

IDC COURSE DESCRIPTIONS – FALL 2016

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IDC 101 COURSE DESCRIPTIONS

(Please note that starting in the 2015-16 academic year, ENGL 101 and IDC. 101 are now taken sequentially, 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 UTOPIA/DYSTOPIA

MWF 10:00-10:50 am Mith Barnes

*Literature is full of imagined worlds, some appealing, and others terrifying. In this course we will survey Utopias and Dystopias from a variety of sources ranging from Greek myth to Thomas More's **Utopia**, the plays of Henrik Ibsen to George Orwell's **1984**. We will also look at selected examples of utopia/dystopia from popular film and television. The emphasis will be on critical reading of literature, and a thoughtful, unbiased cultural interpretation of utopian/dystopian fiction as revealing social commentary.*

In terms of contemporary relevance and critical thinking, we will consider both what an ideal world might look like (and whether such a thing is possible) and what the dystopian visions we encounter tell us about our own fears and the dangers of the societies we hold dear.

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. 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 EXPLORING CREATIVITY

TTh 9:25-10:40 am

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. 101-04 TRENDING STORIES, REAL LIVES

MWF 11:00-11:50 am

Mary Nebelsick

Open your Facebook, Yahoo and Twitter accounts! What stories are trending? How does what you read reflect us and shape you? This course will ask how these stories directly impact our lives and our understanding of who we are. We will focus on three main topics: Identity & Race; Environmentalism & Action; and Education & Change.

We are genetically complex. Can we embrace this complexity and use it to understand each other better? Recently we have confronted the issue of identity. We saw events unfold following Michael Brown's shooting in Ferguson MO. We witnessed how the tragic murder of the pastor and members of the Emmanuel AME Church in Charleston, SC by Dylann Roof has led to greater consciousness of racism and a greater determination to combat it. Concerns about racial identification are addressed by Lacey Schwartz's film "Little White Lie" and are reflected by the recent news stories about NAACP leader Rachel Dolezal.

We know that we need to take care of "Mother Earth" but we love convenience. Are we destroying our home one carbon footprint at a time? We will explore whether or not American culture has ignored the environmental crisis. We will ask whether or not our planet is dying and if our environmental worries are just hype. Are we responsible? Can we do anything? Should we do anything?

How valuable is education? What kind of education do we want to have: innovative education or "back to basics" education"? President Obama wants to close the educational achievement gap, while the leaders of other countries want to deny education to girls. Is education a right or a privilege? Can education lead to societal transformation? Can education lead to peace? Investigating all these issues will help us discover who we are.

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 Course Cancelled

IDC. 200-02 IMAGES AND VOICES FROM THE DUST BOWL

MWF 9:00-9:50 am Kerri Horine

In this course students will have an opportunity to take a closer look at the experience of living in America during the Great Depression. We will focus on historical, political, economic, and cultural conditions across various regions of the U. S.; however, we will look specifically at the complex factors that shaped life in the "Dust Bowl" during this era. Many artifacts such as the LOC recordings, FSA photographs, essays, murals, diaries, and films will assist us in gaining a perspective on people's lives.

IDC. 200-03 SEPARATE BUT EQUAL? RACE, POVERTY, & SEGREGATION IN AMERICAN LIFE

MWF 12:00-12:50 pm 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 materials 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-based argument paper (which students will develop through multiple drafts and will be coupled with an oral 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 inequality (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. 200-04 JAZZ, BLUES, AND BEYOND

MWF 11:00-11:50 am

Dave Clark

BROWN LEADERSHIP COMMUNITY MEMBERS ONLY

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.

This course will also use music as a conduit through which social issues are explored. Music is always a reflection of the time in which it is created, and how the people creating the music see themselves, their world, and each other. We will also explore various leadership styles as manifested in the various musicians we will discuss. The course is grouped into four units, each allowing for the exploration of issues of social justice:

- *Spirituals/African Music—Literacy*
- *Blues (Rock’n Roll, R&B, etc.)—Workplace Issues-fair wage - environmental hazards - mass incarceration, Fair Housing*
- *Jazz (Swing, Bop, Avant Garde, Cool, Hardbop, New Orleans, etc.)—Protest, Civil Rights*
- *Other (Hip-hop)—Protest, Civil Rights, Misogyny*

Upon exploring these genres, these issues and many more will be discovered. We will also come to know the perseverance of the human spirit in the midst of all of these issues. We will also ask questions such as:

“Do these problems still exist?”

