

IDC COURSE DESCRIPTIONS – FALL 2015

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IDC 101 COURSE DESCRIPTIONS

(Please note that starting this academic year, ENGL 101 becomes a prerequisite for IDC. 101, meaning that IDC. 101 courses will now be scheduled in spring semesters with most ENGL 101 sections being offered in the fall. There will be a small number of IDC. 101 sections scheduled in the fall for students who need to repeat the course for a variety of reasons, for incoming first year students with ENGL 101 credit, and students in other situations who require an IDC. 101 course in the fall)

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 DIGITAL GAMING CULTURE

MWF 12:00-12:50 pm Mith Barnes

In recent years, video games have not only become commonplace, but have emerged as forms of narrative comparable to written fiction, television, and film. At the same time, we've been changing the ways in which we carry on relationships and express ourselves digital spaces. This course will survey the culture of video gaming from both perspectives, understanding video games as both a virtual spaces in which we live, interact and experience, but also as a dynamic, relevant, and revealing form of cultural expression. We will look at current scholarship on gaming and game culture, survey some of the most prevalent game theories applied to video gaming, and examine the impact gaming has had on our own culture.

In addition to seminar-style discussion and several short reaction/reflection papers, students will devise and undertake a research inquiry into an aspect of gaming and gaming culture of interest to them.

IDC. 101-02 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. 101-03 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. 101-04 VIDEO BLOG: ONLINE CONTENT ANALYSIS

TTh 3:05-4:20 pm

Angela Miller

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

IDC. 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 IMPACT OF TRAUMA ON DEVELOPMENT

MWF 9:00-9:50 am Jennifer Sinski

The Impact of Trauma on Development will examine specific incidences of trauma and the impact they have on the learning process. Students will explore current research on trauma and its impact on brain development as well as applications in the learning setting. Many scientific studies indicate that trauma causes long term damage to portions of the brain that control learning and behavior, creating both learning and emotional disabilities. Parents and educators must find the key to address individual children's needs, and when many of these children have experienced both large and small scale traumas, a special understanding must help guide the curriculum. Current education policy mandates achievement goals for all children regardless of a parent's death, long term illness, physical/sexual abuse or other trauma that occurred in that child's life.

IDC. 200-02 CHASING THE AMERICAN DREAM

MWF 10:00-10:50 am John James

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

them, leading to a greater understanding of their effect on national identity, but more importantly, their ability to determine our decisions in the present.

IDC. 200-03 JAZZ, BLUES, AND BEYOND

MWF 11:00-11:50 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. 200-04 POPULAR CULTURE AND AMERICAN CHILDHOOD

MWF 11:00-11:50 am Renee Culver

In this course we will look at the development of popular culture associated with children and adolescents in the United States. Using cultural objects made for and by children and youth, we will ask important questions about the relationships between children and adults, including issues related to media, consumption, citizenship, class, race, and gender. We’ll explore the highly variable ways childhood has been historically constructed, using primary sources such as advertising, children’s literature, games, films, television shows, and toys, as well as a broad range of exemplary scholarship within the overlapping fields that make up Childhood Studies. Because childhood is often perceived as “timeless,” this class will focus on situating these cultural objects chronologically, continually asking how youth culture relates to and reveals larger social questions and movements in American culture.

IDC. 200-05 COMMUNITY IN THE U.S.

BROWN LEADERSHIP COMMUNITY MEMBERS ONLY

MWF 1:00-1:50 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. 200-06 THE 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. 200-07 EXPLORING COMMUNITY

BROWN LEADERSHIP COMMUNITY MEMBERS ONLY

M 6:00-9:00 pm Patrick Englert

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. 200-08 THE U.S. CIVIL RIGHTS MOVEMENT & ITS PLACE IN HISTORY

Tu 6:00-8:45 pm Ira Grupper

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

IDC. 200-09 THOMAS MERTON & TRANSCENDENTALISM

TTh 9:25-10:40 am Jon Blandford

A Little Way Learning Community Course open to all students*

Course description: This course draws connections between Transcendentalism, a nineteenth-century American literary and philosophical movement, and the writings of Thomas Merton, the twentieth-century Catholic theologian whose work and life are central to our distinctive intellectual history and institutional identity at Bellarmine. Although they lived and wrote a century apart, Merton and the Transcendentalists have a great deal in common, including similar ideas about social justice, the relationship between the individual and the community, and the importance of our natural environment. Merton also shares Transcendentalism’s deep engagement with Asian religious and philosophical traditions: Transcendentalists such as Ralph Waldo Emerson and Henry David Thoreau were among the first American writers to draw heavily on Hindu and Buddhist texts, helping to begin an intercultural dialogue that Merton would later take up and extend in his important works on Taoism and Zen Buddhism.

