

Bellarmino University Summer 2013

IDC Course Descriptions

Summer Session I (three weeks - 5/06/13 through 5/23/13)

IDC 200 01: Poetry in 20th Century America

Fred Smock

MTWTh 11:45 – 2:45 pm

Course Description: *“The 20th Century in American Poetry”* takes a look at poetry in context: how did the profound changes at the beginning of the 20th century in the west influence and shape the art and poetry that followed? We will talk about Duchamp’s urinal, Gertrude Stein’s genius, Allen Ginsberg’s whimsy, and much, much more. Our intent will not be to analyze the poetry, rather, to look at it as a mirror of the surrounding social upheaval. Homework will take the form of reading, of course, and writing reflection papers.

IDC 200 02: Coming of Age in America: Your Next Ten Years

Cathy Sutton

MTWTh 6:00 – 9:00 pm

Course Description: *This class will examine the thesis that forms the foundation of the major text (Coming of Age in America: The Transition to Adulthood in the Twenty-First Century, edited by Waters, Carr, Kefalas, and Holdaway, University of California Press)—that the differences in coming of age result from geography and socio-economic level. In all cases, the text highlights the changes that have occurred in the last generation regarding family dynamics, economic independence, and aspirations for the future. The research essay, the major assignment of the class, will require each student to select some aspect of the near future and create an argument about how this demographic will change or impact young adults in the near future. For example, the text examines the relationship between parents and their young adult children; students could study the changing nature of this relationship as it affects both parties financially and emotionally. Fundamentally, the class will require students to define, in today’s terms, their definition of begin an adult.*

IDC 301 01: East African Wildlife and Culture

Melody Carriere

MTWTh 8:30 – 11:30 am

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 towards 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 02: Cultures and Religions of India

Muzaffar Ali

MTWTh 6:00 – 9:00 pm

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 401 01: Senior Seminar

Gail Henson

MTWTh 8:30 – 11:30 am

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 social justice 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 02: Senior Seminar

Curt Bergstrand

MTWTh 6:00 – 9:00 pm

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 social justice 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.*

Summer Session II (five weeks - 5/28/13 through 6/27/13)

IDC 200 03: Public Health in the U.S.

Paul Loprinzi

MTWTh 11:45 – 2:45 pm

Course Description: *The prevalence of numerous health co-morbidities, including obesity, hypertension, cardiovascular disease, stroke and cancer, continue to rise in the United States. Physical activity is often considered the "best buy" in public health as, in addition to its influence on economic mobility, it is associated with a reduction in nearly all of these highly prevalent co-morbidities. As a result, the primary purpose of this course is to provide students with the knowledge, skills, and resources that will enable them to effectively promote participation in physical activity in individuals, groups, and communities. To accomplish this objective, a strong emphasis of this course will be placed on the examination of the relationship between physical activity and various health outcomes, including all-cause and coronary heart disease mortality, cerebrovascular disease and stroke, hypertension, hyperlipidemia, obesity, diabetes, osteoporosis, cancer, immune function, mental health and disability. Additionally, methodological issues related to measuring physical activity, psycho-social determinants of physical activity, and theories and concepts from behavioral science research will be examined and applied to the task of promoting physical activity behavior in order to reduce the prevalence of co-morbidities in the United States.*

IDC 301 03: Native American Culture and Literature

Kathy West

TWTh 12:00-2:30 pm

Course Description: *Our course this session will focus on Native American and First Nations Cultures (North and South American), looking particularly at Literature by Native Americans, the depiction of American Indians in film, and the history and anthropology of Native American Cultures. We will explore recent scholarship that provides a very different picture of ancient Native American History and Culture from what was believed for centuries; we'll look at the late-nineteenth century end of the Indian Wars, the push for reservations, and the allotment system; and we will explore issues facing contemporary Native American peoples, on and off reservations. In terms of literature, we'll read in ancient and traditional stories, myths, and songs; examine a sampling of*

what was recorded of American Indian composition from the arrival of the Europeans through the early 20th century; and spend some time on writings from the contemporary Native American Literary Renaissance. We'll engage stories, songs, myths, poems, essays, memoirs, films, novels, history, and anthropology. We will pay particular attention to **storytelling** (the oral tradition as it works its way into the written; how narration creates, organizes, even manipulates understanding); **identity** (as fluid and organic; as simultaneously individual and communal; how race, gender, class, sexual orientation, and other factors both intersect and collide to create a sense of identity); **difference and conflict** through the clashes of cultures on this continent.

