

IDC COURSE DESCRIPTIONS – SPRING 2015
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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 – STORY TELLING TO GRAPHIC NOVELS

MWF 8:00-8:50 am 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.nationalserviceresources.org/literacy-storytelling>

IDC. 101 02 – LOVE AND FRIENDSHIP: AN EXPLORATION

MWF 9:00-9:50 am Renee Culver

At the heart of every human being lies a desire for connection. In our society that desire is most often represented as romantic love, but great thinkers in the ancient and modern world also found friendship, love of God, and love of self to be among the very highest human values. In this course we will read and discuss classic fiction, nonfiction, and pop culture texts that reveal more about the philosophy, psychology, and social implications of love and friendship.

IDC. 101 03 – INTRODUCTION TO CREATIVE WRITING

MWF 10:00-10:50 am Bonnie Johnson

The class reads closely a variety of texts and discusses and analyzes craft techniques, ideas, and other elements of the respective genres of creative writing. Assignments are designed to enhance skill development, critical thinking and facility in oral and written communication. Using The Seagull Reader Series, the course exposes students to a cross-section of creative writing genres and provides tools to develop reading habits and writing skills for long term enjoyment.

IDC. 101 04 – INTRODUCTION TO PERU

MWF 11:00-11:50 am Sarah Neal

Did you know that Peru was recently named the Best Culinary Destination, the Best Cultural Destination, and the Leading Heritage Destination at the 2014 World Travel Awards South and Central America? That Peru's pacific coastline is 1500 miles and is a surfer's paradise and the reason that ceviche is part of the national heritage? Or that Peru is home to the world's highest navigable lake, 28 of the world's 32 climates, the world's largest sand dune, and the world's deepest canyon, which is twice as deep as the Grand Canyon, and to the largest stone ruin in the New World, which is comprised of nearly 10-times the volume of the stone blocks used in the Giza Pyramid? Or that 2/3 of the country is covered by the Amazon rain forest? And that 75% of Peru's rain forest is currently controlled by oil and gas concessions?

This course, taught in English, is designed to provide students with a critical understanding and appreciation of contemporary Peru's historical, cultural, environmental, and sociopolitical landscape. We will explore this fascinating country by looking at its food, history, geography, architecture, and customs, as well as discussing contemporary issues such as the legacy of colonization, economic inequality, social justice, sustainability, preservation, democracy and terrorism. Using texts and various forms of media, we will examine the above areas and expand on them with class discussion, presentations, journal assignments, field trip(s), and research assignments. This course is a perfect introduction to study abroad and a great way to expand your personal world vision.

IDC. 101 05 – POST-APOCALYPTIC NARRATIVES

MW 12:00-1:15 pm Katie Wagner

*Giant asteroids. Drastic temperature changes. Fatal plagues. Post-apocalyptic narratives envision a multitude of possibilities, but they all promise the same inevitable end: life as we know it is over. In this seminar, students will examine the purpose, prevalence, and popularity of a genre in which the end of the world is only the beginning of the story. Students will critically examine the cultural and historical significance of post-apocalyptic texts by exploring how these narratives depict issues of religion, race/ethnicity, class, and gender. Through studies of literary/cinematic form and presentation, students will analyze types of post-apocalyptic worlds, the significance of tone and theme, and the purpose of narrative structure. In addition to examining the primary texts, students will engage in theories about the post-apocalyptic genre as well as critical readings of specific texts. Texts may include literature by Ray Bradbury, Richard Matheson, Cormac McCarthy, and Stephen King and films like **Water World**, **Mad Max**, **The Book of Eli**, **Stake Land**, and **The Day After Tomorrow**. Coursework will include writing a formal research paper according to MLA formatting, completing a creative project, and presenting on an additional post-apocalyptic text. In addition to completing the readings on their own, students will be expected to screen all films outside of class.*

IDC. 101 06 – STREETS OF GRIT IN AMERICAN LIT**MW 1:30-2:45 pm Chris Mattingly**

Some of America's most arresting places are its streets. Think of Frenchmen Street in New Orleans, the Venice Beach Boardwalk, Broadway in Nashville, or Louisville's own Bardstown Road. These streets are a carnival of sensory experiences that range from the inglorious to the grandiose. In American Literature, the street is no different. O'Connor's streets are ablaze with the fire and brimstone visions of the Church of Christ Without Christ. Junot Diaz's Jersey streets are scattered with bombastic teens, buckled concrete, and .38 caliber casings. Along Baldwin's boulevards, doorways are dungeons of vice diced with the pick-up lines of pimps and police alike. It is the aim of this course to use these streets as bedrock for an investigation into great works of American Literature while exploring themes such as race, class, addiction, God, love, and nation. Our hale and hearty guides will be James Baldwin, Sandra Cisneros, Junot Diaz, Zora Neale Hurston, Denis Johnson, Flannery O'Connor, and John Steinbeck. Students will conduct in-class panels, build soundtracks for texts, lead class discussions, and write literary analysis essays.

