round, and begin to recognize and respond to the social justice issues surrounding food and a living planet. Students will operate and maintain a small, working, local trash-based composting and vermicomposting system at the Bellarmine Garden. This class will include speakers and trips off campus.

Course fee: \$20 to cover building materials for each student and fees at off-campus activities.

IDC. 401 11 SOCIAL JUSTICE IN THE CITY II

W 6-8:45 pm **Dean Bucalos**

The course will consist primarily of discussions in class, in-class participation and field experiences. Student will be expected to complete all of the required readings in a timely manner, since they will be discussed on a regular basis and will form a basis for our field experiences. Class attendance is of utmost importance. The topics explored and examined will focus on critical issues confronting contemporary society, with an emphasis upon Louisville and Kentucky. Among the topics we will explore are hunger, the death penalty and corrections, disabilities, immigration, domestic abuse, and addiction. The

readings will be from three selected textbooks as well as those recommended and suggested by whoever the class discussion leaders will be for a given topic. The topics will be considered in the context of the principles and teachings of Catholic social justice. One of the goals of this class is to seek solutions to these contemporary problems facing our culture today. We will be introduced to the scope of these problems by experts in the field who will provide us not only with a background but also will give us in-person encounters by visits to various sites in the city engaged in this issues. The readings are designed to assist students in developing a wider, integrated understanding of the ideas, positions, values and perspectives of the topics being considered for discussion. In this seminar, each participant is co-responsible for his or her learning as well as the learning of the other participants. Consequently, each participant is at once teacher and student: a teacher who contributes insights and shares information to assist others in developing a fuller understanding of the topics under discussion, and a student who learns from the contributions of others, from the readings, from independent research and from other educational experiences incorporated into the course.

IDC. 401 12 PLANING AND COMMUNITY DEVELOPMENT

W 6-8:45 pm **Edgardo Mansilla**

Using theories from the behavioral and social sciences, this course will provide students with a basic theoretical, methodological, value, and skill base in social planning within a context of community development, organization and advocacy. Methods of helping population groups develop and gain meaningful participation in community decision-making processes will be explored. Processes of planning and community development will be analyzed with particular emphasis on the role and influence of the political economic process on social priority determination, and policy and resource development. The course will stress the importance of moral and ethical approaches, Catholic social and economic justice considerations, and values as central features of social planning and development.

IDC. 401 13 SENIOR SEMINAR

W 6-8:45 pm **Julie Armstrong-Binnix**

The Senior Seminar is the culminating experience in the general education of a Bellarmine student. It has as its primary focus the development of students' abilities to examine contemporary issues in a comprehensive and integrated way within a Catholic perspective and a liberal arts and sciences context. Seniors from various disciplines come together in small groups with a faculty member to reflect on critical issues facing contemporary society, such as racism, economic and social justice, environmental concerns, national and international crises, and ethical issues arising from developments in science, medicine and technology. Students are also expected to bring the knowledge and skills gained in their major field of study and their other general education courses to the seminar as appropriate.

IDC. 401 14 THE GLOBAL ENVIRONMENT

Th 6-8:45 pm **Valerie Timmons**

Climate change, dwindling energy and food supplies, deforestation, exploding populations, and increasing poverty are major issues facing our planet, and these issues affect us all. This course will explore these topics, and more, focusing a lot of attention on the solutions thereto. Ultimately, this course is about the student and his/her reaction to the imminent dangers facing the Earth and its inhabitants.