“If they do still exist, how are they alike and/or different?”

“What are possible long term solutions to the problems we face today?”

“What are the best ways to implement solutions?”

In asking these questions, students will form teams to wrestle with solutions and implementation of the solutions. For each unit, students will work with community agencies in implementing solutions created by the class teams.

IDC. 200-05 AMERICAN CONSTITUTIONAL RIGHTS

MW 4:30-5:45 pm Joe Dunman

Most Americans are familiar with the political battles for civil rights in America, from women demanding the right to vote, to African Americans demanding an end to Jim Crow, to gays and lesbians demanding the right to marry. But those political movements were also constitutional - they were inspired by the promises of liberty and equality found in the Bill of Rights. This course will explore the legal basis of American civil rights, and the balance of power between the three branches of government and the individual citizen. Of primary interest: how the Supreme Court has defined and transformed the guarantees of due process, equality, privacy, expression, and religious exercise from before the Civil War to today. Students will examine the cultural and geographical forces that gave rise to certain civil rights disputes, as well as the recent influence of a Roman Catholic majority on the Court. The course will serve as an interactive introduction to American constitutional law, with students "briefing" pivotal Court rulings, creating written outlines of the facts, issues, rules, and holdings of each. Students will also listen to actual Supreme Court oral arguments for a broader perspective on the judicial process and legal advocacy. Classroom time will be driven by group discussion in which all students are expected to contribute. Ultimately, students will don the robes of a Supreme Court Justice to write and present their own opinion concurring with or dissenting to one of several of the Court's most important civil rights decisions, calling on legal precedent and secondary research to bolster their positions.

IDC. 200-06 IMPACT OF TRAUMA ON DEVELOPMENT

MW 3:00-4:15 pm 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. 200-07 HERE IS THE CAUSE. BE THE EFFECT.

W 6:00-8:45 pm Chelsea Carroll and Elaine Surdyke

*This course will allow students to be **The Effect** that brings change within the Louisville community and the state of Kentucky. Students will learn about the importance, different motivations, and the benefits of servant leadership. In addition, students will gain awareness of how service influences people's perceptions of places and regions. Issues of social justice, power/privilege, diversity, intercultural communication, and technology will be incorporated to provide awareness of service-learning issues. Students will be challenged to interact with different populations and reflect on the influence made within the community. Connections will build a stronger relationship with the Community Partners and allow students to continue to be **The Effect** after the course ends. By the end, each student will make his or her mark on the community, and leave the course with knowledge of the importance of service and the ability to be the change.*

*** Students in this course will complete 15 hours of service in various settings within the Louisville community.*

IDC. 200-08 PRESIDENTIAL AUTOBIOGRAPHY

TTh 8:00-9:15 am

David Borman

This course proposes to look in-depth at the genre of presidential autobiography as a method for politicians to fashion themselves as viable candidates in an election. Recently, scholars have noted that "writings by and about presidents and presidential candidates are crucial to understanding the increasingly blurry boundaries between truth and fiction, private and public, politics and entertainment." In this course we will examine a number of presidential memoirs and autobiographies as literary texts that give definition to a candidate outside of his or her political views. The premise of this course is that narratives of the self are often defining features of political campaigns and are deployed strategically. We will look at how this has been done and how candidates for the 2016 presidency are doing the same. Texts may include:

*The inevitable memoirs/autobiographies of the Republican and Democratic nominees and Barack Obama's **Dreams from my Father**, John F. Kennedy's **Profiles in Courage**, and Ronald Reagan's **An American Life***

IDC. 200-09 AMERICAN CULTURE IN THE 1920s

TTh 9:25-10:40 am

Cathy Sutton

Almost a hundred years ago, between the two world wars of the twentieth century, America changed forever. The effects of the industrial revolution produced urbanization and more wealth than most had ever known. The inventions of the automobile, airplanes, moving pictures, radio, and other devices helped begin the modern era as we recognize it today. The onslaught of Prohibition ironically led the way to greater lawlessness and a new freedom for women who at Speakeasies and in homes for the first time drank and smoked in the presence of men. The Twenties produced celebrity culture, especially in regard to figures like Babe Ruth and Rudolph Valentino—perhaps the first true film star.

