

IDC COURSE DESCRIPTIONS – **SPRING 2017**

(updated: 11/2/2017)

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IDC 101 COURSE DESCRIPTIONS

Catalog description

IDC. 101 – Freshman Seminar (3 credit hours)

The Freshman Seminar courses are designed to engage students, at the very start of their university careers, in serious academic inquiry with an interdisciplinary focus. Within the content framework of investigating a significant topic or issue, the primary focus of Freshman Seminar courses is to help students begin to achieve a set of skills/abilities required for success at the university level and beyond. The topics of Freshman Seminar are set by the individual instructors and reflect a wide ranging set of interdisciplinary issues such as, but certainly not limited to, the environment, health care, globalization, and the arts. Students are required to practice both critical and creative approaches to the individual seminar topic and to develop essential university-level abilities in oral and written communication.

IDC. 101-01 DEEP ECOLOGY

TTh 12:15-1:30 pm Beth Bell

[Required for Rachel Carson Learning Community students but open to all students interested in environmental issues]

This course will focus on current topics in environmental sustainability. Students will explore hot topics from multiple perspectives including ecology, politics and policy, technical and behavioral solutions, economics, sociology, and spirituality. Topics will be determined between instructor, student interest, and the Pope Francis's Encyclical Letter, dated May 24, 2015

For example, to study energy sources for electricity in the United States, we will first explore the pros and cons of each energy source, delve into the politics and history behind each source, conduct research on case studies and solutions to various sources, and practice problem solving issues on campus, in our community, and nationally, while considering our role in protecting people and our planet.

The course will culminate with a class project.

IDC. 101-02 “Omar Lis’nin”: SOCIAL INEQUALITY IN THE WIRE

TTh 9:25-10:40 am Conor Picken

[Brown Leadership Community students only]

*HBO's critically acclaimed series **The Wire** portrays the inner-city drug trade with a perspective and sophistication previously unseen. By focusing on the drug problem in terms beyond simple dichotomy, the series shows how such illegal activity accurately reflects broader societal inequities that plague urban America. This course examines **The Wire** through the prisms offered by the series itself—the drug trade and the economic ripples caused, politics, education, and the media—so as to understand how drugs emerge as a sustainable (or viable) alternative to poverty. Attending to the effects of the drug trade at the personal and societal levels, this class seeks to reimagine (and in many cases reinterpret) the “justice” component of social justice.*

IDC. 101-03 WELCOMING THE STRANGER: RADICAL HOSPITALITY & CIVIC ENGAGEMENT

MW 12:00-1:15 pm Renee Culver

[Brown Leadership Community students only]

There will be a billion more people on our planet by 2025. Where will they live? What will they eat? What will they use for fuel? How will they access clean water, education, and healthcare? These are the types of questions that go to the heart of contemporary civic engagement. In modern culture, the concept of hospitality is most often associated with entertainment and etiquette, but for millennia welcoming the stranger was associated with weightier concepts, including profound religious meaning and political cooperation. In this class we'll consider the theoretical and historical underpinnings of hospitality and use our knowledge to analyze cultural texts, current events, and social justice issues such as displacement, resource sharing, and environmental change. We'll also examine key research and theory underlying recent thinking about community engagement and explore strategies for responsible community and global leadership.

IDC. 101-04 DOMESTICITY: REDEFINING HOME

MW 3:00-4:15 pm Renee Culver

An appreciation for the "gentle art of domesticity" has existed since the beginning of the family unit. Throughout its history, domesticity has gone in and out of fashion based on the political, religious, economic, and cultural issues of the day. In this class, students will examine the history of domesticity using the lenses of gender studies, cultural studies, economics, theology, literature, and journalism. They will read domestic texts from various periods, including the Greek and Roman age, the Medieval and Early Modern periods, the Victorian and Edwardian periods, and into the Modern age. The course will culminate with a look at "new" permutations of the domestic life, including single parent (both male and female) households and the domestic life of childless couples and single adults. We will then explore new ways of discussing homemaking as evidenced by the boom of the Domestic Blog online culture.

IDC. 101-05 DEATH & THE CORPSE

[Galileo Learning Community students only]

TTh 9:25-10:40 am Amy Tudor

In this course, we will use interdisciplinary study in such fields as history, anthropology, photography, conflict studies, anatomy, and literature to explore the changing cultural meanings of death and the human corpse. We will then apply this foundational study to such contemporary issues as the Right to Die controversy, the abuse of corpses in Afghanistan, and the prevalence of "undead" characters in popular culture. Students may also elect to further explore course topics through co-curricular trips to the Bellarmine gross anatomy lab, the Louisville Coroner's office, and Cave Hill Cemetery.

