

IDC COURSE DESCRIPTIONS – SPRING 2013
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IDC. 101 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 COURSE DESCRIPTIONS FOR SPRING 2013

IDC. 101 (01) – THEORIES OF RELIGION

MWF 9-9:50

Mith Barnes

COURSE DESCRIPTION:

Religion lies at the heart of human experience, and theory at the heart of the academic discipline. In this course, students will be introduced to a selection of theories about religion and will learn how to read, interpret, apply, and critique theory as part of the academic process. We will begin by gaining a basic familiarity with theories of religion from several disciplines (such as Foucault, Eliade, Weber, Geertz and others). While students will likely not gain comprehensive knowledge of each theoretical framework, they will have a basic working knowledge of them and a solid foundation for future work with these or other frameworks. Students will then choose topics of interest to them, and explore them using selected theoretical models. This exploration will culminate in the writing and presentation of a research paper, as well as offering critiques of their own work and that of their peers.

IDC. 101 (02) – ILLNESS NARRATIVES IN LITERATURE

MWF 10-10:50

Renee Culver

COURSE DESCRIPTION:

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 using classic and modern literature. We will use this literature to study and interpret historic, cultural, and religious beliefs about illness and disability, and we will explore how social inequalities give rise to health disparities among groups.

IDC. 101 (03) – STRIPPING KENTUCKY: ENVIRONMENTAL DISTRUCTION THROUGH THE EYES OF KENTUCKY WRITERS

MWF 11-11:50

Karen Morris

COURSE DESCRIPTION:

This seminar will focus on the permanent environmental impact of strip mining and mountain top removal in Kentucky. Students will study compelling essays, interviews, works of fiction, and documentaries from some of Kentucky's most intriguing writers and activists, including Silas House, Barbara Kingsolver, and Ben Sollee. We will discuss the socio-economic, mental, and physical impacts of these mining practices on the people of Appalachia. For those who love the outdoors, engaging discussions, and fantastic fiction, this seminar is a requirement.

IDC. 101 (04) – BEING AN INFORMED NEWS CONSUMER

MW 12-1:15

Stan Macdonald

COURSE DESCRIPTION:

Using critical thinking and clear writing, students examine what it means to be an informed news consumer and why this is so crucial for our democracy.

Students learn through class discussions and writing assignments how to navigate the daily flood of digital information -- and misinformation -- in newspapers, magazines, and on television and the Internet. Students are asked to skeptically read and watch media reports and develop skills that will enable them to distinguish stories that are credible and based on verification from those that are suspect, insufficient or phony. The course delves into differences between news and propaganda, news and opinion, bias and fairness, and assertion and verification.

When citizens are well-informed, have an understanding of their own biases, and know how to how to separate fact from fiction, they are better equipped to make wise decisions and take appropriate action -- whether it's voting in an election, buying a car, preventing cyberbullying or avoiding a dangerous medication.

IDC. 101 (05) – THE LITERARY DOG

MW 1:30-2:45

Bonnie Johnson

COURSE DESCRIPTION:

This literature course examines elements of fiction and literary criticism incorporating composition, research and reporting. Students will read two novels and ten to twelve short stories, prepare and present a critical essay that includes research and MLA documentation, and will collaborate with one or two other students to write a short story modeling the writing style of their selected favorite. Authors include Chekhov, Lessing, T. C. Boyle, John Updike, Raymond Carver, Tobias Wolfe and others. In each work of prose, a dog is pivotal to the movement of the story.

IDC. 101 (06) – CATHOLICISM IN MODERN LITERATURE

MW 4:30-5:45

Jerry Salyer

COURSE DESCRIPTION:

From Georges Bernanos to Flannery O'Connor, there are many accomplished 20th Century writers who have added a theological dimension to their creations via the depiction of Catholicism. Some of the most compelling narratives of modern fiction have thereby emerged, with spiritual themes infusing complex plots. After investigating the connection between each writer's religious convictions and his or her work, we will

then go on to examine the author's interpretation of the Catholic tradition. The historical context and geography of each excerpt or complete work will likewise be considered. Together we will explore what Graham Greene has to say about social justice, ask J.R.R. Tolkien how to effectively preserve our fragile environment, and find out why Shusaku Endo's reflections on cultural diversity are more relevant than ever. Bringing various disciplines to bear, we will learn to see the study of such authors not as "homework" but as an existential adventure.