Perhaps the greatest innovation that sums up the age was the popularization of jazz, influencing American and European culture in a lasting way. Jazz became the vocabulary for a new generation, expressing their freedom and their desire to break with the past. In addition, other contributions from African Americans involved the Harlem Renaissance with its many artists and writers who for the first time gave voice to the black experience in America.

The Twenties were boom times economically when America set the course for becoming an urban culture and an industrial giant.

Possible Texts will include novels by Scott Fitzgerald, Earnest Hemingway in addition to poets and novelists of the Harlem Renaissance like Langston Hughes and Zora Neale Hurston. Works of non-fiction will focus on the major social changes of the day, especially in regard to Prohibition, the Scopes trial, laws pertaining to immigration, and the changing lives of women. Since the Twenties began American youth culture, a major focus of the class will involve students in thinking of themselves as a young adult—their present age—at the outset of the Twenties. What would their lives entail? What choices would lie before them? What options would remain closed? What values would their society promote? Which of those values would they accept? Which would they reject?

IDC. 200-10 WHAT'S A GOOD EDUCATION?

TTh 12:15-1:30 pm

Daniel Castner

Few would question that systems of education have immense social, cultural and historical implications. Educational theorists, researchers, teachers, policy makers, business persons, community members, families and students obviously have invested interests in the qualities of daily experiences that transpire in schools. Within and among these diverse groups various and often competing perspectives are provided regarding what constitutes a good educational experience.

At the heart of a good educational experience, from any point of view, is the curriculum. Curriculum, as it is commonly apprehended in mainstream discourse, is simplistically defined as the content that teachers are obligated to teach. However, leading curriculum theorists' understanding of curriculum is anything but

simplistic. Twenty years ago, Pinar, Reynolds, Slattery and Taubman (1995) conceived of curriculum as an “extraordinarily complicated conversation” which is “intensely historical, political, racial, gendered, phenomenological, autobiographical, aesthetic, theological, and international” (p.847).

This IDC course will invite students to participate in a complicated conversation of critically appraising curriculum in the United States as a multi-textual discourse. Within the complicated conversation of this multi-textual discourse, students will be invited to find their own voice regarding what constitutes a good educational experience. Central to finding one’s voice will be addressing the fundamental curriculum issue of “what the older generation chooses to tell the younger generation” (Pinar et al., 1995, p. 847). Key features of finding one’s voice in the complicated, interdisciplinary conversation will be a social historical and political critique as well as contemplative introspection. Students will critically analyze prevailing cultural structures that subtly maintain, or reproduce extant social inequalities in American educational systems. Additionally, students will engage in a related introspection regarding the challenges and opportunities existing in their past, present and future educational experiences to contemplate their own ethical responsibilities to educational activities as students, citizens and future professionals in a democratic society.

IDC. 200-11 NOTHING LIKE A DAME: 20th CENTURY PULITZER-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. 200-12 SLAVERY AND EMANCIPATION

Tu 6:00-8:45 pm

David Green

Slavery was a fact of life in America until the end of the Civil War. Americans used the labor of slaves to plant their fields, construct their buildings, and create their economic system. We did this while proclaiming in our Declaration of Independence that “All men are created equal.” All the while the “Peculiar Institution” (as Southerners called slavery) became one of the foundation rocks on which America was being built.

Americans today know too little about how slavery influenced the development of America, its culture, and the racism that arose along with it. This course will address the complex (and sometimes controversial)

issues that surrounded slavery. It will investigate the ways in which liberty-loving people attempted to justify the enslavement of others. It will consider the role that slavery played in causing the Civil War and how people involved in the war made emancipation a goal of that war. Finally, the course will examine how the heritage of slavery has impacted the nation we have inherited.