Over the course of the semester, we will explore these and other key points of contact between Merton and the Transcendentalists, with a special emphasis on interdisciplinary scholarly investigation—i.e., the way in which looking at these writers through different disciplinary lenses (e.g., literary study, philosophy, theology, history, etc.) might open up new and productive lines of inquiry. Students will have an opportunity to visit and learn from the Merton Center here at Bellarmine, as well as to take a day trip to the Abbey of Gethsemani in Bardstown, Kentucky, the monastic community of which Merton was a part from 1941 until his death in 1968. Work for the course will include a series of short papers, along with a semester-length research project in which students apply some of the ideas of Merton and the Transcendentalists to a contemporary social justice issue of their choosing.

**This course is part of the Little Way Learning Community, an interrelated set of courses inspired in part by “the Little Way,” the idea, articulated by St. Therese of Liseux and embraced by Catholic activist Dorothy Day, that we can make a positive difference in and through even the seemingly small moments*

of our everyday lives. Students do not need to have taken another class in the LWLC to enroll in this course.

IDC. 200-10 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. 200-11 SOUTHERN GOTHIC FICTION

TTh 3:05-4:20 pm John Schuler

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

IDC. 200-12 SEPARATE BUT EQUAL? RACE, POVERTY, & SEGREGATION IN AMERICAN LIFE

MWF 10:00-10:50 am Perry Chang

*Are Americans as separated by race and ethnicity as ever even while people in different racial/ethnic groups enjoy similar opportunities? This course will consider this broad question in the context of both the country as a whole and in Kentuckiana/at Bellarmine. The course will start with a close look at excerpts from two landmark books, Massey and Denton's *American Apartheid* and Portes and Stepick's *City on the Edge*. Students will become familiar with research findings on poverty, segregation, and immigration. Culminating the learning and reflection for the course will be: (1) community engagement in which students volunteer at one of three local agencies that work with diverse populations; (2) analysis of the documentary films *Hoop Dreams* and *Miss India Georgia*; and (3) a research paper (which students will develop through multiple drafts and will be coupled with a PowerPoint presentation) that will reflect on the place of Catholic schooling in a potentially separate but equal America. During the*

course of the semester students will: (1) learn about basic theories and methods in the social sciences: (2) read from and reflect on Catholic statements about immigration, race, and equality (such as *Rerum Novarum*, *Brothers and Sisters To Us*, *Economic Justice for All*, and *Welcoming the Stranger Among Us*); and (3) familiarize themselves with how economic opportunities and people from racial and ethnic groups are spread out across U.S. regions and metropolitan areas (economic and cultural geography). Throughout the course, students will also hone their skills in critical thinking, written and oral communication, research, and group process.

IDC. 200-13 NOTHING LIKE A DAME: 20th CENTURY PULITIZER-PRIZE WINNING WOMEN DRAMATISTS

TTh 4:30-5:45 pm Kathi Ellis

Over the course of the twentieth century only 10 women were awarded the Pulitzer Prize for Drama – and several of their scripts are now out-of-print. Students will study each of these plays (accessed digitally, in anthologies, or individual playscripts), read contemporary reviews (e.g. the NY Times digital archives), articles about revivals, and create classroom performances of key scenes. When possible, movie versions of the dramas will be viewed.

From Zona Gale's Miss Lulu Bett in 1921 to the 1999 winner Wit by Margaret Edson, these women's writing reflects both the current social, economic, and political status of women and also pushes the boundaries of what the contemporary 'norm' was. These 10 plays create an arc of women's issues during the twentieth century. The writers come from different parts of the country, social backgrounds, and educational worlds – all influencing the way they constructed the world of their plays. Students will study the context of when their scripts were written and how they were originally received, as well as studying subsequent productions to discover either the universality of the issues or how the scripts are a distillation of a specific time and place.

The formal writing requirement will be a paper which focuses on one of the ten women playwrights' Pulitzer-winning drama in the context of her life and times. Communicating effectively in speech will take the form of a classroom presentation in which each student examines a specific aspect of one of the ten playscripts. Students will engage in robust discussion and analysis of the scripts, and respond to the classroom stagings of playscript scenes. Reading ten scripts of different periods, genres, and themes will enhance reading skills as students engage with characters' points of view that may be radically different from their own.

