

IDC COURSE DESCRIPTIONS – SPRING 2014
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*****Courses marked with an * have a community engagement component*****

IDC 101/HONR 150 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 LOVE & FRIENDSHIP: AN EXPLORATION

MWF 9-9:50 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. 101-02 IMAGING/IMAGINING SOCIETY

MWF 10-10:50 am Kerri Horine

This course will focus on photography as an historical, cultural, political, social, and personal document. We will explore the photographic image as an artifact as well as a powerful tool for social change. While studying various artists or photographers such as Dorothea Lange, Walker Evans, Lewis Hine, and even Ai Weiwei, we will explore these individuals' motivations, cultural context, and relationship to government institutions that benefit or are threatened by their work. Assessment will involve tests, quizzes, participation, and individual presentations of the final project. Our semester will conclude with a documentary photography project and its accompanying formal essay from each student.

IDC. 101-03 STRIPPING KENTUCKY'S BEAUTY: ENVIRONMENTAL DESTRUCTION THROUGH THE EYES OF KENTUCKY WRITERS

MWF 11-11:50 am Karen Morris

In this seminar, students will have the opportunity to examine the impact of mountain-top removal, strip mining, hydraulic fracturing or fracking, and other controversial environmental issues destroying our beautiful Kentucky landscape. If you love great discussions, wonderful fiction, and timely environmental subjects, this class cannot be missed.

IDC. 101-04 EXPLORING CREATIVITY**MWF 12-12:50 pm****Katie Wagner**

*What does it mean to be creative? Most people can agree that Leonardo da Vinci was creative, but what about an average person who knits a sweater or builds a bird-house—do we also call that person creative? Are there different types of creativity? Is creativity a process and, if so, then what is its desired product? In this seminar, students will seek to explore answers to these questions by examining creativity from a number of angles. Through first-hand accounts as well as cultural, historical, and practical examinations, students will begin to explore definitions, examples, and problems of creativity. As students engage in critical examinations, they will also investigate how creativity and being creative manifests within their own lives. In addition, students will discuss why our culture continues to be so fascinated by creativity and creators. Texts may include selections of reflections from creators like Stephen King, Thomas Edison, and Steve Jobs; examples of creativity such as technology, literature, music, film, and art; as well as excerpts from theories like **Creativity: Flow and the Psychology of Discovery and Invention; Chase, Chance, and Creativity; Explaining Creativity; and Creativity and Beyond: Cultures, Values, and Change.** Coursework will include writing a formal research paper according to MLA formatting, completing a creative project, and presenting on a related topic connected to creativity. In addition to completing the readings on their own, students will be expected to screen all films outside of class.*

IDC. 101-05 INTERCULTURAL AWARENESS: GLOBAL PERSPECTIVES**MW 1:30-2:45 pm****Kristin Wallitsch**

This course is an academic inquiry into culture, the characteristics of culture, and intercultural awareness vis-à-vis themes derived from literature 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 include individualistic and collectivist societies, low-context and high context cultures, Confucianism, cultural values, and the intersection of culture and globalization. Through in-class simulations and communication exercises students will discover their own, often hidden, cultural values creating a platform for the critical analysis of the global cultural themes. Books, journal articles, documentaries, small-group discussions, and whole-class discussions, are used 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 and will be responsible for leading a class discussion. In addition, students will be required to produce a 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. 101-06 BIOBEHAVIORAL HEALTH**MW 3-4:15 pm****Paul Loprinzi**

We all know the importance of initiating and maintaining healthy behaviors, yet not all of us engage in such behaviors. Despite repeated attempts at adhering to a healthy diet, why do some individuals revert back to their habitual eating patterns? Similarly, why are some individuals unable to successfully quit risky behaviors, such as smoking or excessive alcohol consumption? Do some individuals have a predisposition to smoke or engage in an inactive lifestyle? Or is it environmental factors (e.g., built environment, influence of peers, etc.) that are the primary determinants of these behaviors? Or perhaps is there an interaction effect between the environment and inheritable traits?

The purpose of this course will be to explore some of these questions. We will specifically examine both biological and environmental determinants of health behaviors, including, for example, alcohol consumption, dietary behavior, smoking, and physical activity. We will then also examine the reciprocal effect, that is, how these behaviors result in changes in our biology (e.g., underlying biological processes

through which alcohol consumption changes the structure and function of different organs). Lastly, we will explore whether these behaviors influence each other (e.g., does physical activity behavior influence dietary and smoking behavior? Does alcohol consumption influence smoking and dietary behavior?).