IDC. 101 07 – INTERCULTURAL AWARENESS-GLOBAL PERSPECTIVES**TTh 9:25-10:40 am 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 08 - HOLOCAUST: A STUDY OF HATE**TTh 12:15-1:30 pm 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 09 - MUSIC IN LOUISVILLE**TTh 1:40-2:55 pm****A.T. Simpson****\$100 course fee**

Music in Louisville is a Freshman Seminar designed for music-loving first year students who wish to be introduced to the wealth of musical offerings presented by professional, semi-professional, collegiate, and amateur arts organizations in the Kentucky-Indiana-Ohio region. The aesthetic mission and vision of these groups are analyzed and discussed (in the context of their contributions to and importance for the community in which we live), along with selected examples of repertoire from the organizations' 2014-2015 offerings. As a principle component of class activities, live performances will be:

- 1) attended (individually, in small groups, and in all-class groupings)*
- 2) discussed in class (in both pre-performance, introductory dialogues and in post-performance analytical evaluations) and*
- 3) previewed and reviewed (in the form of both informal and formal essays)*

Students are, additionally, required to become 'actively involved' in some aspect of the 'music scene' in Louisville (either off-campus and/or on-campus). The level and type of involvement can take many forms, including, but not limited to, performance, administrative, and volunteer components of the production of the artistic event at hand. Course fee of \$100 pays for tickets to various musical events as well as honoraria for guest musicians.

IDC. 101 10 – IMAGING/IMAGINING SOCIETY**TTh 3:05-4:20 pm****Kerri Horine**

This course will focus on photography as an historical, cultural, political, social, and personal document. We will examine the photographic image as an artifact as well as a powerful tool for social change. While studying various photographers, we'll examine their relationships to the public audience and the political institutions that are benefited or threatened by them. Assessment will involve traditional testing, research paper, individual presentation, and participation as well as a creative project.

IDC. 101-11 DOES GOD PLAY DICE?**[Eureka Scholars only]****MW 3:00-4:15 pm****Pat Holt**

Although dealing with phenomena on vastly different scales, the theories of quantum mechanics and relativity have had an enormous impact on conventional views of reality. In this course, we will examine these two major developments in 20th-century physics and discuss their often bizarre philosophical implications. We will address issues such as time, entropy, probability, black holes, worm holes, self-organization, and chaos. Is quantum mechanics, as Einstein suggested, an incomplete picture of reality? Are there inaccessible hidden variables that determine the outcomes of all experiments? Is it true that "God does not play dice?" Or, is it true, as suggested by Stephen Hawking, that "God not only plays dice, he also sometimes throws the dice where they cannot be seen." Is, as one interpretation of quantum mechanics suggests, the moon not there if you are not looking at it? Or, perhaps more to the point, do you exist if I don't see you? Is it possible for a cat to be both dead and alive at the same time? How does this relate to mind and consciousness? Other questions we will examine include: How did the universe begin and how will it end? What is matter? What is mind, and can it survive death? Is there such a thing as free will? What are time and space, and how do they relate to ideas about God? Is the universe the result of accident or design? Why does the World exist? This course is about questions—it's the questions that drive us.

IDC. 101-12 BORDERS II**[Brown Leadership Community students only]****TTh 9:25-10:40 am****Conor Picken**

IDC. 101 in the Brown Leadership Community continues the themes developed in English 101, specifically how “borders” are both fluid (real or imaginary boundaries of demarcation) and concrete (geo-political). The texts and discussion throughout the course situate people in relation to the boundaries that separate “Us” from “Them.” A major aim of IDC. 101 is to foster awareness of how we as individuals can act meaningfully and purposefully in a world governed by (often) arbitrary borders. One major theme this course investigates is the pervasive violence along borders. What responsibilities do local and national governments have to protect those in the line of fire? What are the roots of this violence and how do the complexities of these situations complicate “appropriate” responses? Considering the side of the “Other,” the permeability of national borders also offers myriad opportunities to people crossing over, as the American way of life attracts people fleeing otherwise untenable living situations. In addition to examining life on the border, this course also explores the plights of those who immigrate and the conditions present in the country that accepts them. How well does the system work? How does this aspect of life in the U.S. perhaps alter (or at least complicate) precepts of the American Dream? Using fiction, film, history, investigative journalism, and sociology, Borders II charges that, in order to be more informed and responsible citizens of the world, we must first comprehend more deeply how and where we live in relation to others. As part of the Brown Leadership Community, this course will be taught with a nod toward integrating our discussion and experiences with civic engagement, leadership, and social justice.