IDC. 101-06 DEATH & THE CORPSE

[Galileo Learning Community students only]

MW 4:30-5:15 pm Amy Tudor

In this course, we will use interdisciplinary study in such fields as history, anthropology, photography, conflict studies, anatomy, and literature to explore the changing cultural meanings of death and the human corpse. We will then apply this foundational study to such contemporary issues as the Right to Die controversy, the abuse of corpses in Afghanistan, and the prevalence of "undead" characters in popular culture. Students may also elect to further explore course topics through co-curricular trips to the Bellarmine gross anatomy lab, the Louisville Coroner's office, and Cave Hill Cemetery.

IDC. 101-07 DIAGNOSING THE SOUL**[Galileo Learning Community students only]****TTh 9:25-10:40 am Jessica Hume-Moore**

Often, healthcare professionals hear the expression, "treat the disease, not the patient." But why? And what happens when healthcare focuses on treating the patient, instead of the disease? In what ways do connections between the physical body and the mind & spirit shape patients, treatment, and healthcare providers? What stories can patients tell us about their lives that could help improve treatment and increase compassion? In what ways can bearing witness to those stories improve the lives of healthcare providers and caregivers? This course combines several disciplines--literature, the history of medicine, illness narrative theory, and ethics--in order to investigate these questions. The course is divided into three units--illness, death, and healing--so that students have the opportunity to discuss these questions in the context of each of those situations. Students will have the opportunity to participate in Galileo Community activities such visits to the Gross Anatomy Lab and/or the coroner's office, as well as a tour of Cave Hill cemetery (among other possible events) in order to deepen their reflection on these questions.

IDC. 101-08 DIAGNOSING THE SOUL**[Galileo Learning Community students only]****MW 12:00-1:15 pm Jessica Hume-Moore**

Often, healthcare professionals hear the expression, "treat the disease, not the patient." But why? And what happens when healthcare focuses on treating the patient, instead of the disease? In what ways do connections between the physical body and the mind & spirit shape patients, treatment, and healthcare providers? What stories can patients tell us about their lives that could help improve treatment and increase compassion? In what ways can bearing witness to those stories improve the lives of healthcare providers and caregivers? This course combines several disciplines--literature, the history of medicine, illness narrative theory, and ethics--in order to investigate these questions. The course is divided into three units--illness, death, and healing--so that students have the opportunity to discuss these questions in the context of each of those situations. Students will have the opportunity to participate in Galileo Community activities such visits to the Gross Anatomy Lab and/or the coroner's office, as well as a tour of Cave Hill cemetery (among other possible events) in order to deepen their reflection on these questions.

IDC. 101-09 DIAGNOSING THE SOUL**[Galileo Learning Community students only]****MW 4:30-5:45 pm Jessica Hume-Moore**

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IDC. 101-10 AMERICAN GENERATIONAL POVERTY**MWF 8:00-8:50 am O. J. OLEKA**

In this course, students will explore the causes of systemic and generational poverty within the United States. They will compare and contrast urban and rural poverty, learn important basics of financial literacy, and research how access to financial literacy resources plays a role in eradicating generational poverty within a community. Students will hear from experts in the topics of finance, rural and urban economic development, financial literacy, and systemic poverty in the United States.

Students will approach this course through a sociological, geographical, and anthropological perspective. Students will research how access to financial literacy resources, both past and present, has impacted rural and urban communities of poverty. Students will learn basic financial literacy concepts such as budgeting, banking, and debt management; this information will provide students with foundational knowledge on what financial literacy is, and what general resources and organizations are available to communities in poverty.

Given Bellarmine's context within a metropolitan area, the issue of urban poverty is a significant topic. Kentucky's geography as a whole offers a natural comparative analysis between rural and urban poverty. Students will investigate this dichotomy and debate their findings. Through this analysis, students will develop essential oral and written communication skills, while also applying an ethical lens to a topic that requires deep critical thought.

The course will feature speakers from the Louisville Urban League, Junior Achievement, the Kentucky Bank On Network and other topical experts. Students will research the organization and speaker prior to class and develop inquiry-based questions to lead discussion.

At the end of the course, students will present their analysis of poverty within an urban and rural context, and offer social justice oriented solutions to combat generational poverty within the United States.