IDC. 101 (07) – STORYTELLING TO GRAPHIC NOVELS

TTh 8 – 9:15

Gary Watson

COURSE DESCRIPTION:

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 (08) HOLOCAUST: STUDY OF HATE

TTh 12:15-1:30

Dan Penner

COURSE DESCRIPTION:

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 (09) – CULTURES OF AMERICA**TTh 9:25 – 10:40****Kerri Horine****COURSE DESCRIPTION:**

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) – SCIENCE WRITING 101**TTh 12:15 – 1:30****Emily Ruppel****COURSE DESCRIPTION:**

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 (11) - EXERCISE PROMOTION AND PERFORMANCE FROM AN INTERDISCIPLINARY PERSPECTIVE**TTh 1:40 – 2:55****Paul Loprinzi****COURSE DESCRIPTION:**

With low levels of physical activity among individuals of all ages in our country, we are in need of the development and implementation of effective physical activity interventions. However, designing effective physical activity programs is a difficult task, as there are numerous environmental settings for children and adults to engage in physical activity, such as actively commuting to school, recess, physical education, after-school programs, community recreational programs, and before, during, or after work. Consequently, effective programs to increase the activity levels of children and adults need to be designed specifically for each environmental setting and tailored for each age, gender, and race-ethnic subpopulation.

This course will overview effective exercise models for each environmental setting in which children and adults engage in physical activity. Additionally, students will learn individual counseling techniques (e.g., motivational interviewing, cognitive behavioral therapy) to promote physical activity at the individual-level,

as well as learn how physical activity is influenced at the community/institution and public policy level. In addition to learning how to promote physical activity at the individual and population level, students will gain a better understanding of the health benefits associated with physical activity.

Students will use the knowledge learned during the course to design a physical activity program for themselves or for a peer. Physical activity and physical fitness levels will be tracked over the duration of the course, and students will present their findings to the class at the end of the semester.

The second half of the semester will be devoted toward studying exercise performance from a cross-disciplinary perspective. We will specifically discuss why the East African distance runners dominate distance running performance, focusing on socio-economic, cultural, physiological, and athleticogenomic perspectives.

IDC. 101 (12) – WHY AM I ME? CULTURE AND IDENTITY

TTh 3:05 – 4:20

Kristin Wallitsch

COURSE DESCRIPTION:

This course is an academic inquiry into culture, the characteristics of culture, and intercultural awareness vis-à-vis themes derived from readings with a Southeast/East Asian focus. In the context of Southeast and East Asia, specific topics discussed in the course will include, but are not limited to, individualistic and collectivist societies, low context and high context cultures, Confucianism, 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 Southeast and East Asian cultures. Students will use books, journal articles, documentaries, small-group discussions, and whole-class discussions to 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. In addition to the short 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 (13) – THE 21st CENTURY WORLD OF WORK

MW 4:30 – 5:45

Todd Reale

COURSE DESCRIPTION:

*“You do not need to know precisely what is happening, or exactly where it is all going. What you need is to recognize the possibilities and challenges offered by the present moment, and to embrace them with courage, faith and hope.” (Thomas Merton) Today’s dynamic global economy constantly delivers unexpected opportunities for career choice, advancement and transition. The rise and fall of jobs, employers, industries and regions is accelerating with increasing uncertainty. Changing needs and requirements for continued success in the 21st century workplace will leave those who are unprepared at a competitive disadvantage. This course reviews current trends and their implications for personal career planning. It discusses the theory of self-concept, influences on its formation, how it is implemented in life roles and its impact on lifelong career development. As the first step in a planned career decision-making process, students will learn to discover, develop and apply their talents, traits, interests, values and skills. They will explore and identify occupational and educational options using authoritative sources, while developing the academic, professional and personal skills required for a lifetime of career satisfaction and personal happiness. **There is a \$90 course fee for this course which will cover all texts and on-line assessments.***