Since the course will use a seminar approach for most sessions, students will be assigned articles and primary sources to read in preparation for class discussions. In addition students will be expected to write short essays, participate in debates, discussions, and mock trials.

IDC. 200-13 ENGAGING THE LOCAL DIASPORA

TTh 3:05-4:20 pm

Jud Hendrix

BROWN LEADERSHIP COMMUNITY MEMBERS ONLY

This course is designed cultivate cross cultural awareness and global citizenship in emerging leaders through the study of, and active engagement with, Louisville's diverse international populations. 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 desire's for change back in their countries of origin. Through personal interaction with local refugee and migrant communities, students will cultivate a deepened capacity for cross cultural proficiency and engage in development initiatives across the globe.

IDC. 200-14 SOUTHERN GOTHIC FICTION

MW 3:00-4:15 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. 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 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. 301-02 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. 301-03 SELF, PLACE, AND CULTURE

MWF 11:00-11:50 am Mith Barnes

In this course we will explore the idea of the self as positioned in the world (and indeed, as ‘centering’ the world), through theory and literature. Selections from theoretical works from several disciplines (Mircea Eliade, Jean Paul Sartre, Michel Foucault, etc.) will be juxtaposed with readings from diverse literary and cultural sources such as Classical myth, medieval maps and cathedral architecture, and modern literary and artistic works as we try to shed light on our constant, if unconscious, relationship with place. In doing so, we will also seek to come to a better understanding of how that relationship underpins the human perception not only of geography, but of our world, and the multiplicity of cultures with whom we share it.

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. 301-04 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. 301-05 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. 301-06 GLOBAL COMPETENCY

M 6:00-9:00 pm Stacy Shipman

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

IDC. 301-07 FANDOM AND GEEK CULTURE

MWF 9:00-9:50 am Renee Culver

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

IDC. 301-08 ANCIENT MEDICINE TO BIG PHARMA

TTh 9:25-10:40 am Paul Wightman

This course will explore and discuss the histories of some of the earliest systems of human therapy. From ancient Egypt, Greece, India and China emerged concepts and practices which influence the use of drugs and medicinal preparations to this day. We will discuss Traditional Chinese Medicine and other systems such as Ayurveda and progress to the emergence of the pharmaceutical industry from the German petrochemical and dye industries of the 19th century. We’ll examine and critique those 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. Also to be discussed are the significant moral and ethical questions and societal concerns raised within “Big Pharma”. Students will prepare and present in oral and written form their individual and group positions on topics such as:

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

IDC. 301-09 CRIME IN VICTORIAN POP CULTURE

TTh 12:15-1:30 pm

Katie Wagner

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

IDC. 301-10 Course cancelled

IDC. 301-11 WOMEN, MUSIC, AND CULTURE

MW 1:30-2:45 pm

Samantha Barnsfather

An examination of the history, contributions, and roles of women in music as performers, composers, conductors, and patrons over the history of Western civilization. Underlying psychological, historical, and sociological patterns that affect women's productivity will be explored. Videos, sound recordings, concerts, and guest lectures will enhance an appreciation of women in today's world in all genres of music, including popular, country, classical, jazz, and new age.

IDC. 301-12 FILMS AND DRAMA OF WWI

Th 6:00-8:45 pm

Michelle Salerno

In the fall of last year nations and institutions marked the 100th anniversary of the start of the First World War. The Centennial commemoration and reflection has brought into high relief the harrowing conflict that often lies unacknowledged as one of the critical world events of the 20th century. Far removed from the everyday interaction with European war monuments and battlefields, Americans tend to learn very little about the conflict and its devastating effects including the destruction of cities, the use of chemical warfare and its damaging results, the death of millions of soldiers and civilians, and the geographical and political changes in the aftermath that altered the course of the 20th century. This course seeks to rectify this omission by engaging students with a selection of films and plays that focus on the war in order to ask fundamental questions about how the depiction ourselves and the Other in a time of war.