IDC. 101-11 HEALTHCARE INEQUALITY**MWF 9:00-9:50 am Jessica Fletcher**

*This course will be an introduction into healthcare inequality in the United States, particularly based on gender, race, and culture. We will have a primary text made up of essays, as well as supplemental texts by authors such as Dorothy Roberts, Rita Charon, **The Immortal Life of Henrietta Lacks**, and **Spirit Catches You and Then You Fall Down**. We will study the ways in which African Americans face stereotyping and poorer quality healthcare in the US, the ways in which immigrants deal with the healthcare system, and about the rights of one's body and tissues. We will also explore issues for other vulnerable groups including disabled people, overweight people, the mentally ill, and the elderly. All of the readings will be level appropriate for freshmen.*

IDC. 101-12 STOREYTELLING: A HUMAN EXPERIENCE**MWF 9:00-9:50 am Gary Watson**

Storytelling, at once a genetic human trait and a force for human development, occupies an important role in defining, challenging, and changing the world in which we live. The world we live in faces huge problems for its survival; a deteriorating ecology, racial tensions, and human justice are only a few of the challenges humans face. Storytelling has historically contributed to human development and progress and has the capacity to engage humans in meeting its present and future challenges, perhaps even for global survival. Students will engage in three basic kinds of storytelling: story of self, story of us, and story of now. Story of self is about a struggle one has been engaged in. Story of us asks students to explore how religion, race, and nations tell stories that include or exclude humans and to develop an attitude of fighting for the common human cause of survival. Story of now explores the reason for action, sacrifice, movement and

urgency as humans learn to relate and to change for survival. (<https://sojo.net/magazine/february-2013/storytelling-and-social-change>)

Students will also choose and work on a semester-long project that will require them to analyze some ecological, racial, or human justice issue in terms of the three types of storytelling in the course. The culminating project will have at least 2 forms of presentation mode: a research paper and a digital presentation.

IDC. 101-13 THE RHETORIC OF CROWDFUNDING

MWF 10:00-10:50 am Jacob Friedman

*Crowdfunding, the practice of using small-scale donations from a crowd to fund projects, has become an increasingly common part of the digital world. Using sites like **Kickstarter.com**, **Indigogo**, **Gofundme**, **Patreon**, etc., individuals, small businesses, and local communities have raised money to fund their work in a variety of fields, including the development of movies, music, video games, and literature as well as the upkeep of local community fixtures like theatres or parks. In addition, it has become a way for activists to generate both money and interest necessary for their movements. This course seeks to explore the ways in which crowdfunding forms communities, and persuades the members of those communities to donate their time and money towards a project. By studying crowdfunding through the lens of rhetoric, we will also explore how technical and professional writing applies to the real world, and how digital media works with written and oral communication to create unique rhetorical situations.*

IDC. 101-14 DIGITAL GAMING CULTURE

MWF 11:00-11:50 am Mith Barnes

In recent years, much attention has been given to the ways in which we inhabit virtual spaces and carry on virtual relationships. At the same time, video games have not only become commonplace, but have emerged as forms of narrative analogous to written fiction, television, and film. This course will survey the culture of video gaming from both perspectives, understanding video games as both a virtual space in which we live, interact and experience, but as a central, 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. 101-15 HISTORY OF CHRISTIAN DIVERSITY

MWF 10:00-10:50 am Mith Barnes

In this course, students will explore various expressions of Christianity, leading to a survey of contemporary forms, both mainstream denominations and more obscure variants. We will survey the development of each denomination we consider, examining how different historical and social pressures helped to shape different expressions of the core Christian message. We will investigate how the ideas and beliefs of each differentiate them from others, identifying both distinguishing characteristics and commonalities with other groups. We will also discuss the interaction of each group with other cultural issues like race, gender, ethics, and law. Using a case study model, we will seek to uncover the ethical reasoning of different forms of Christianity as applied to current social issues. The focus will be on applying analytical and logical thinking skills to understanding and critiquing each denomination as positive and ethical members of their larger Christian, social and secular communities.

Students will read articles, primary course materials and commentaries, as well as using media selections to help them gain understanding of the denominations we will study. Students will be expected visit a representative worship service from at least two of the denominations we encounter and write a short essay about each visit, as well as several brief 'reaction' papers and a final paper.

IDC. 101-16 MARVELOUS MODERNISM

MW 12:00-1:15 pm Kerri Horine

This course will explore the variety of expressions of Modernism during the twentieth century. Even though Modernism concerns itself with the discovery of the essence, we think of it as a blanket term for various groups with a diversity of responses to the question of the essence as well as response to the political climate in Europe and innovations in the arts. We will look at movements within Modernism such as Cubism, Surrealism, Dada, and Futurism just to name a few. These movements involved the participation of writers, artists, philosophers, playwrights, and political organizers, and these individuals came together across cultural, linguistic, and national boundaries. Our class will approach this topic through creativity exercises that the members of these groups were known to play during their gatherings. We will analyze their artistic, theatrical, and literary responses to their group manifestos. We will consider the impact of Modernism on our own Postmodern world.