IDC. 101-13 BORDERS II**[Brown Leadership Community students only]****MW 3:00-4:15 pm****Conor Picken**

IDC. 101 in the Brown Leadership Community continues the themes developed in English 101, specifically how “borders” are both fluid (real or imaginary boundaries of demarcation) and concrete (geo-political). The texts and discussion throughout the course situate people in relation to the boundaries that separate “Us” from “Them.” A major aim of IDC. 101 is to foster awareness of how we as individuals can act meaningfully and purposefully in a world governed by (often) arbitrary borders. One major theme this course investigates is the pervasive violence along borders. What responsibilities do local and national governments have to protect those in the line of fire? What are the roots of this violence and how do the complexities of these situations complicate “appropriate” responses? Considering the side of the “Other,” the permeability of national borders also offers myriad opportunities to people crossing over, as the American way of life attracts people fleeing otherwise untenable living situations. In addition to examining life on the border, this course also explores the plights of those who immigrate and the conditions present in the country that accepts them. How well does the system work? How does this aspect of life in the U.S. perhaps alter (or at least complicate) precepts of the American Dream? Using fiction, film, history, investigative journalism, and sociology, Borders II charges that, in order to be more informed and responsible citizens of the world, we must first comprehend more deeply how and where we live in relation to others. As part of the Brown Leadership Community, this course will be taught with a nod toward integrating our discussion and experiences with civic engagement, leadership, and social justice.

IDC. 101-14 BORDERS II**[Brown Leadership Community students only]****TTh 12:15-1:40 pm****Conor Picken**

IDC. 101 in the Brown Leadership Community continues the themes developed in English 101, specifically how “borders” are both fluid (real or imaginary boundaries of demarcation) and concrete (geo-political). The texts and discussion throughout the course situate people in relation to the boundaries that separate “Us” from “Them.” A major aim of IDC. 101 is to foster awareness of how we as individuals can act meaningfully and purposefully in a world governed by (often) arbitrary borders. One major theme this course investigates is the pervasive violence along borders. What responsibilities do local and national governments have to protect those in the line of fire? What are the roots of this violence and how do the complexities of these situations complicate “appropriate” responses? Considering the side of the “Other,” the permeability of national borders also offers myriad opportunities to people crossing over, as the American way of life attracts people fleeing otherwise untenable living situations. In addition to examining life on the border, this course also explores the plights of those who immigrate and the conditions present in the country that accepts them. How well does the system work? How does this aspect of life in the U.S. perhaps alter (or at least complicate) precepts of the American Dream? Using fiction, film, history, investigative journalism, and sociology, Borders II charges that, in order to be more informed and responsible citizens of the world, we must first comprehend more deeply how and where we live in relation to others. As part of the Brown Leadership Community, this course will be taught with a nod toward integrating our discussion and experiences with civic engagement, leadership, and social justice.

IDC. 101-15 BORDERS II**[Brown Leadership Community students only]****MW 12:00-1:15 pm****Conor Picken**

IDC. 101 in the Brown Leadership Community continues the themes developed in English 101, specifically how “borders” are both fluid (real or imaginary boundaries of demarcation) and concrete (geo-political). The texts and discussion throughout the course situate people in relation to the boundaries that separate “Us” from “Them.” A major aim of IDC. 101 is to foster awareness of how we as individuals can act meaningfully and purposefully in a world governed by (often) arbitrary borders. One major theme this course investigates is the pervasive violence along borders. What responsibilities do local and national governments have to protect those in the line of fire? What are the roots of this violence and how do the complexities of these situations complicate “appropriate” responses? Considering the side of the “Other,” the permeability of national borders also offers myriad opportunities to people crossing over, as the American way of life attracts people fleeing otherwise untenable living situations. In addition to examining life on the border, this course also explores the plights of those who immigrate and the conditions present in the country that accepts them. How well does the system work? How does this aspect of life in the U.S. perhaps alter (or at least complicate) precepts of the American Dream? Using fiction, film, history, investigative journalism, and sociology, Borders II charges that, in order to be more informed and responsible citizens of the world, we must first comprehend more deeply how and where we live in relation to others. As part of the Brown Leadership Community, this course will be taught with a nod toward integrating our discussion and experiences with civic engagement, leadership, and social justice.

IDC. 101-16 DEATH & THE CORPSE

[Galileo Learning Community students only]

TTh 9:25-10:40 am

Amy Tudor

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 DEATH & THE CORPSE

[Galileo Learning Community students only]

MW 12-1:15 pm

Amy Tudor

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. 101-18 DEATH & THE CORPSE

[Galileo Learning Community students only]

MW 4:30-5:45 pm

Amy Tudor

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. 101-19 DIAGNOSING THE SOUL

[Galileo Learning Community students only]

TTh 9:25-10:40 am

Jessica Hume-Moore

In this class, students will read fiction, creative non-fiction, poetry, and some theory having to do with healthcare from both sides of the hospital bed: that of the patient, and that of the healthcare worker. Here, literature will function as a means of gaining a deeper understanding of medicine, illness, the process of healing, and human mortality. Students will come to understand writing in this area as a means of expression, healing, reconciliation, or peacemaking, and reading this literature as a means of engendering understanding, reflection, self-awareness, and compassion.