IDC. 101-07 STORY-TELLING TO GRAPHIC NOVELS

TTh 8-9:15 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. 101-08 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' 2010-2011 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 DOES GOD PLAY DICE?

[Eureka Scholars only]

TTh 9:25-10:40 am 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. 101-11 THE TRIUMPHS OF JEWISH AND GERMAN SCIENCE

[For Eureka Learning Community Students but open to all students]

TTh 9:25-10:40 am Joe Sinski

From 1901 – 1932 Germany won a full one third of all Nobel Prizes awarded for science. This success was a direct result of what history considered a weak military leader in Germany, Kaiser Wilhelm II. What he lacked, however, in general ability to successfully run a state, he more than made up in his support for the sciences! At a time when such state support was unheard of across the globe, his Kaiser Wilhelm Society organized wealthy donors to create research university powerhouses across Germany. Wilhelm's policy toward the Jewish population was not uncommon for the times, and limited their ability to enter many fields such as the army and diplomatic positions. This fact pushed Jews into careers they could excel at, and academic scientific positions were one of these "safer" places for them. So with funding for science at a high and a Jewish population that desperately wanted to gain acceptance, the universities witnessed an alliance the world has not seen since. Jewish scientists such as Albert Einstein and Max Born competed or collaborated with non-Jewish scientists, (Max Plank and Erwin Schrödinger to name a few), taking the world from a very crude understanding of the atom nearly to the atomic bomb in just a few short years! In this course we explore these great successes before Germany ultimately threw away its world lead in science in favor of the Nazi's New World Order. Luckily for the United States

and Great Britain, the exodus of Jewish scientist and non-Jewish scientists alike, shifted the world's scientific axis as our universities absorbed these great minds. Oddly enough, without the unique cauldron that yielded these discoveries, through pressure to succeed coupled with generous financial support, the world has not since seen another era of such rapid scientific development recreated.

IDC. 101-12 BORDERS II

[Brown Leadership Community students only]

TTh 8-9:15 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 3-4:15 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 12-1:15 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.

HONR 150-01 MUSIC IN THE BLACK CHURCH*

[Meets IDC. 101 requirement. Honors students only or permission of the instructor]

MW 12-1:15 pm A. T. Simpson

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, 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

- *the church’s power within the African-American community and*
- *the church’s ‘public persona’ in the society-at-large.*

The present seminar will study the music in the “Black Church” from musical, aesthetic, and socio-cultural viewpoints.

No previous knowledge of music is 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.

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

-----Courses marked with an * have a community engagement component-----

IDC. 200/HONR 220 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.

-----Courses marked with an * have a community engagement component-----

IDC. 200-01 TOP TEN SUPREME COURT CASES

MWF 10-10:50 am Heather Harrell

Decisions rendered by the United States Supreme Court provide an interesting and informative window into the intellectual, political and social history of this country. This course will investigate ten of the most discussed Supreme Court cases in the history of our country, including such cases as Brown v. The Board of Education and Marbury v. Madison. We will explore the cultural climate in which a particular decision was rendered as well as consider the cultural impact of the decision. This course will provide a better understanding of the workings of the Supreme Court and its impact on our daily lives. We will also explore the judicial philosophies, practices and personalities of some of the Supreme Court justices important to the decisions we will study. This course will provide a unique lens through which one can view important historical events, guide students in reading case law, and provide an understanding of some of the most important cases in our nation's history. We will read Supreme Court decisions as well as ethical, economic, social science, political, and biographical writings.

IDC. 200-02 SPIRITUALS, BLUES, JAZZ, AND BEYOND

MWF 11-11:50 am Dave Clark

The African-American Spiritual holds an important and often overlooked place in the development of American music. The Spiritual in essence is the seed of African-American musical genres. Exploring the spirituals reveals many aspects about the development of these musical genres, particularly blues, jazz, soul, and R&B. However, the lessons gained from the Spirituals in terms of commentary on the state of humanity are just as, if not more important than the musical ones. The African-American Spiritual teaches profound lessons in its musical, social, religious, political, and cultural revelations. These revelations are traced to other genres such as blues, jazz, gospel, soul, and avant-garde among others. The characteristics of the genres are studied as to how they reflect and communicate the political, philosophical, social, and overall cultural beliefs of the people who created it. The notion that music is principally to be "enjoyed" is characteristic of Western culture, and much of the music we discuss has purposes far beyond enjoyment. It is music of great significance in understanding the state of humanity. This course will help you understand music as a cultural phenomenon, gain an appreciation for the African-American Spiritual and its progeny, and hopefully stimulate you to further investigate some aspect of music that you currently listen to.