IDC. 101 (14) – DEATH AND THE CORPSE (Galileo Community students only)

TTh 8 – 9:15

Amy Tudor

COURSE DESCRIPTION:

In this course, we will use interdisciplinary study in such fields as history, anthropology, photography, conflict studies, anatomy, and literature to explore the changing cultural meanings of death and the human corpse. We will then apply this foundational study to such contemporary issues as the Right to Die controversy, the abuse of corpses in Afghanistan, and the prevalence of “undead” characters in popular culture. Students may also elect to further explore course topics through co-curricular trips to the Bellarmine gross anatomy lab, the Louisville Coroner’s office, and Cave Hill Cemetery.

IDC. 101 (15) – DEATH AND THE CORPSE (Galileo Community students only)

MW 12 – 1:15

Amy Tudor

COURSE DESCRIPTION:

In this course, we will use interdisciplinary study in such fields as history, anthropology, photography, conflict studies, anatomy, and literature to explore the changing cultural meanings of death and the human corpse. We will then apply this foundational study to such contemporary issues as the Right to Die controversy, the abuse of corpses in Afghanistan, and the prevalence of “undead” characters in popular culture. Students may also elect to further explore course topics through co-curricular trips to the Bellarmine gross anatomy lab, the Louisville Coroner’s office, and Cave Hill Cemetery.

IDC. 101 (16) – DEATH AND THE CORPSE (Galileo Community students only)

MW 4:30 – 5:45

Amy Tudor

COURSE DESCRIPTION:

In this course, we will use interdisciplinary study in such fields as history, anthropology, photography, conflict studies, anatomy, and literature to explore the changing cultural meanings of death and the human corpse. We will then apply this foundational study to such contemporary issues as the Right to Die controversy, the abuse of corpses in Afghanistan, and the prevalence of “undead” characters in popular culture. Students may also elect to further explore course topics through co-curricular trips to the Bellarmine gross anatomy lab, the Louisville Coroner’s office, and Cave Hill Cemetery.

IDC. 101 (17) – FAIRY TALES AND THE BODY (Galileo Community students only)

TTh 8 – 9:15

Jessica Hume

COURSE DESCRIPTION:

Depictions of the human body—healing, strength, injury, death, transformation—often play an integral role in the fairy tales we know and love. These images and perceptions of the body often have significant moral, cultural, and historical implications which are still relevant today. In this course, students will examine a variety of fairy tales, from the classics like “Cinderella” and “Snow White,” to lesser-known tales like “The Robber Bride-groom” in order to develop an understanding of the literal and metaphorical role of the human body in fairy tales. Reading will include the Grimm Brothers tales along with alternate versions of stories, and some fairy tale theory by Jack Zipes, Bruno Bettelheim, and others.

IDC. 101 (18) – FAIRY TALES AND THE BODY (Galileo Community students only)

MW 12 – 1:15

Jessica Hume

COURSE DESCRIPTION:

Depictions of the human body—healing, strength, injury, death, transformation—often play an integral role in the fairy tales we know and love. These images and perceptions of the body often have significant moral, cultural, and historical implications which are still relevant today. In this course, students will examine a variety of fairy tales, from the classics like “Cinderella” and “Snow White,” to lesser-known tales like “The Robber Bride-groom” in order to develop an understanding of the literal and metaphorical role of the human body in fairy tales. Reading will include the Grimm Brothers tales along with alternate versions of stories, and some fairy tale theory by Jack Zipes, Bruno Bettelheim, and others.

IDC. 101 (19) – FAIRY TALES AND THE BODY (Galileo Community students only)

MW 4:30 – 5:45

Jessica Hume

COURSE DESCRIPTION:

Depictions of the human body—healing, strength, injury, death, transformation—often play an integral role in the fairy tales we know and love. These images and perceptions of the body often have significant moral, cultural, and historical implications which are still relevant today. In this course, students will examine a variety of fairy tales, from the classics like “Cinderella” and “Snow White,” to lesser-known tales like “The Robber Bride-groom” in order to develop an understanding of the literal and metaphorical role of the human body in fairy tales. Reading will include the Grimm Brothers tales along with alternate versions of stories, and some fairy tale theory by Jack Zipes, Bruno Bettelheim, and others.