IDC. 101-20 DIAGNOSING THE SOUL

[Galileo Learning Community students only]

MW 12-1:15 pm

Jessica Hume-Moore

In this class, students will read fiction, creative non-fiction, poetry, and some theory having to do with healthcare from both sides of the hospital bed: that of the patient, and that of the healthcare worker. Here, literature will function as a means of gaining a deeper understanding of medicine, illness, the process of healing, and human mortality. Students will come to understand writing in this area as a

means of expression, healing, reconciliation, or peacemaking, and reading this literature as a means of engendering understanding, reflection, self-awareness, and compassion.

IDC. 101-21 DIAGNOSING THE SOUL

[Galileo Learning Community students only]

MW 4:30-5:45 pm

Jessica Hume-Moore

In this class, students will read fiction, creative non-fiction, poetry, and some theory having to do with healthcare from both sides of the hospital bed: that of the patient, and that of the healthcare worker. Here, literature will function as a means of gaining a deeper understanding of medicine, illness, the process of healing, and human mortality. Students will come to understand writing in this area as a means of expression, healing, reconciliation, or peacemaking, and reading this literature as a means of engendering understanding, reflection, self-awareness, and compassion.

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 – LEGACY OF THE CIVIL WAR

MW 1:30-2:45 pm 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 - COMMUNITY IN THE U.S.

MW 3:00-4:15 pm David Maddox

This course provides a historical overview of the development of various US community types and to contemporary debates in community theory and scholarship. Students will learn to critically assess and apply different approaches to the concept and study of community while interacting in an environment that connects theory to practice through community engagement.

Our community partners include Louisville Grows, the Chickasaw Neighborhood Federation, and the West Louisville Women's Coalition. Students will support the initiatives of these organizations and the community members they serve while observing social processes and interactions. Community engagement requirements include putting in 20 hours of service outside of class time. So as to reduce the burden created by service hours, 15 hours of our regularly scheduled class time will be devoted to independent study.

The class is designed to help students develop oral, writing, and analytical skills through community engagement and participant observation research. Oral skills will be developed within our class sessions, wherein students will reflect on their observations, discuss their experiences with classmates and lead class discussions. Out of class, students will read, view and listen to course materials as well as interact with community members and representatives from the non-profit and business worlds. Within this context students will be introduced to qualitative methods of observation and analysis where their writing and observational skills will be developed through the recording of field notes, journaling, writing in-class and out-of-class essays as well as a final research paper. Students will also learn the basics of reading and understanding quantitative academic journal articles. Practice in these areas will help students begin to make connections between different kinds of data and social processes, including those associated with social-psychological effects, geo-spatial effects and other neighborhood characteristics.

IDC. 200 03 – PHILOSOPHY OF U.S. FOUNDING

MW 4:30-5:45 pm John Ahrens

This course will examine the philosophical background that motivated the American Revolution and was ultimately expressed in the US Constitution. The course will focus on two broad issues: first, the tension between Enlightenment philosophy and more traditional religious doctrines that was at the heart of early American political culture and is still so today; second, the tensions within Enlightenment thought concerning such fundamental concepts as property, liberty, and the various rights articulated in the Constitution and Bill of Rights. In addition to a careful examination of the Declaration of Independence and the Constitution, and a dash of Cicero and Locke to give us an idea of the republican tradition, we will read substantial selections from the Federalist Papers, the anti-federalist writings of Jefferson and others, contemporary religious thought, and the public discourse (pamphlets, published letters, and so forth) of the early United States. Along the way, we will take a look at the way these ideas and tensions continue to shape public discourse by reading editorials, magazine articles, and other short pieces intended for a broad audience. (Most readings for this course will be available online or on reserve.)

The course will be conducted as a seminar; students are expected to be fully engaged in a conversation with the instructor and each other in a collective effort to advance our understanding of US political culture. This engagement will be encouraged by giving specific students specific responsibilities regarding various readings. Several relatively short writing exercises which address the texts in various ways will prepare the students for a longer essay which explores a specific idea from the revolutionary and founding era and considers its relevance to contemporary political discourse.

IDC. 200 04 – MOVIE LOVE: GENDER STUDY THROUGH FILM

TTh 9:25-10:40 am Cathy Sutton

Since the advent of silent films on the early 1920's American film has presented the romantic relationships between men and women in a myriad number of ways. In exploring the nature of love through film the class will examine not only that relationship but, more significantly, the nature of the culture that produces these various visions of love between the sexes.

The class will examine issues related to gender identity, questioning why different periods have produced particular masculine and feminine identities. Why did the 1940's give us the tender-tough guy? Why did the quick-witted heroines of screwball comedy in the 1930's become so popular? How did the cynicism about love in film noir reflect values in our culture soon after the end of World War II? How did the feminist movement, beginning in the early 1970's, affect our film version of the lives of women? How do some major films depict the end of love? When the Hollywood Code against sexually explicit material ended, did the depiction of love become more or less authentic? What impediments to love have movies often held out as most significant?

Finally, as a basis for the whole class, we will examine whether artistic representations of movie love reflect the culture or forecast the future. Do we change our attitudes and behaviors because we see characters acting in certain ways on the screen? In the words of Oscar Wilde, does "life imitate art" or the other way around?