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

IDC. 200-03 COMMUNITY IN THE US *

MW 3-4:15 pm

David Maddox

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

The service learning sites include two community gardens in the West End of Louisville. Students will support the initiatives of community members and a local non-profit while observing social processes and interactions. Service learning requirements include putting in 20 hours of service.

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 deliver presentations. 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 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.

Students will learn how to develop their ideas about community into more formal research questions and hypotheses as well as begin to understand how to write up a research design that would yield data capable of helping them test and answer their questions about historical and community level processes.

IDC. 200-04 THE FIRST AMENDMENT

TTh 8-8:15 am

Linda Raymond

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. 200-05 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 MAKING YOUR MARK: ENVISIONING AND IMPLEMENTING SOCIAL CHANGE IN THE U.S.***Mon 6-9 pm****Patrick Englert**

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

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

IDC. 200-07 WHAT'S #TRENDING IN HEALTH & WELLNESS***Tu 6-8:45 pm****Jenita Lyons**

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. 200-08 ART AND COMMUNITY***Wed 6-8:45 pm****Laura Hartford**

Artwork that retains its interest and power over years and centuries is never simply about making pretty pictures. It reflects the culture of its time and the interests, goals, needs and desires of its makers and patrons. Many contemporary artists devote their creative practice to making the world around them a better place, addressing issues of equality, justice, compassion and environmental sustainability. This course focuses on using art as a tool to help the community, combining creative service projects with an exploration of contemporary art theory.

IDC. 200-09 ON THE EDGE OF GLORY**TTu 4:30-5:45 pm****Elizabeth Cassady & Clare Deever**

On the Edge of Glory: Living your Best Life will focus on the six dimensions of wellness (social, intellectual, spiritual, physical, emotional, and occupational). Students in this course will discover strategies to promote holistic wellness through self-exploration and through the utilization of community-based resources. We will begin by analyzing wellness trends across the world, focusing on lifestyle and nutrition. This analysis will inform the course conversation surrounding available resources for wellness and future behavioral trends in the United States. Throughout the semester, conversations will focus on healthy decision-making and lifelong stress-management skills. Students will complete the Strengths Quest (individual talent assessment with a vocational lean) under guidance from a trained Strengths facilitator. The summative assessment will include a research paper in which each student applies all six dimensions of wellness through their personal lens, provides strategies to seek balance, and will include research to support each strategy.

Through completion of this course, students will be able to:

- *Identify and describe the six dimensions of wellness.*
- *Apply the six dimensions of wellness to personal development and identify one strategy to promote balance in each dimension.*
- *Explore one community (either Bellarmine or Louisville) resource to promote wellness within each dimension through partner assignment.*

Connection to Bellarmine University Mission: This course will directly support the university's mission to encourage personal and professional competencies for successful living. Students will gain insight into personal patterns of behavior that either promote or impede personal wellness and success. This course will encourage students to celebrate the lifelong journey of the pursuit of a balanced life. In the spirit of a liberal arts education, this course will encourage students to look at their lives from a holistic perspective and to consider the six dimensions in decision-making.

HONR 220-01 AMERICAN DISSENTERS: ISSUES OF CLASS, RACE, AND GENDER IN MODERN AMERICAN CULTURE**[Meets IDC. 200 requirement. Honors students only or permission of the instructor]****TTh 9:25-10:40 am****Chuck Hatten**

We all know about the "American Dream," but do we all agree on what it should mean? For centuries Americans have disagreed about whether American aspirations are best captured by the notion of upward mobility, of moving up the social ladder, or whether American ideals should be about more than this. Periodic economic crises, such as the Great Depression and the recent financial crisis and recession, remind us that even in merely economic terms, American culture often falls below its promise of offering opportunity and prosperity for all. In this course, we will look at historical as well as literary texts which reveal how contentious differing ideals of what American culture should be have often been and how these ideals connect with sharp disagreements about the role of class, gender, and race in modern American society. Focusing primarily on twentieth-century texts, we will look at plays, poems, and

novels that show us how very contentious these topics have been in defining visions of American society. Writers covered will include Horatio Alger, John Steinbeck, Arthur Miller, Langston Hughes, and David Mamet.