IDC. 200 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 COURSE DESCRIPTIONS FOR SPRING 2013

IDC. 200 (01) – SPIRITUALS, JAZZ, BLUES, AND BEYOND

MWF 11-11:50

Dave Clark

COURSE DESCRIPTION:

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 (02) – WOMEN IN THE CIVIL RIGHTS MOVEMENT

MW 12-1:15

Betty Bayé

COURSE DESCRIPTION:

Most Americans may be familiar with the Rosa Parks story. Less familiar may be that Mrs. Parks was not an accidental hero. She was one of hundreds of women wholly dedicated to the civil rights cause. This course will introduce students to such lesser-known but very consequential “she-roses” of “the movement” Such women as Daisy Bates, Fannie Lou Hamer, Ella Baker, Viola Liuzzo, Dorothy Height, Diane Nash, Louisville's own Ann Braden, the women of SNCC (Student Non-Violent Coordinating Committee) and some of the women who predated them all; for example, Frances Harper, Ida B. Wells and Mary McLeod Bethune. There will be required readings, special guests and video presentations. Students will choose and have the semester to research and write an independent and sourced 10-page paper about a civil rights “she-roe” and must be prepared, in preparation for the paper, to deliver a brief oratory to the class introducing their subject and what makes her a “she-roe.”

IDC. 200 (03) - SOUTHERN GOTHIC FICTION

MW 3-4:15

John Schuler

COURSE DESCRIPTION:

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 (04) – MAKING YOUR MARK: ENVISIONING AND IMPLEMENTING SOCIAL CHANGE IN THE US

M 6-9

Patrick Englert and Sarah Fromm

COURSE DESCRIPTION:

This course will immerse students in the exploration of social change within the United States. Students will learn about historical and current elements related to change. Students will be challenged to discern their

passion in regards to a particular social issue related to (races, class, gender, and sexual orientation) and spend the semester working towards developing interventions and solutions. 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.

IDC. 200 (05) – HISTORY OF THE U.S. CIVIL RIGHTS MOVEMENT

W 6-8:45

Ira Grupper

COURSE DESCRIPTION:

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 (06) - DEATH AND DYING IN AMERICA

W 6-8:45

JoAnne Morris

COURSE DESCRIPTION:

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. 200 (07) –THE FIRST AMENDMENT

TTh 8 – 9:15

Linda Raymond

COURSE DESCRIPTION:

The First Amendment to the U. S. Constitution protects five of Americans’ most precious freedoms, but it didn’t come with directions on how to resolve the conflicts they’ve posed through our history. This class will look at the First Amendment in a variety of ways: by experiencing firsthand the rights it protects; by

exploring the amendment's history; and by considering some of today's legal and political struggles to balance First Amendment rights against each other and against other important priorities. Students will research current conflicts over our freedoms and then lead class discussions on the issues they raise. Students also write about First Amendment heroes and their own reactions to exercising their rights. We'll work to explore and challenge a wide range of views on each issue through reading and class discussion. The class draws on history, philosophy, law, literature and current events around the world. It requires students to exercise two of their most cherished rights and to reflect on their experience. It emphasizes the importance of analyzing the values behind First Amendment differences.

IDC. 200 (08) – THE CIVIL WAR AND ITS LEGACY

TTh 9:25-10:40

Mike Jennings

COURSE DESCRIPTION:

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 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 were depicted as living 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 (09) – MURDER IN AMERICA: FACT AND FICTION

Th 6 – 8:45

Cathy Sutton

COURSE DESCRIPTION:

This course will focus on understanding this most disturbing aspect of our society beyond what we see on TV, movies, and read in popular mysteries. Based on data that students will in part research, the class will identify the most common murder victims, perpetrators, locations, causes, and effects of murder in the United States. To emphasize this theme the class will read a crime novel, Lush Life, by Richard Price—one of the best crime writers in America about a murder that occurs during a mugging in New York City. For its literary qualities and its social point of view, this novel is a great introduction to garden variety murder. In addition, the class will also include an analysis of many issues related to murder: execution, the psychology of serial killers, and the nature of the moral conscience. In addition to the reading of some great literary works, the class will also meet a number of experts in class: prosecutors, public defenders, coroners, homicide detectives, and others.