The class, like all IDC classes, will engage students in an independent research project based on a thesis about a broad range of possible topics related to the history of American film as an expression of gender. In addition, students will write two short papers based on a choice of films. The class will include periodic quizzes and in-class writing as well.

IDC. 200 05 - MUSIC IN THE BLACK CHURCH

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

\$100 course fee

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 of \$100 pays for tickets to various musical events as well as honoraria for guest musicians.

IDC. 200 06 - JAZZ, BLUES, AND BEYOND

TTh 1:40-2:55 pm 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 07 – THE KENTUCKY LITERARY TRADITION

TTh 3:05-4:20 pm Jerry Salyer

Any attempt to understand the Bluegrass State must take into account its rich literary tradition, a tradition which illuminates not only the history of the Commonwealth but also the human condition. In this course we will tackle weighty philosophical and cultural questions through the works of poet-novelists like James Still, Robert Penn Warren, and Janice Holt Giles. How have those who preceded us used (or abused) the state's resources? What is the proper balance between the desire for freedom and the need for roots? Are local economies and cultures still possible in an era of globalization? Does the literary tradition of Kentucky present us with a vision of nature which might help us better care for the earth upon which we live?

By reading great prose and poetry we will explore Kentucky's identity, and our own.

IDC. 200 08 – EVOLUTION OF CRIME IN AMERICA

M 6:00-9:00 pm Jarrad Roby

This course seeks to focus on the evolution of criminal activity throughout our nation's history. Study will center on the policy determinations that have gone into the passage and enforcement of our nation's laws over time, including how many were used to persuade or discourage behaviors and/or punish or promote certain segments of the population.

We will also focus on the geography of crime, looking at metropolitan areas, various states, and even regions throughout the country while examining rates of criminal activity, types of crime, incarceration rates, class, race, etc.

Guest speaker will include former Commonwealth's attorney turned defense counsel to share differing viewpoints on prosecuting and now defending those charged with crimes locally.

The arrangement of the class will be largely driven by time, in that we begin with colonization, explore the spike in crime as it related to prohibition, the spike post World War II, our nation's war on drugs, the steady decline in crime in the 1990s, etc.

IDC. 200 09 – EXPLORING COMMUNITY

Tu 6:00-8:45 pm Patrick Englert/Elizabeth Cassady

This course will immerse students in the Louisville community to explore social justice within Kentucky and 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. 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 immersion in various communities in the Louisville area during class time.*

IDC. 200 10 – THE SOCIAL JUSTICE AND CIVIL RIGHTS MOVEMENT

W 6:00-8:45 pm Kathleen Parks

This course will serve as an interdisciplinary exploration into the social justice, civil rights movement, both locally, nationally and internationally. It will examine the social structures of the movement and institutional constructs of inequality, oppression and repression.

The goals of the course are:

- *Students will develop a significant understanding of the historical and contemporary social justice and civil rights movements*
- *Students will develop complex awareness of systems and institutional policies that impact social justice and equity issues*
- *Students will develop an ethical awareness of how systems and institutions affect policy decisions which directly result in structurally imbalanced neighborhood and communities*
- *Students will be exposed to practical experiences in activism through projects that focus on social justice and civil rights issues of interest*

IDC. 200-11 WHAT'S #TRENDING IN HEALTH & WELLNESS

Th 6:00-8:45 pm Jenita Lyons/Amy Lazarewicz

This course will focus on contemporary trends in health and wellness. Students will be equipped with a basic understanding of current health topics, with an emphasis on health messaging in social media. Topics may include, but are not limited to: HPV, obesity, tobacco use, health care reform, diet & exercise, weight loss, stress, etc.

Health topics will be covered in class and guided by textbook materials. In addition, students will choose a specific topic to further examine as part of the final class project. The project will include the following components: research, class presentation and formal report/lit review. Students will use resources such as academic journals, national associations (CDC, ACS, AHA), as well as media sources like The New York Times. Social media as a means to deliver health messaging will be examined throughout the course.

As part of the community outreach course component, students will work with a local agency (health department or community organization) to learn more about grass roots health and wellness efforts.

IDC. 200 12 – COUNTERCULTURES OF THE 1960's

Th 6:00-8:45 pm John Schuler

This class will look at the cultural development of the United States by examining the attitudes and ideals of the various countercultures that were formed in the 1960s. By studying the writings, music, and films associated with various counterculture groups we will examine topics such as the civil rights movement and Black Power; the Vietnam War and the antiwar movement; the rise of both the New Left and the New Right; and the emergence of feminism and anti-feminism and determine how the countercultures shaped the perspective of an entire nation. Perhaps more importantly, we will examine how those vast changes in American society helped to usher in and shaped the America we live in today.

By design this course is interdisciplinary, as students will have the opportunity to select themes in political science, the arts (music, entertainment, and media), religion, philosophy and sociology (culture studies) for their semester research paper. Along with providing students with a more thorough understanding of American history, this course will also provide an enriched appreciation of the roots of many contemporary issues, conflicts, and social norms. Students will also develop necessary critical skills including the ability to effectively analyze primary and secondary sources for argument and context; understand and critically evaluate arguments about the past; develop personal opinions and select relevant examples from course materials to support them.