-----Courses marked with an * have a community engagement component-----

-----Courses marked with an * have a community engagement component-----

IDC. 301/HONR 320 COURSE DESCRIPTIONS

Catalog Description

IDC. 301 – Junior Transcultural Experience (3)

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

IDC. 301-01 GODS, HEROES, AND HUMAN BEINGS

MWF 10-10:50 am Evanthia Speliotis

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 WORLD WAR II LITERATURE

MW 12-1:15 pm John James

*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, 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** and Art Spiegelman's **Maus**), but also ones in translation, exploring international viewpoints on these tragedies, including Günter Grass's **Cat and Mouse**, Haruki*

Murakami's *The Wind-Up Bird Chronicle*, Mo Yan's *Red Sorghum* 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. This course will challenge students to ask: How does a young German's perspective on the Dresden firebombing 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 FOREIGN ACADEMY AWARD WINNERS

MW 1:30-2:45 pm

Katie Wagner

Each year an Oscar is awarded for the feature-length motion picture that wins the Academy Award for Best Foreign Language Film. Since 1956, this award has annually and competitively been awarded to a film produced outside of the United States. Although many of the films have been European, several award winners have been from other continents and cultures. In this course, students will watch a selection of films that won the Academy Award for Best Foreign Language Film. Students will examine the films' narrative and visual composition as they relate to cinematic form/presentation. Just as importantly, students will explore the historical and cultural contexts in which these films were both produced and awarded. Remembering the often political and social components that go into a film's winning, students will study the trends of foreign film Oscar-winners, the unique and culturally significant presentations and plots of these films, as well as how these films shape both insiders and outsiders' perspectives of a culture. Films may include any Academy Award winning film for Best Foreign Language Film including *Amour*, *A Separation*, *In a Better World*, *The Secret in their Eyes*, *Departures*, *The Counterfeiters*, *The Lives of Others*, *Tsotsi*, *8½* and *Crouching Tiger, Hidden Dragon*. Supplemental critical, cultural, and historical readings will also be required. 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. 301-04 THE WORLD ON A PLATE

MW 3:00-4:15 pm

David Domine

Every culture has a story and very often it's told through food. Along with spoken language, cuisine is considered by many the most vibrant and practical expression of any country's or region's identity. What the people in a particular area eat reflects not only their geography and topography; it can also reflect religious beliefs, history, political philosophy, socioeconomic status and education. In this class, find out who eats what and why, on a country-by-country basis. In addition to learning about eating habits and customs abroad, students will explore how tradition and culture play an important role in the foods that they eat at home. As students explore modern and historical foods of the United States, they will examine how American eating habits have been influenced by the immigrant experience and pivotal world events such as war, natural disaster, financial boom, and economic depression. Other global topics explored will include social justice, sustainability, famine, waste, food literacy, genetically modified organisms, the rise of the fast food nation, and the slow food movement, as well as basic culinary terminology. Each student will write a thesis-driven research paper of at least 3,000 words on a food-related issue and give a five-minute presentation about their findings in front of the class. In addition, students will give 15-minute group presentations about a topic relating to regional and world cuisine.

IDC. 301-05 CHINESE FILM: LOVERS, TIGERS, AND KUNG FU, OH MY!

Mon 6-9 pm Christine Hutchins

This course is an introduction to world literature and film in China. There is a focus on the Fifth Generation of Beijing Film School graduates; as well as martial arts films and contemporary Chinese film. Particular emphasis is placed on the geographical, historical and cultural contexts in which these stories and films are both set and produced. Students will be exposed to some basic film theory; therefore our analysis will include the study of some film techniques.

IDC. 301-06 GLOBAL COMPETENCY

Tu 6-8:45 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 RELIGIONS AND CULTURES IN INDIA

Tu 6-8:45 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 SOCIAL ENTREPRENEURSHIP: SERVING IN A TIME OF NEED*

Wed 6-8:45 pm Vitalis Lanshima

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

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

The proposition underlying this course is that individuals who are motivated to promote social justice may realize more options to help meet the United Nation's Millennium Development Goal One, to reduce poverty and hunger by 2015. Community service and service learning will be stressed in this course, and the subject of social entrepreneurship will be explored at two levels. We will examine specific, practical

approaches to planning and executing social ventures no matter how small, paying close attention to the history, politics, beliefs, and values of the individuals served to help us appreciate their culture, and enhance the learning outcome. This class provides Bellarmine students and the community the opportunity to effect positive social change!

IDC. 301-09 NATURAL HISTORY OF BELIZE: TROPICAL AND CULTURAL DIVERSITY[#]

MTh 6-8:30 pm (01/06/14 through 03/13/2014) Steve Wilt

This course will examine Mayan/Belizean history, Belizean music, Belizean culture, Belizean/Central American economics and politics and coral reef ecology.