IDC. 301 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 COURSE DESCRIPTIONS FOR SPRING 2013

IDC. 301 (01) – HOMER'S ILLIAD & ODYSSEY: GODS, HEROES & HUMAN BEINGS

MWF 10-10:50

Evanthia Speliotis

COURSE DESCRIPTION:

This course is intended to introduce the student to the ethos, culture, and values of the people of Ancient Greece by looking at Homer's presentation of the Greeks and the gods in the Iliad and the Odyssey. Hesiod claims that the end of the Trojan War signaled the death of the hero and the birth of a new era and a new ideal for human beings. Is he correct? To tackle and evaluate this question, we will be considering the following:

- (a) What is the "ideal human" (or hero) like in the Trojan War era? What is the "ideal human" like in the post-Trojan War era?*
- (b) What role do the gods play in human life in the Iliad? In the Odyssey?*
- (c) Is there a relationship between the role of the gods and the "ideal human" type?*
- (d) Finally, what does our examination of the "ideal human" type during and after the Trojan War teach us about Ancient Greek society? Does it teach us anything about ourselves and our own society?*

The class is based on a close textual reading of Homer's Iliad and Odyssey, supplemented by class discussion, and a variety of writing assignments aimed at developing students' critical thinking and writing skills and, ultimately, enhancing and developing students' appreciation and understanding of the texts and the issues (cultural, historical, moral) embodied in them.

IDC. 301 (02) – LITERATURE OF WORLD WAR TWO

MWF 11-11:50

John James

COURSE DESCRIPTION:

The first truly "global" conflict, World War II affected every region of the earth in ways we often forget or refuse to acknowledge. Not only did the war take place in Europe and Japan, but altercations erupted in North Africa, French Indochina, Mongolia, and elsewhere. In the English-speaking world, these stories have gone largely unsung. This class offers a fuller perspective on the Second World War, the Holocaust, and the

*dropping of the first atomic bomb by examining texts from around the globe, including some in English (Kurt Vonnegut's **Slaughterhouse-Five**, Eli Wiesel's **Night**, and Art Spiegelman's **Maus**), but also ones in translation, exploring international viewpoints on these tragedies. These include Haruki Murakami's **The Wind-Up Bird Chronicle**, Gunter Grasse's **The Tin Drum**, and John Hersey's **Hiroshima**. We will also investigate cross-cultural perspectives on inherited national trauma, attempting to understand how the events of World War II are understood differently in diverse cultures, and how they are interpreted, remembered, and experienced from one generation to the next. I will challenge students to ask: How does a young German's perspective on the firebombing of Dresden differ from his Japanese peer's understanding of similar events in Tokyo? And how does a Japanese teen in the 1990's view the atomic bombing in Hiroshima differently than his grandparents did in 1945? This class will widen students' knowledge of geography through the use of maps, atlases, and encyclopedic references, as well as places referenced in our texts. Ultimately, students will leave this class more aware not only of how history is interpreted and understood through literature, but how their own interpretations of these events shape the ways in which history continues to manifest in cultures around the world.*

IDC. 301 (03) – EAST AFRICAN CULTURE & WILDLIFE

MW 1:30 - 2:45

Melody Carrieré

COURSE DESCRIPTION:

In this course we will learn about the culture, geography and wildlife of eastern Africa. We will examine the history of conservation and explore Western versus non-Western approaches toward change in Africa. Tribal customs and languages will be a subject of this course and how these customs are threatened or changed by urbanization, globalization, and tourism. Students will learn about how colonialism has affected land distribution, study the current status of pastoral life and nomadic tribes, and discuss the tourism industry's impact on the East African people and its wildlife.