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 the Bellarmine's strategic planning initiative 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 – LATIN JAZZ AND THE "SPANISH TINGE"

TTh 1:40-2:55 pm Winton Reynolds

Over the past century, Latin American music has had the greatest foreign influence on jazz and popular music in the United States. Nearly all popular forms in the U.S., and even classical genres, have been affected by the rhythms and styles of Brazilian, Cuban, Columbian, Argentinian, and Mexican music. And Latin music in turn has been strongly affected by the music of the United States and Western Europe. Perhaps even more importantly, the popular music of all of the Americas has been deeply influenced by the rhythms of West Africa, brought to the western hemisphere as a result of the slave trade.

This course will explore the cross-fertilization of musical styles between Latin America and the United States, using the history of Jazz and popular music in the U.S. as a guideline to track these developments through the 19th and 20th centuries and up to the present day. We will uncover the fundamental African rhythms that underpin these styles and study the various indigenous and imported instruments that characterize each country's musical contribution. We will also encounter the various political, cultural, and economic forces that shaped the environments in which these musical styles blended and evolved. In some cases, political and/or economic factors were the strongest forces in catalyzing the emergence of a particular style.

Through this study, we will shed a broader light on the cultural melting pot that includes all of the Americas and link that larger cultural identity to its origins in both Europe and Africa.

IDC. 301 02 - FANDOM AND GEEK CULTURE

MWF 11:00-11:50 am Renee Culver

In recent years the stigma of the "nerdy" fan has given way to a culture where comic book superheroes reign at the box office and even the president proudly calls himself a "geek." In this course we'll explore the world of fandom through an interdisciplinary lens, using cultural studies, media studies, psychology, sociology, anthropology, and other disciplines to shed light on the world of fans. Students will read some of the seminal theorists on fan studies and explore the way in which fans are meaning-makers--writing, creating, blogging, and forming communities and hierarchies that redefine geographic boundaries.

IDC. 301 03 – INTRODUCTION TO YOGA

MW 12:00-1:15 pm Olga-Maria Cruz

"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 the cultural geography of India. The main text will be the Bhagavad Gita. We will also investigate contemporary practices of hatha yoga including the Bikram, Ashtanga, Anusara, and Iyengar schools. It is strongly recommended that students have passed PHIL 160 before taking this class.

IDC. 301 04 – CRIME IN VICTORIAN POP CULTURE

MW 3:00-4:15 pm Katie Wagner

*Victorian Britain has regularly been depicted as so repressed that even table legs were covered to avoid scandal. Yet despite the lingering persistence of this perception, the reality of Victorian England was much more complicated. Victorians were delighted by crime, real and imagined. As a result, everything from newspapers to penny-dreadfuls and classic literature to melodrama was stocked with the macabre, from the real crimes of Jack the Ripper to the imagined sleuthing of Sherlock Holmes. Despite immense stratifications in class and gender, the Victorian era is marked by a unified popular cultural interest in pickpockets, murder, drugs, hangings, cannibalistic pies, and all things dark and gruesome. In this course, students will examine the realities of crimes in 19th century London as well as portrayals of crime within various venues of popular culture. Examining the geography (both physical and social/cultural) of London, students will seek to situate how the world of crime, both real and imaginary, manifested itself in the Victorian period through expressions of popular culture. Texts may include literature like Doyle's **Sherlock Holmes** stories, Shelley's **Frankenstein**, Stevenson's **The Strange Case of Dr. Jekyll and Mr. Hyde**, the penny-dreadful **The String of Pearls**, and Wilde's **The Picture of Dorian Gray**. Films may include adaptations of these classics. In addition, students may be assigned critical and historical readings about Jack the Ripper, Sweeney Todd, and Victorian England. Coursework will include writing a formal research paper according to MLA formatting, presenting on a related topic, and completing a creative project. In addition to completing the readings on their own, students will be expected to screen all films outside of class.*

IDC. 301 05 – EMPIRE & ITS AFTERMATH

TTh 9:25-10:40 am John James

*Since the 16th century, the colonialism has dramatically and violently impacted peoples and nations the world over. The French Empire, for instance, included territories in the Caribbean, the South Pacific, Africa, and elsewhere; Spain and Portugal colonized most of South America; Britain maintained territories in China, India, Africa, the Caribbean, North America, and the Pacific, giving rise the phrase, "The sun never sets on the British Empire." While most of these empires dissolved within a decade after World War II, the process of decolonization has been a difficult one, characterized by fractured governments, coups d'état, civil war, and ethnic cleansing. Engaging Joseph Conrad's **Heart of Darkness**, H. Rider Haggard's **She**, as well as poems, essays and short fiction by Rudyard Kipling, E.M. Forster, Edward Said, Frantz Fanon, Jean-Paul Sartre, and others, this course seeks first to investigate the psychology of colonization, exploring the process of subjugation and exploitation imposed on colonized peoples by their colonizers. Second, through Chinua Achebe's **Things Fall Apart** and Jamaica Kincaid's **A Small Place**, the course aims to analyze the process of decolonization, unveiling the volatile state in which that process has left many former colonial states. We will ask: How did such people justify the violent means by which they subjugated and suppressed colonized peoples? How did colonizers view such individuals within the power dynamic between colonizer and colonized? How did colonized people view*

themselves? How have the lasting effects of colonization shaped cultural and regional identity in the post-colonial world? Ultimately, students will leave this course with a heightened understanding of their role as Americans within a fluctuating global economy, one where the developing world continues to experience violence, civil war and instability, while we in the developed world benefit from the goods and resources extracted from such regions.