[#]Includes mandatory trip to Belize over spring break – cost of trip extra (estimated cost = \$2,200). Registrants must make first deposits by November 15th, 2013 and have valid passports by February 26th, 2014. Students must also register for BIOL 228-01 Natural History of Belize: Tropical and Cultural Diversity. Instructor permission required.

IDC. 301-10 EASTERN IDEAS

TTh 3:05-4:20 pm Brian Barnes

This class will explore key ideas from multiple Eastern traditions. We will examine historical and cultural background for each thought system, we will analyze primary sources, and we will attempt to gain an understanding of these perspectives from the inside out by field trips, speakers, and other community engagement; breathing, studying, and meditating; and learning to perform traditional exercises. Students will engage in a search for meaning that compares and contrasts living systems of thought with one another and with our own experience in Western culture. Much of the course content will focus on Daoism, Zen Buddhism, Hinduism, and Tibetan Buddhism. Course assignments will include written exercises, class discussions, journaling, and the creation of multiple short films.

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.*

HONR 320-01 DANTE'S COMEDY

[Meets IDC. 301 requirement. Honors students only or permission of the instructor]

TTh 12:15-1:30 pm

Steven Berg

The course will consist in a careful reading of Dante's Comedy. In his great work Dante revived the tradition of epic poetry that had been lost with the end of the antique world and the advent of Christianity. Though Christianity claimed that the works of Homer and Virgil had been essentially superseded with the completion of sacred scripture in the New Testament—or that revealed truth had once and for all overcome the “beautiful lies” of poetry—Dante, with extraordinary boldness, combined the teachings of revealed religion with the conceits of antique poetry to form a world in which the God who vanquished Lucifer is the same god who defeated the rebellious giants, Ulysses and Judas, devils and mythic monsters are occupants of one and the same underworld, and Heroes from Virgil's Aeneid stand side by side with Christian kings in Paradise. In fabricating this union, as it were, of poetry and revelation, however, Dante also brought together theology and philosophy, history and mythology and the antique and “modern” (i.e., Christian) understandings of political life and the human good in a single whole. Dante's poem is, therefore, the “interdisciplinary” and “trans-cultural” work par excellence. This course will explore these aspects of Dante's poem with particular emphasis on the relations between poetry, philosophy and sacred scripture.

-----Courses marked with an * have a community engagement component-----

IDC. 401/HONR 401 COURSE DESCRIPTIONS

Catalog Description

IDC. 401 – Senior Seminar (3)

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

*-----Courses marked with an * have a community engagement component-----*

IDC. 401-01 ETHNOGRAPHY AND CATHOLIC SOCIAL TEACHING *

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

In this service learning course, students will engage with the tools of ethnography while learning about their own understanding of what it means to be a citizen who practices Catholic social teach in the community. We will learn about ethnographic techniques utilized by anthropologists, such as field work, working with field notes, interview skills, and participant observation. We will gain experience in each of these methods by studying culture within 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 what it means to live the principles of Catholic social teaching, particularly for those most in need in our city, such as immigrants, refugees, and those living in lower income neighborhoods. Through our research findings, we will develop a non-traditional form of a research paper, one based primarily on our own findings and experiences. Through the process, we discover how learning about others is also inevitably a process of learning about ourselves. We also learn to develop an application of Catholic social teachings, such as compassions, social justice, and hospitality, in our work with those whose lives are much different than our own. Finally, we will apply our findings in a culminating "giving back" project, created in collaboration with the needs of the organization. In this way, we find how research can be both an academic endeavor and also a service to others.

IDC. 401-02 PLANNING AND COMMUNITY DEVELOPMENT*

MW 12-1:15 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. 401-03 INTEGRAL APPROACHES TO SOCIAL CHANGE*

MW 3-4:15 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.

IDC. 401-04 LEADING AN INTEGRATED LIFE*

TTh 9:25-10:40 am

Don Crist

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

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

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

IDC. 401-05 SOCIAL JUSTICE IN DANTE'S VISION

TTh 12:15-1:30 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. 401-06 WALK A MILE IN MY SHOES: WELCOMING AND RESPONDING TO REFUGEES & DISPLACED PERSONS*

TTh 3:05-4:20 pm Jud Hendrix

This course will invite students into an intellectual and personal engagement with the issues and experiences of refugees and displaced persons. Using the journey of refugees from the initial reasons they fled their homes to the challenges and opportunities of resettlement, students will engage both the academic issues and the real life stories of refugees. We will explore the cultures and stories of Louisville's six largest refugee populations: Cuban, Burmese, Bhutanese, Iraqi, Somali, and Congolese. Kentucky Refugee Ministries will function as a "global classroom" providing hands on and relational opportunities to meet and assist in the resettlement of a Refugee. Course has a strong service learning component.