The course will also examine elements of conservation in Africa that are often overlooked such as the economic, social, and cultural ramifications of wildlife protection. This course will take a cultural rather than scientific emphasis on wildlife because political factors are often ignored in discussions of wildlife conservation. In fact, political factors can be as weighty as ecological factors since the people of Africa must coexist with the wildlife. Some topics that will be discussed in this class are ethical ones; for example, how to reconcile encroachment on animal habitat with the need for a livelihood such as farming and grazing. Are farmers justified in eradicating predators that threaten their livestock? Should the Maasai be forced off park land? Is elephant culling a necessary measure? How is tourism benefiting wildlife, and how is it harming it? Does money generated from tourism support the people of Eastern Africa? As most of Africa is a post-colonial society, the previous control of the Western culture along with its current influence on wildlife conservation efforts and indigenous cultures in the broader sense are also topics that will be addressed.

IDC. 301 (04) – CONTEMPORARY CINEMA

MW 4:30-5:45

Jennifer Barker

COURSE DESCRIPTION:

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, 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 (05) – RELIGION AND CULTURE

W 6-8:45

Adam Bunnell

COURSE DESCRIPTION:

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 (06) – LITERARY ISLANDS: IRELAND & SICILY

TTh 12:15-1:30

Julien Carrieré

COURSE DESCRIPTION:

This course will explore the literature of two islands at the extremes of Europe, Ireland and Sicily. These two lands have a great deal in common from their centuries-long domination by foreign powers to their pastoral and agrarian societies to their renowned writers. Ireland and Sicily have between them six Nobel Prizes for some of the best literature in English and Italian, four for Ireland (Yeats, Shaw, Beckett and Heaney), and two for Sicily (Pirandello and Quasimodo). This course will examine these two literary traditions in the context of the social and political upheavals of the 19th and 20th centuries. We will seek out common threads that help us better understand and appreciate both the literature and culture of these islands.

IDC. 301 (07) – MUSIC IN AFRICAN LIFE

TTh 12:15-1:30

Angela Scharfenberger

COURSE DESCRIPTION:

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. Through the Experiencing Culture texts (Stone 2004 and Barz 2004) we will explore hands-on activities for understanding music of another culture. 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 a musician, genre, or theme; students will be encouraged to use an alternate format for this project, such as a video or CD with liner notes, a museum exhibit, or performance (or they can write a traditional research paper). In all formats, students will be expected to use at least five academic sources.

IDC. 301 (08) – IRON CURTAIN INFLUENCE ON EUROPEAN ARTISTIC IMPRESSION

TTh 1:40 – 2:45

Lauren Titus

COURSE DESCRIPTION:

Students enrolled in this course would first study the history of the Soviet occupation of Europe from its roots in World War II until the dissolution of the USSR in 1991 and then explore many types of artistic expression – from literature to music to cinema – that was created in response to or in spite of Soviet censorship. Much focus will be placed on East Germany, Poland, and Czechoslovakia, as they are the areas and cultures with which I am most familiar, and I will draw heavily from my experience teaching in the Czech Republic over the summer of 2011.

Authors and artists may include Czech novelist Milan Kundera, Czech playwright Václav Havel, East German protest musician Wolf Biermann, East German film director Frank Beyer, Polish author Jerzy Andrzejewski, and Polish poet Ewa Lipska.

IDC. 301 (09) – INTRODUCTION TO YOGA

TTh 4:30 – 5:45

Olga-Maria Cruz

COURSE DESCRIPTION:

"Yoga" is a Sanskrit word describing yoking or linking. This course will examine the links between philosophy and religion, story and myth, body and mind, as presented through the ancient Indian practice of yoga. We will study the history of yoga, its attendant myths related to Hinduism, its philosophy and ethics, in the context of cultural geography of India. We will also investigate contemporary practices of yoga including the Bikram, Ashtanga, Anusara and Iyengar schools. It is strongly recommended that students have passed PHIL 160 before taking this class.