In Film and Drama of World War I, we will use a geographic perspective to discuss depictions of war and its aftermath. This course will be arranged by country focusing on work available in English or English-translation/subtitles primarily from Germany, Russia, France, England, and the United States. Through this perspective we will analyze the depiction of nations, populations, and individuals as enemies, allies, or something in-between. How are notions of nationalism and enemization constructed for an audience? How are differences in race, ethnicity, gender, religion, and region or citizenship depicted? How do different

countries present the same events for their own motivations? What is the role and responsibility of culture in the making of war? Have these depictions changed overtime? How might they help us reflect critically on war in our own time?

IDC. 301-13 GLOBAL URBANISM

MW 4:30-5:45 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 AbdouMaliq 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-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

TTh 8:00-9:15 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

M 6:00-9:00 pm Edgardo Mansilla

Using theories from the behavioral and social sciences, this course will provide students with a basic theoretical, methodological, value, and skill base in social planning within a context of community development, organization and advocacy. Methods of helping population groups develop and gain meaningful participation in community decision-making processes will be explored. Processes of planning

and community development will be analyzed with particular emphasis on the role and influence of the political economic process on social priority determination, and policy and resource development. The course will stress the importance of moral and ethical approaches, Catholic social and economic justice considerations, and values as central features of social planning and development.

IDC. 401-04 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 TECHNOLOGY, CULTURE, AND ETHICS

MWF 10:00-10:50 am Paul Matheny

All varieties of ethics, philosophical and religious, raise questions concerning equality, the value of life, the morality of greed, the environment and the purpose of life. All of these issues arise when the ethicist studies ecological and environmental problems. Technology and scientific insights have transformed our vision of the future and our attitudes toward nature. Our lives have become significantly different from our ancestors.

The purpose of this course is to discover the basic resources which our beliefs and traditions offer us in addressing the problems of the environment and culture. In class we will discuss and study the cultural, ethical and social history of our understanding of nature from the time of Augustine to that of our contemporaries, Pope Francis, the ecumenical movement, Peter Singer, Alister McGrath and Charles Taylor. It will focus on the cultural and historical development of the concept of nature and our responsibility toward the environment. Contemporary issues, such as global warming and globalization of technology will be studied as well.

Can Eastern and Western societies advocate for environmental justice in the face of the dramatic changes in the economic realities of the Third World. Is a global approach to the future of our shared environment possible in a world riven by religious, political and cultural fragmentation?

Ethics is rooted in the desire to live a good life with and for others in an environment with a future. If we cannot sustain our current way of life, what can we do to create and prepare the way of a good life in the future?

IDC. 401-06**RACE, GENDER, AND CLASS DISCRIMINATION IN THE U.S.****TTh 9:25-10:40 am****Donna Morton**

This class will explore the social, economic, and political treatment of racial/ethnic minorities, women, the poor and marginal. Students will examine the historical context in which race, gender, and class have been used to treat persons differently from those who set and enforced public policies. The class will explore the treatment of Native Americans, African slaves, women, immigrants, and those who did not own land during the colonial period. It will progress through exploration of the current status and roles of members of these groups today. Students will research the roles of education, religion, and law in preventing or enabling equity. How has discrimination against these groups affected their current abilities to be treated with equity? Do they share the same struggles? How have systems of power and legislation manipulated these groups to work against each other's progress in fulfilling their aspirations of equal treatment under the law and in the daily workings of the culture? How might these struggles be addressed together to end all forms of discrimination?

Students will be expected to articulate their own views on race, gender, and class, exploring their own cultural experiences as well as reflecting on the views expressed in the required readings. In this class, students will read articles or books or excerpts by such authors as Martin Luther King, Jr., Dorothy Day, Maya Angelou, Shirley Chisholm, Caesar Chavez, Marian Wright Edelman, Peter Edelman, bell hooks, Dr. Cornel West, Pope Francis, and Bishop Desmond Tutu.

Students will research current media (newspapers, film clips, social media, T.V. and radio) to examine how people in these groups are depicted today, what stereotypes and assumptions are made and how those affect the values students develop. The course will include lectures, discussion, class presentations (individual and group), and guest lectures. There will be quizzes, a research paper, and final exam.