IDC. 301 06 - GLOBAL COMPETENCY

M 6:00-9:00 pm Stacy Shipman

This class will investigate characteristics of globally competent individuals as presented by best practices research, along with supporting structures and methods. We will use the Capabilities Approach to examine global development and to consider issues around the world. We will explore the usage of the approach to consider many issues of development, such as gender, age, poverty and social class, religion, access to political structures, and more.

IDC. 301 07- INDIA

Tu 6:00-8:45 pm John Pozhathuparambil

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 08 – CHINA THROUGH FILM: MORE THAN KUNG FU!

W 6:00-8:45 pm My Nguyen

Films can reflect, lead and change a country. Students will be able to learn more about Chinese history, cultures and traditions through Chinese films. The course will focus on specific Chinese film genres, the Chinese opera trained actors, the re-visit of historical films that has lately been produced in China reinforcing its pride and position in the world. A list of different movies with the same themes will be provided with brief descriptions and students will be able to choose the movies that they are interested in.

IDC. 301 09 – CROSSING CULTURES IN FILM AND LITERATURE

Th 6:00-8:45 pm David Borman

Why does world travel seem to offer the possibility of “knowing” another culture? To what extent does cultural exploration mean exploring yourself? This course will examine the ways in which filmmakers and authors use world travel and exile to explore their commitments to others and the world. We will look at a variety of texts that consider what possibilities exist for connection and learning between cultures and identities. Our texts will be books and films that explicitly depict movement between cultures and places as a vehicle for understanding one's self as well as how that self-identity exists in a large and diverse world. Some of the issues that we will work through are: what it means to travel across cultures; how difference is perceived and internalized; encountering political atrocity; the desire to do good for others;

journeying to the self via travel; and discovering heritage. Together, we will consider how we conceive of ourselves and others worldwide.

IDC. 301 11 - CULTURAL IMMERSION ABROAD

On-line/off-site course Gabriele Bosley

\$25 Course Fee

[For study abroad students only]

Students currently have three ways of meeting the IDC. 301 requirements:

- through taking approved IDC courses on the Bellarmine campus,
- through approved courses at foreign partner universities or affiliated programs (see the *Study Abroad Guidelines* for information on this option), or
- through a Cultural Immersion acquired via an extended study abroad experience (at least one semester). This course meets this third option.

*This is an **on-line course** taught via 'Blackboard' to Bellarmine students enrolled at one of Bellarmine's more than 150 partner universities abroad. The overall intent of this course is for students to explore the world from perspectives other than their own and thereby capitalize on the cultural immersion experience while abroad. Accordingly, the course is organized to facilitate and promote the experiential learning process in an intercultural immersion context. In light of the emphasis on experiential learning, the course has three major goals:*

- 1. To introduce students to the value of cultural comparison that illuminates both similarities and differences.*
- 2. To improve the overall cultural immersion experience by providing essential pre-departure, mid-semester, and re-entry reflection designed to prepare students emotionally and intellectually for each phase of the experience.*
- 3. To build on reading, writing, and critical thinking skills developed in prior IDC courses by completing a research project.*

IDC. 401 COURSE DESCRIPTIONS

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 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 – QUALITY OF LIFE

MWF 9:00-9:50 am 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? We hear the Quality of Life used in a variety of contexts: financial, medical, political, social, and spiritual. This course explores what is meant by Quality of Life.

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 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. We will also explore the tenets of Catholic Social Teaching as they intersect and closely relate to quality of life. Students will strive to articulate their own personal definition of "Quality of Life" and in doing so discover how their definition has been shaped. The final project asks students to take course concepts and the knowledge they have gained in their courses and in internships/work to propose a solution their future profession can enact to improve an element of Quality of Life.

IDC. 401 02 – RENAISSANCE HUMANISM & THE ETHICAL STATE

MWF 11:00-11:50 am Mith Barnes

Our contemporary understanding of the state has its foundations in the political thought of Renaissance Humanists such as Machiavelli, Thomas More, and Erasmus. In this course we will engage in a close reading of the political treatises of these three masters of humanist political thought, and consider them not only in light of their times and their relation to the Church, but in light of our own turbulent political times.