IDC. 401 CATALOG DESCRIPTION

IDC. 401 – Senior Seminar (3)

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 from the perspective of Catholic social thought. It also aims at integrating the student's liberal arts education at Bellarmine. Seniors from various disciplines come together in a seminar with a faculty member to reflect on and discuss 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 COURSE DESCRIPTIONS FOR SPRING 2013

IDC. 401 (01) - PLANNING AND COMMUNITY DEVELOPMENT

MW 12-1:15

Edgardo Mansilla

COURSE DESCRIPTION:

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 (02) – SCIENCE & SOCIETY TODAY

MW 1:30-2:45

Paul Kovacs

COURSE DESCRIPTION:

Throughout human history, science has transformed society, and – conversely – society has transformed science. Yet, there has never before occurred such a fundamental change in the interplay between science and society than in the past two decades or so. Along with – and in spite of – the need for a paradigm shift from the reductionistic-mechanistic mindset of the Industrial Age to that of a more complex and socially responsible Age of Wisdom, the fundamental characteristics and roles of science, engineering, and technology in human development and prosperity are being – for better or worse – redefined. Due to the exponential increase in technology-driven data acquisition and research field specialization, even to most basic relationships between data, information, knowledge, and wisdom are being highly debated and made rather obscure. Decades of established scientific knowledge are declared as irrelevant or obsolete, while – at the same time – new ‘sciences’ are instituted based on pseudoscientific theories, misdirected economic incentives, and sophisticated political rhetoric. Before entering ‘real life’ in their chosen fields of expertise, the “Science and Society Today” course is to provide senior students with a concise overview of the complex history of science through its continually changing place in society and explore the link between the pursuit of knowledge and the desire to make that knowledge useful. Along the way, they familiarize themselves with the specifics of scientific investigation and discovery as well as learn how to apply critical thinking systematically to related, truly interdisciplinary issues such as intellectual competition, social justice, the economic exploitation of knowledge, and changing ideas about the environment and our relationship to it. The motto of this course combines the insights of two great thinkers living more than 2200 years apart, Aristotle and George Santayana: “Those who cannot remember the past of its parts are condemned to never understand the whole.”

IDC. 401 (03) – LEADING AN INTEGRATED LIFE

MW 1:30-2:45

Don Crist

COURSE DESCRIPTION:

This course would blend two parallel emphases. 1) Coming to an understanding of Catholic Social Justice Issues 2) Discerning a sense of Call within each individual student. 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 both of the above emphases.

*Catholic Social Justice Issues would be examined using a text such as **Catholic Social Thought** by J. Milburn Thompson with an eye toward discovering which of the issues speak most clearly to the student. Paralleling this intellectual pursuit would be an interior, spiritual journey utilizing both personal reflection and group dynamics to discover how each student's call is emerging. The group method would be informed by the Quaker concept of "clearness committees" and/or Parker Palmer's "circles of trust." These groups would be supplemented by class lecture, guests, and media.*

The student would also be asked to maintain a regular journal with the focus being a record of the unfolding of their personal sense of call. A major paper would be required in which students would identify and come to understand more clearly the life, call, and style of a model or "hero figure" who has given of herself/himself in the pursuit of the particular social justice concern that most captivates the student.

IDC. 401 (04) - INTEGRAL APPROACHES TO SOCIAL CHANGE**MW 3:00-4:15****Jud Hendrix****COURSE DESCRIPTION:**

The focus of this seminary will be to creatively address the critical issues of our contemporary society from an integral and holistic perspective, utilizing the resources of the mind, body, soul and spirit in self, community, and nature. A goal of this seminar is to develop both a holistic and critical understanding of complex social issues and utilize integral solutions to address them. The seminar will incorporate a holistic and contemplative group process called Theory U, which invites students to lead from a place of personal transformation, deep listening and collective wisdom. The Metro Louisville area will be a primary context for the student's reflection, discernment and engagement, but will also function as a local context for broader learning and global engagement. Leaders from a variety of local organizations and fields will provide us with personal stories and educated perspectives on the major and critical issues facing the Louisville area.