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 GODS, HEROES, AND HUMAN BEINGS

MWF 10:00-10:50 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 ZAKHOR: JEWISH MEMORY

MWF 11:00-11:50 pm Mith Barnes

From the early days of Rome to the present day, the history of Jews in Europe is a turbulent one. For Jewish culture, "Zakhor," remembering, even in the face of oppression and violence, is the key to identity and survival across time and place. In this course, we will read a selection of narratives from across European Jewish history, from Talmud and Midrash through the Holocaust and into contemporary Jewish authors as we explore the thread of Jewish cultural memory and its transformation around the world. Through close reading and extensive in-class discussion, we will explore the relationship between remembering and Jewish cultural identity, and come to a deeper understanding of Jewish culture not only in the past, but today as well.

In addition to extensive in-class discussion, and several short response or reflection essays, students will apply research skills, thesis selection and argument formation to the completion of a research paper. The research project will include the preparation of a proposal and presentation of their work to their classmates in addition to the final paper.

IDC. 301-03 GLOBAL URBANISM

MW 1:30-2:45 pm Derek Ruez

For the first time in history, the majority of the world's population now lives in cities, and this proportion is only expected to grow. The period of rapid urbanization in which we live presents tremendous challenges and exciting opportunities—in terms of humanity's relationship to the rest of the natural world and our relationships with each other. This course will introduce students to patterns of urbanization and forms of urban life across the world, as well as exciting new theoretical and methodological frameworks in comparative and global urbanism that can help us understand important urban problems like sustainability, religious and ethnic conflict, poverty, and inequality in a truly global frame.

The course will begin with a brief intellectual genealogy of urban studies from the early days of the Chicago School to emergence of literatures on 'world cities' and globalization. From that foundation we will engage with argument from scholars—like Ananya Roy, Jennifer Robinson, and AbdouMalik Simone—who have argued for a more cosmopolitan approach to cities that can produce a decolonized urban theory that reaches beyond the limits of prevailing 'Western' biases in urban studies. As such this course will introduce students both to an array of cities and urban issues from around the world and to multiple ways of conceptualizing and studying the urban across cultural, regional, and disciplinary divides.

This course will include engagement with ideas from across the social sciences and humanities, as well as insights from journalists, urban planners, architects, artists, broader public debate, and accounts of lived experiences in cities.

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 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. 301-06 THE ISRAELI-PALESTINIAN IMPASSE**W 6:00-8:45 pm Ira Grupper**

This course will examine the conflict over Palestine/Israel from the late 19th century to the present. It will survey the Ottoman Empire, the Sykes-Picot Agreement, the Balfour declaration, the 1947 United Nations resolution recognizing the creation of a state of Israel and a state of Palestine, and the Nakba. It will provide an introduction to the origins of the conflict by considering the social, ideological, and political forces that shaped it, including the rise of Israeli and Palestinian nationalisms, European anti-Semitism, Arab resistance to colonial rule, as well as global war, imperial designs, and the Cold War. It will discuss the politics of oil and hegemony. Is this a conflict dating back to time immemorial, Biblical times? Is this conflict religious, secular, or a combination of both? We will examine the many wars fought over this tiny piece of land. We will read historical and modern documents, view relevant videos, and, if possible, have participation of Palestinian Americans and American Jews, and others.

IDC. 301-07 TASTE OF INDIA**Tu 6:00-8:45 pm John Pozhathuparambil**

This course provides opportunities to build new knowledge and understanding of the culture and religions beyond our shores.

Generally, culture and religion is powerful, and it shows no signs of fading. If one wants to be informed about the world around them, culture and religion is a powerful phenomenon that calls for better understanding. In order to connect well with others in a globalised world, it may help to understand the religious beliefs of others.

Thus, as one of the ancient civilizations, India has great stories on culture and religion to share. It is a melting pot of cultures and many religions are worshipped in India including Buddhism, Christianity, Hinduism, Islam, Jainism, Sikhism and Zoroastrianism. Buddhism, Hinduism, Jainism and Sikhism were founded in India while it is traditionally believed that St. Thomas, one of the 12 apostles of Jesus, had sailed to India to spread the Christian faith. Today, these religions are still practiced in all parts of the world by many people all over the world.