Expected outcomes include: Awareness of how culture and experience influence people's perceptions of places and regions. The class will be able to respond to the following questions:

- How was the struggle for freedom, for liberty and for independence different for a colonist or free black person, or a slave? Man / woman.*
- How did the civil rights movement / woman's movement differ for someone in an urban setting and one in a rural or a north or south setting?*
- How does a Native American's view the land upon which he/she was born differ from someone with a different religious or cultural upbringing? What does a summer in the south mean for an African American growing up in Brooklyn who is sent yearly to spend time with family in Mississippi? How do experiences of an Asian American living in a community in California where his/her mother never had to speak English to get through daily activities differ from someone who is the only Asian in a town in the Midwest?*

IDC. 401-07**JUSTICE: WHOSE AND HOW?****MWF 12:00-12:50 pm****Paul Matheny**

The problem of discerning what is just is ancient. Central to both political and legal philosophy, it is essential to Christian social thinking. Our political lives are shaped according to the way we answer this question. Every pivotal Western and Eastern philosophical and religious thinker proposes a response to our problem. From the Old Testament prophets and poets until the protesters in Ferguson, we have weighed the means and meaning of justice. Recent Catholic social teaching in particular has advocated the belief that we cannot build our communities and political life on charity and love alone. To have a healthy community just institutions are necessary.

The purpose of this course is to discover the basic resources which our beliefs and traditions offer us in addressing the problem of justice. In class we will discuss and study the history of the nature of justice from the time of Plato and Aristotle until that of contemporary thinkers such as John Rawls and Charles Taylor. It will include, as well, a debate about the cultural and historical development of the concept of justice. The

current debate on the possibility of the development of a common language about human rights and social ethics, in spite of a diversity of religious and cultural foundations, will be presented. Can Eastern and Western societies advocate for justice and human rights even though they do not share the same moral and religious foundations? Is a universal declaration of human rights possible in a world riven by religious and cultural fragmentation?

Christian ethics is rooted in the desire to live a good life with and for others in the context of just institutions. Without justice there can be no human community.

IDC. 401-08 JUST CITIZENSHIP

TTh 3:05-4:20 pm

Gail Henson

What does it mean to be a citizen today? This senior seminar will look at our roles as citizens in the community and in a world with many needs, especially for justice. Through readings, debates, and exploring the Louisville community, we will consider such questions as: In what areas do we need more justice? What can one person do as a citizen to make society better? What makes justice such a complex issue? How can the tenets of Catholic social teaching help us understand justice issues? What can I do as a citizen to advance justice?

IDC. 401-09 SENIOR SEMINAR: A CALL TO ACTION

W 6:00-8:45 pm

Julie Armstrong-Binnix

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

IDC. 401-10 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 Luckett Correctional Center in LaGrange, KY, to observe rehearsals of the Shakespeare Behind Bars' production of Pericles, Prince of Tyre, and speak with the men about their experiences.

IDC. 401-11 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. 401-12 HOPE FOR CHANGE: EXPLORING SOCIAL JUSTICE

Th 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.

IDC. 401-13 SUSTAINABLE ACTION WORKSHOP

\$25 course fee

Th 6:00 – 8:45 pm

Brian Barnes

Urban Agriculture and Sustainable Action

With the guidance of the instructor, students will initiate and build sustainable systems, mainly using local sources of waste and recycled construction 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 and for-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 learn to operate composting, vermicomposting, and

other sustainable systems in the Metro area. This class will include speakers, trips off campus, and extracurricular projects. There is a \$25 course fee to cover building materials for each student and fees at off-campus activities.

IDC. 401-14 JUSTICE AS A PATH TOWARDS INTERNATIONAL PEACE

W 6:00 – 8:45 pm

Martin Brooks

Through globalization, the world seems increasingly interconnected, informed and conflicted. Can we explain world conflict simply in terms of religious actors choosing extremism or is it more complicated than that? Do human rights, educational levels, access to health services and economic position affect conflict? How does the hegemony of the powerful affect the stability of this new world order? How do transnational actors, not aligned with any state, affect the balance of power that is based on international law and nation states? Is liberal democracy an answer for the world? Is the United Nations a realistic broker to address international grievances? How do we balance the demands of realism and liberalism, security and faith? Can religion be a positive force for change? If issues of justice were addressed, how might that change things? What roles should governments, non-governmental organizations and grassroots initiatives play?