IDC. 401 (05) – HOPE'S DAUGHTERS**M 6-9****Wayne Willis****COURSE DESCRIPTION:**

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). 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 examine how hope emboldens, as seen in anger and courage expressed in the struggle for civil rights of women, blacks, homosexuals, immigrants and others.

IDC. 401 (06) - SOCIAL JUSTICE IN THE CITY I**M 6-9****Dean Bucalos****COURSE DESCRIPTION:**

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 (07) - SENIOR SEMINAR

MW 6-8:45 ***Class meets for first half of the semester (1/7/13 through 2/25/13)*******

Isaac McDaniel

COURSE DESCRIPTION:

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 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 (08) – SENIOR SEMINAR

W 6-8:45

Julie Armstrong-Binnix

COURSE DESCRIPTION:

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 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 (09) - SUSTAINABLE ACTION WORKSHOP

TTh 1:40 – 2:45

Brian Barnes

COURSE DESCRIPTION:

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. There is a \$20 course fee to cover building materials for each student and fees at off-campus activities.

IDC. 401 (10) – ETHNOGRAPHY AS CATHOLIC SOCIAL TEACHING

TTh 9:25 – 10:40

Angela Scharfenberger

COURSE DESCRIPTION:

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 (11) – EXPLORING SOCIAL JUSTICE

TTh 6 – 8:45***Class meets for first half of the semester (1/3/13 through 2/21/13)*******

Brian Barnes

COURSE DESCRIPTION:

Students will explore a variety of ethical perspectives with the goal of understanding themselves and others in today’s multicultural world. Each student will design his or her own semester project that combines practical, off-campus fieldwork with academic source material. Students will be encouraged to explore their own perspectives on everyday social justice concerns like poverty, racism, misogyny, and hunger. Practical

exercises, intense discussions, moving and seated meditation, guest speakers, overt self-reflection, critical thinking models, and our own experience will be our tools.

IDC. 401 (12) - THE GLOBAL ENVIRONMENT

Tu 6-8:45

Valerie Timmons

COURSE DESCRIPTION:

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.

IDC. 401 (13) - SOCIAL JUSTICE IN THE CITY II

Th 6-8:45

Dean Bucalos

COURSE DESCRIPTION:

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. 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 and meet people who have been affected by these particular issues and social concerns. 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 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 (14) – HEALTHCARE – WHO CARES?

MWF 1-1:50

Bob Urekew

COURSE DESCRIPTION:

Since its promulgation in 1948, the United Nations’ “Declaration of Universal Human Rights” has challenged the United States government to incorporate into its legal framework both the economic and the political rights of that document. Access to health care for all is a salient feature of the Declaration. In 1968, the U.S.

*Catholic Bishops attempted to address this challenge in their groundbreaking “Economic Justice for All.” The bishops asserted that “Social justice implies that persons have an obligation to be active and productive participants in the life of society and that society has a duty to enable them to participate in this way...” Their sentiment echoes the Catholic Social Tradition since **Quadragesimo Anno** of Pope Pius XI (1931), in which the principle of subsidiarity has been in dynamic tension with the process of socialization: While individuals have rights and duties, the society in which they live has corresponding responsibilities. In this seminar, seniors will investigate the Catholic Social doctrines of commutative justice and distributive justice, in the context of the current health care debate in American culture. In order to give appropriate context to students, we will review the seminal documents from the Catholic Social Tradition, including the most recent calls by the US Bishops to engage in “faithful citizenship.” While examining and analyzing this documentary evidence, students will exercise the critical thinking skills learned and developed in previous courses. This seminar reinforces those critical thinking skills by inviting students to demonstrate and articulate the process of thinking about their thinking while they are thinking in order to render their thinking better, clearer, more accurate, or more defensible. To this end, each student will lead a discussion and make a presentation on a particular instance of the interaction between subsidiarity and socialization in the contemporary political and cultural post-election environment.*

IDC. 401 (15) - SENIOR SEMINAR

M 6-9:00

Adam Bunnell

COURSE DESCRIPTION:

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 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.