Students will then learn to:

- *appreciate the diversity of India and challenges faced*
- *analyze the political and economic systems of India*
- *identify the general characteristics of world religions like Buddhism, Christianity, Hinduism, Islam, Jainism, Sikhism and Zoroastrianism*
- *explain the impact of different religions in India and their influence on India's culture*
- *understand the complexities of India's cultures and their challenges*
- *assess challenges to social economic life status and develop strategies to overcome them.*

IDC. 301-08 BIG PHARMA: A GLOBAL ENTERPRISE

TTh 9:25-10:40 am Paul Wightman

The cost, availability, and acquisition of needed drugs are major concerns for the public as they attempt to balance their healthcare needs with their ability to pay for them. One may well ask, “Where do drugs come from originally and why do they cost so much?”. This course will explore and discuss the processes leading from the earliest ideation for a therapy, through early testing in simple in vitro biological systems, advanced testing in animals, its first exposure in small numbers of healthy human volunteers, and finally tests in large numbers of afflicted individuals at multiple locations within the US and around the world. The role of governmental regulatory agencies such as the FDA in the US, the EMA in Europe and MHRA in the UK will also be considered. This discovery and development process draws upon the coordinated efforts of diverse disciplines; scientific, medical, business, and legal. The course will illustrate the breadth of professional opportunities offered to students seeking various careers. Also to be discussed are the ethical questions and societal concerns raised within the pharmaceutical and biotechnical industries. Students will prepare and present in oral and written form their individual and group positions on topics such as:

- *Ethics and relative value of animal testing*
- *Development of therapies for diseases affecting those in countries least able to afford them, e.g. malaria, ebola, dengue fever, etc.*
- *Should governments control the cost of drugs to the patient?*
- *Should government research agencies replace the private pharmaceutical companies?*
- *How long should drug patents prevent inexpensive generic drug equivalents from being available?*
- *Costs of “direct to consumer” advertising by pharmaceutical companies and its impact on the cost of drugs to the patient*

IDC. 301-09 THE FILMS OF AKIRA KUROSAWA

TTh 12:15-1:30 pm Katie Wagner

*Akira Kurosawa is regarded as one of the greatest directors of Japanese cinema. His films range from an epic re-imagining of Shakespeare’s King Lear to quiet, albeit poignant narratives of a dying and lonely man. As with other great cinematic auteurs, Kurosawa was a genius not only for his cinematic visions but also for his ability to critically examine and reflect upon his culture, his times, and his world. In this course, students will examine specific Kurosawa films from a variety of perspectives. While appreciating stylistic decisions of form and presentation, students will also explore the films’ portrayals and commentary on Japanese cultural issues of mythology, family, duty, history, and truth. Throughout the semester, students will examine Kurosawa’s legacy by situating his films as critical factors in shaping not only the West’s views of Japan, but the Japanese’s own view of themselves. Critical readings may include selections from Mitsuhiro Yoshimoto’s **Kurosawa: Film Studies and Japanese Cinema**, Akira Kurosawa’s **Something Like an Autobiography**, and Stephen Prince’s **The Warrior’s Camera**. Films may include **No Regrets for Our Youth**, **Rashomon**, **Ikiru**, **Seven Samurai**, **The Hidden Fortress**, **Yojimbo**, **Red Beard**, **Ran**, and **Dreams**. 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. 301-10 EASTERN PHILOSOPHY AND RELIGION

TTh 4:30-5:45 pm Brian Barnes

This class will explore epistemologies and metaphysical systems from Hinduism, Buddhism, Taoism, and other 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, breathing, studying, meditating, and engaging in other traditional exercises. Students will engage in a search for meaning that compares and contrasts these three living systems of thought with one another and with our own experience.

IDC. 301-13 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-ON CULTURAL IMMERSION ABROAD

For study abroad students only

On-line course

Gabriele Bosley

\$25 Course Fee

IDC. 301 – Transcultural Experience is the third course in the 4 course IDC seminar sequence. This course builds on the work of the first two courses of the core curriculum (IDC. 101 - Freshmen Seminar and IDC. 200 - U.S. Experience), using the skills and perspectives developed in these courses. Students currently have the option of meeting the Transcultural Experience 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). The rest of this document refers to this latter option.*

This is an ON-line course taught via 'MOODLE' 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. Students will be tested via the Intercultural Development Inventory (IDI) at the beginning of the course in order to assess their intercultural competence with a retest upon return from study abroad and upon completion of the course in order to assess the student's growth in intercultural competence development. The IDI testing fee is \$25 and will be billed to the student's account. In light of the emphasis on experiential learning, the course has three major goals:

1. *To introduce students to the value of cross-cultural comparison that illuminates both similarities and differences in order to prepare students for a more and more globalized job market, where intercultural competence becomes a key employability attribute.*
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 capstone experience in the general education of a Bellarmine student. It has as its primary focus the development of students' abilities to examine contemporary issues in a comprehensive and integrated way within a Catholic social justice perspective and a liberal arts and sciences context. Seniors from various disciplines come together in smaller groups with a faculty member to reflect on critical issues facing contemporary society, such as racism, economic and social justice, environmental concerns, national and international crises, and ethical issues arising from developments in science, medicine, and technology. Students are also expected to bring the knowledge and skills gained in their major fields of study and their other general education courses to the seminar as appropriate.