IDC. 401-07 SENIOR SEMINAR

Mon 6-9 pm Isaac McDaniel

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 THE GLOBAL ENVIRONMENT

Tu 6-8:45 pm Valerie Timmons

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

IDC. 401-09 EXPLORING SOCIAL JUSTICE*

Tu 6 – 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. 401-10 SOCIAL JUSTICE IN THE CITY I*

Wed 6-8:45 pm Dean Bucalos

The course will consist primarily of discussions in class, in-class participation and field experiences. Student will be expected to complete all of the required readings in a timely manner, since they will be discussed on a regular basis and will form a basis for our field experiences. Class attendance is of utmost importance. The topics explored and examined will focus on critical issues confronting contemporary society, with an emphasis upon Louisville and Kentucky. Among the topics we will explore are 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. 401-11 SENIOR SEMINAR

Wed 6-8:45 pm Julie Armstrong-Binnix

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

IDC. 401-12 SUSTAINABLE ACTION WORKSHOP*

Th 6 – 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 II***Th 6-8:45 pm****Dean Bucalos**

The course will consist primarily of discussions in class, in-class participation and field experiences. Student will be expected to complete all of the required readings in a timely manner, since they will be discussed on a regular basis and will form a basis for our field experiences. Class attendance is of utmost importance. The topics explored and examined will focus on critical issues confronting contemporary society, with an emphasis upon Louisville and Kentucky. Among the topics we will explore are hunger, the death penalty and corrections, disabilities, immigration, domestic abuse, and addiction. The readings will be from three selected textbooks as well as those recommended and suggested by whoever the class discussion leaders will be for a given topic. The topics will be considered in the context of the principles and teachings of Catholic social justice. One of the goals of this class is to seek solutions to these contemporary problems facing our culture today. We will be introduced to the scope of these problems by experts in the field who will provide us not only with a background but also will give us in-person encounters by visits to various sites in the city engaged in this issues. The readings are designed to assist students in developing a wider, integrated understanding of the ideas, positions, values and perspectives of the topics being considered for discussion. In this seminar, each participant is co-responsible for his or her learning as well as the learning of the other participants. Consequently, each participant is at once teacher and student: a teacher who contributes insights and shares information to assist others in developing a fuller understanding of the topics under discussion, and a student who learns from the contributions of others, from the readings, from independent research and from other educational experiences incorporated into the course.

IDC. 401-14 WATER AND SOCIETY***TTh 9:25-10:40 am****Martha Mazur**

Water is essential to life and often taken for granted, despite growing environmental pressures that have reduced availability and degraded water quality. Mounting costs to produce clean, safe drinking water in the developed world are juxtaposed with a life-or-death search for drinkable water in less developed regions. As conflicts over water continue to arise across the globe, from Atlanta to Dubai, a new collective water ethic is needed. Through discussions, field trips, guest lectures, and current events, this interdisciplinary course will examine the sustainability of water and our social responsibility with regard to how we view and treat our water resources. We will discuss disparities in access to clean water in the context of evaluating whether or not this basic need is a human right. Integrating these social justice issues with the science, history, economics, and environmental policy surrounding the topic, students will develop a framework for sustainable management of our water that will serve society now and into the future.

HONR 401-01 HONORS SENIOR SEMINAR**[Meets IDC. 401 requirement. Honors students only or permission of the instructor]****TTh 1:40-2:55 pm****Mil Thompson**

This particular Senior Seminar will study (mostly religious) thinkers and activists who are concerned about justice for the oppressed, bread for the hungry, community for the alienated, righteousness for society, and peace on earth. These stories of justice seekers and peacemakers can challenge our own story, incarnate the themes of Catholic social teaching, and point us toward meaning and purpose, character and vocation, and conscience and morality in today's world.

This Senior Seminar, then, will draw on the following disciplines: theology, literature, philosophy, and the social sciences—history, economics, sociology, politics, psychology, and possibly the sciences.

As a seminar, the course will focus on student research and presentation, and group discussion.

*-----Courses marked with an * have a community engagement component-----*