In addition to close reading and extensive in-class discussion, students will write several short response or reflection essays intended to help them develop an application of humanist principles in multiple social and ethical contexts. As part of developing and presenting such an application, students will apply research and critical skills to the completion of a short annotated bibliography and an article or book review. Finally, they will develop an ethical treatise of their own based on a contemporary ethical issue, and present their work to their peers.

IDC. 401 03 – SOCIAL JUSTICE IN DANTE’S VISION**MWF 1:00-1:50 pm Mith Barnes**

Perhaps the single greatest work encompassing the idea of divine justice is the Divine Comedy of Dante Alighieri. Drawing on theology, philosophy and Classical history, the Divine Comedy was not only a major influence on literature and theology, but it is seen as one of the first works of early humanism.

Dante’s masterwork is about the theology of sin and salvation, pilgrimage, and the relationships people real and legendary have with God, and their own impulses. But it is also about the relationship the Church has with God, and with society. There is a close relationship between Dante’s vision of divine justice and cosmology and his concerns for social justice and social order.

In this course we will read the Divine Comedy and seek to understand Dante’s humanism and his model of both divine and human justice, as well as explore Dante’s impact in his own time and today. Contemporary readings in Catholic social teaching will be read in conjunction with our main texts to identify points of convergence and of divergence.

In addition to close reading and extensive in-class discussion, and several short response or reflection essays, students will apply research and interpretive skills, thesis development and argument formation to the completion of a formal presentation, and related class discussion session.

IDC. 401 04 – LEADING AN INTEGRATED LIFE**MW 12:00-1:15 pm Maria Scharfenberger**

This course will aim toward encouraging each student to encounter contemporary Social Justice issues through the following four methodologies: 1) Examining what makes an effective humanitarian leader 2) Encountering several such humanitarian leaders through reading, personal interviews, and class guests 3) Discovering the complexity of a current social justice issue and creatively presenting that issue to the class 4) Concluding the class by writing a statement of his/her own personal life calling and leading the class in a discussion on their work.

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.

In this particular section of the IDC experience, there will be an emphasis on the integration of the inner life of values, beliefs, and leadings, with the outer life of job, business, and family pursuits. In particular, students will be encouraged to develop an ability to listen to their own inner voice with its callings and urgings and to commit themselves to living faithfully to that calling in the midst of whatever other life pursuits are presented to them. This is a methodology involving head and heart, thinking and feeling. Consequently, this seminar will focus on critical thinking, an examination of relevant social justice issues, thoughtful class interaction, as well as a personal effort to discover one’s life-calling.

IDC. 401 05 – RACE AND RELIGION**MW 1:30-2:45 pm Joseph Flipper**

An examination of race, racism, and theology with particular attention to white privilege and African-American experience in American Christianity. Students in this course will reflect on the intersection of religious and racial discourses to discover what the experience of race, ethnic tension, and the struggle for social justice implies for theology and, conversely, what theological ideas contribute positively or negatively to our understanding of race, ethnic tension, and social justice.

IDC. 401 06 – THEATRE AND PRISON**TTh 3:05-4:20 pm Carol Stewart**

For many, the individuals who populate our prisons are an avoided or entirely forgotten group of people. From moderate and maximum-security prisoners to those on death row, there are hundreds of men and women who are committed to using theatre as a means of taking responsibility for their crimes. Through this engagement, these individuals work toward self-understanding, self-expression, rehabilitation, and redemption. As a means of considering the agency and humanity of the incarcerated and the transformative processes and experiences of these men and women, this course will look at the organizations and people who create theatrical experiences in prison. In this effort, we will collectively challenge our ideas about the incarcerated: the nature of our cultural and personal relationship to them, how we feel they should live, and who we believe them to be.

This course will include at least one visit to the Luther Luckett Correctional Center in LaGrange, KY, to observe rehearsals of the Shakespeare Behind Bars' production of Pericles, Prince of Tyre, and speak with the men about their experiences.

IDC. 401 07 - PLANNING AND COMMUNITY DEVELOPMENT**M 6:00-9:00 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 08 - EXPLORING SOCIAL JUSTICE**Tu 6:00 – 8:45 pm Brian Barnes**

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 09 – SENIOR SEMINAR**Tu 6:00 – 8:45 pm Isaac McDaniel**

The Senior Seminar is the culminating experience in the general education of a Bellarmine student. It has as its primary focus the development of the 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 fields of study and their other general education courses to the seminar as appropriate.

IDC. 401 10 – CATHOLIC SOCIAL TEACHING: A CALL TO ACTION**W 6:00-8:45 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 11 - THE GLOBAL ENVIRONMENT**W 6:00-8:45 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.

IDC. 401 12 – SUSTAINABLE ACTION WORKSHOP**Th 6:00-8:45 pm****Brian Barnes****\$25 Course Fee**

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: \$25 to cover building materials for each student and fees at off-campus activities.

IDC. 401 13 - SOCIAL JUSTICE IN THE CITY**Th 6:00-8:45 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 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. 401-14 INTEGRAL APPROACHES TO SOCIAL CHANGE

TTh 4:30-5:45 pm Jud Hendrix

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.