IDC. 401-01 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 SENIOR SEMINAR

MW 1:30-2:45 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 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. 401-03 PLANNING AND COMMUNITY DEVELOPMENT

MW 3:00-4:15 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. 401-04 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 SENIOR SEMINAR: 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. 401-06 RACE, GENDER, AND CLASS DISCRIMINATION IN THE U.S.

W 6:00-8:45 pm Donna Morton

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. 401-07 AMERICAN CIVIC ISSUES

TTh 9:25-10:40 am Linda Cowan

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

IDC. 401-08 AMERICAN CIVIC ISSUES

TTh 12:15-1:30 pm Linda Cowan

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

IDC. 401-09 MUSIC AND SOCIAL CHANGE

TTh 3:05-4:20 pm Richard Mook

\$25 Course Fee

Debates about music in American society often concern its perceived meanings, messages, or fans. But what does music actually do? This course examines how music (as sound, praxis, and culture) has

effected social change from 1900 to the present. We will study its function in such musical interventions as labor demonstrations, civil rights marches, benefit concerts, and caustic recordings. We will also examine and critique the emerging scholarly and pedagogical literatures on community music and socially engaged art. Lastly, the class will plan, execute, and evaluate a musical intervention in partnership with a community organization. [Course Fee of \$25 to cover costs of the class project.]

IDC. 401-10 ENGAGING THE LOCAL DIASPORA

TTh 3:05-4:20 pm Jud Hendrix

This course will study the intersection of globalization, migration and development through listening to the stories and passions of immigrants and refugees for development in their countries of origin. Students will develop an awareness of the complexity of addressing global development needs through the perspectives and wisdom of local internationals and together discern ways in which to empower their local neighbors to express their ideas for development and social change.

IDC. 401-11 THEATRE AND PRISON

TTh 4:30-5:45 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 Lockett 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. 401-12 HUMAN RIGHTS AND SOCIAL JUSTICE

TTh 4:30-5:45 pm Melanie Prejean Sullivan

A Little Way Learning Community Course open to all students*

This course is an introduction to the history and processes of defining and defending individual human rights through political, economic, and religious structures. In outlining a collective response to the fulfillment of these basic rights, we will cover the period of biblical history through the U.N Declaration on Human Rights, as well as a more intense exploration of the tenets of Catholic Social Teaching, comparing them to social teachings in Judaism and other forms of Christianity. Finally, we will outline ways in which individuals form their own consciences to discern the proper response to the call for justice.

**This course is part of the Little Way Learning Community, an interrelated set of courses inspired in part by "the Little Way," the idea, articulated by St. Therese of Liseux and embraced by Catholic activist Dorothy Day, that we can make a positive difference in and through even the seemingly small moments of our everyday lives. Students do not need to have taken another class in the LWLC to enroll in this course.*

IDC. 401-13 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. 401-14 HOPE FOR CHANGE: EXPLORING SOCIAL JUSTICE

W 6:00-8:45 pm Dean Bucalos

The course will consist primarily of discussions in class, presentations on selected social justice topics, in-class participation and field experiences. Students 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. Reflection papers and a final research project focused on the issues discussed and experienced are part of the curriculum. Class attendance is of utmost importance. The topics explored and examined will focus on critical issues confronting contemporary society, with some emphasis upon Louisville and Kentucky. Among the topics we may explore are hunger, restorative justice and corrections, housing, homelessness, violence in America, environmental justice, immigration, health equity, disabilities, and addiction. 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 these issues. We will participate in service learning projects which may include an evening at Kids Against Hunger (packaging meals to be sent abroad) and an evening at The Family Emergency Shelter (providing crafts and games for children who are homeless). Each student will be expected to complete a service project outside of class volunteering at selected agencies in the Louisville community. Our site visits may include trips to The Healing Place, Kentucky Refugee Ministries, Dare to Care, Cedar Lake Lodge, The Center for Health Equity, Habitat for Humanity, Our Father's House (a halfway house) and an Environmental Justice tour of the city. The readings will be from two selected textbooks. 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. 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 examine root causes and seek solutions to these contemporary problems facing our culture today.

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.