IDC 401 03: Death and the Corpse

Amy Tudor

TWTh 3:00-5:30 pm

Course Description: *In this course, students will use interdisciplinary study in such disciplines as history, anthropology, photography, anatomy, theology, and architecture to explore the changing cultural meanings of death and the human corpse. Students will first be introduced to the concept of liminality and how this state creates our sacred and taboo cultural meanings surrounding death and human bodies. Students will then explore this issue in such artifacts as the memorials, historical and contemporary anatomical drawings, historical texts on war and funerary practices, and visual representations such as paintings and films that feature human bodies. Contemporary theological and political issues surrounding death and the human body—including the Right to Die controversy and the public display of Iraq and Afghanistan war dead—will also be explored, both in class and in the form of student research.*

Summer Session III (five weeks - 7/01/13 through 8/01/13)

IDC 200 04: The Nuclear Age

Pat Holt

TWTh 9:00-11:30

Course Description: *The word nuclear summons many emotions (and pronunciations-- "nucular," for example) -- fear, confusion, anger, to name just a few. It induces such passion that the use of this term is avoided whenever possible. For example, consider MRI (magnetic resonance imaging) scanners, a widely used medical diagnostic tool. These instruments are based on a phenomena known by scientists as nuclear magnetic resonance (NMR spectrometers have been used for decades to discern molecular structures). When the medical community began to use these instruments for imaging, the term nuclear was removed because of the negative connotations associated with it. Why does this term evoke such an intense response?*

In this course, we will explore the science, history, and politics of nuclear technology. Are there any benefits to nuclear technology? Or does every aspect of nuclear phenomena impact us and our planet negatively? How were nuclear weapons developed? Is it feasible to design a reliable defense against nuclear weapons? What are the benefits and drawbacks of nuclear energy? Could the widespread use of nuclear energy eliminate some of our current energy problems? And what of climate change? Could nuclear energy be part of the solution?

As a citizen, you will, no doubt, be faced with many choices regarding nuclear technology. It is your responsibility to make an intelligent choice, but how will you know

what the appropriate response should be? This course aims to provide you with a background necessary to make educated decisions or to do the research necessary to make the choice of an educated citizen.

IDC 301 04: Experiencing African Cultures

Angela Scharfenberger

TWTh 6:00 – 8:30 pm

Course Description: *In this course, we will engage with African culture right here in Louisville, Kentucky. We will take field trips to various places around Louisville to learn about and interact with local African immigrants. We will learn about food, dietary choices, worship practices, clothing and art. We will meet with several individuals and families to learn more about their cultures and home countries. We will learn music and dance from Africa. We will also spend time working with immigrant families and understanding some of the difficulties of living here in the US. There is a \$100 fee to cover the cost of several meals, lecture fees, and lesson fees. We will try to see Louisville the way an African immigrant might, and we will contextualize our understanding with readings about African culture and immigrant experiences.*

IDC 401 04: Senior Seminar

Josh Golding

TWTh 12-2:30 pm

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 social justice 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.*

Summer Session V (three weeks - 7/29/13 through 8/15/13)

IDC 200 05: American Culture(s)

Angela Scharfenberger

MTWTh 11:45 – 12:45 pm

Course Description: *In this course, we will examine American Culture through a variety of lens, but most particularly, we will be addressing the question, is there a singular American Culture, or is it a multiplicity of cultures? We will use anthropological theories and paradigms to examine concepts such as mini-culture, subculture, and communities of practice, to address this multiplicity. We will ask how do these groups function as a community setting for individuals in a time when American culture as a whole is a seemingly elusive concept. Each student will conduct a mini-ethnography of a group in which they are already a part of. They will be utilizing a stance popular in recent anthropological studies; that of the reflexive, or insider stance – with the inherent idea that an insider has a perspective that outsiders would not have. The group could be an athletic team, a dorm hall, a church, a musical or creative group, or other kind of*

organization. The student will be asked to examine this group with an eye for cultural analysis, and the class will culminate with a non-conventional ethnographic paper, based on the student's personal experiences and understandings. The vision at these experiences within a smaller group will allow us as a class to continue to address those analytical questions about American culture as a whole; what are the commonalities of these groups, what are the differences, and what does this tell us about the U.S. as a whole?