IDC. 101-17 DETECTIVE NOVEL/CRIME FICTION

MW 12:00-1:15 pm Tiffany Young

*This course will shift through the changing conventions of the detective novel, examine the story of mystery, and the complexity of the genre. The detective novel is tenacious in its ability to remain stagnant at the core plot. It is through the shifts and changes of THE detective that the genre has transformed. This course will rely on readings and films to trace the changing conventions between 4 categories or sub-genres of detectives: Hard-boiled Detective, "Classic" Detective, the Woman Detective, and Police Procedural stories. The detective novel asks, "Who did what and to whom...?"
This course will follow the WHO and the changing conventions of the detective.*

IDC. 101-18 SCULPTING URBAN ECOSYSTEMS

MW 1:30-2:45 pm Carolyn Waters

When we think of what cities are made of, we usually imagine skyscrapers, highways, and other feats of human invention. What we often overlook, however, is the fact that natural elements also exist, and sometimes thrive, within the urban realm. Historically, land managers have created large parks as separate places where nature was allowed to exist inside of a protected boundary. But what happens when people intentionally include natural elements in all parts of the urban landscape? This course will give students the opportunity to envision, through artistic examples, how humans can play a restorative role in our urban environments. Students will learn basic techniques for viewing and critiquing various forms of creative expression, and will gain greater awareness of urban environmental issues. Through readings, discussion and written reflection, students will explore ways in which natural environments inform creative works and, in turn, how creativity can have positive influence on an urban ecosystem.

IDC. 101-19 MEMENTO MORI: THE ART AND ARTIFACTS OF DEATH

MW 1:30-2:45 pm Kerri Horine

This course will explore the variety of ways that cultures, ancient to contemporary, create artifacts in response to the reality of death. These artifacts may be associated with burial: grave goods, pottery, urns, saints' shrines, tombstones. Trips to the local collection at the Speed Museum and the shrine of St. Magnus and St. Bonosa at St. Martin of Tours parish will assist students with understanding the relevance of these items. Artifacts also may include memorial tattoos and other attempts to create (and embody) a narrative for the relationship to the deceased. Students will have the opportunity to attend a local Death Café where people discuss current attitudes toward death and their own experiences with it. This class will also include

film and literature, such as the Oscar winner **Departures from Japan**. We will demonstrate our traditional and non-traditional learning experiences through presentations and a research paper.

IDC. 101-20 VICTORIAN MONSTERS

MW 3:00-4:15 pm Sarah Berry

*What do Frankenstein's monster, Dracula, mad scientists like Dr. Jekyll, and underground Morlock societies tell us about the roles of science and imagination in Victorian society? When science meets literature, what controversial questions are raised in debates over social class, women's roles, immigration, scientific ethics, mental illness, and disability? Through reading, discussing, and writing about nineteenth-century science fiction alongside some key scientific texts of the era, we will consider the ways in which various science fiction narratives reveal the fears and desires of the society in which they are invented. We also will investigate the ways in which authors are influenced by their own backgrounds to present science—from electrical discoveries to criminology—to the public, both in the 19th century and today. Throughout the semester, we will pay attention to what the readings are about (content) as well as how they are written, styled, and structured (form)—and find ways to connect each text to its historical and cultural context. Readings include **Frankenstein, Dracula, The Time Machine, Dr. Jekyll and Mr. Hyde, and The Metamorphosis**. This course is an introduction to college research and writing. You will write informal pieces and a longer, researched thesis-driven paper in stages over the semester, and you'll present a case study to the class. You will also work on pre-writing techniques, finding and assessing sources, and bibliographic exercises as well as develop active reading skills and productive discussion skills.*

IDC. 101-21 BECOMING A GLOBAL CITIZEN

MW 3:00-4:15 pm Jud Hendrix

This course will study the intersection of globalization, migration and development through an analysis of the process of globalization, the historical and cultural reasons for migration and 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 desire's for change back in their native communities. One of the expressed goals of the class is to develop global proficiency and citizenship in students through a 3-2-1 pedagogy of learning that integrates their minds, hearts and hands.

IDC. 101-22 VICTORIAN MONSTERS

MW 4:30-5:45 pm Sarah Berry

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study to the class. You will also work on pre-writing techniques, finding and assessing sources, and bibliographic exercises as well as develop active reading skills and productive discussion skills.

IDC. 101-23 INTERCULTURAL AWARENESS

MW 4:30-5:45 pm Kristen Wallitsch

This course is an academic inquiry into culture, the characteristics of culture, and intercultural awareness vis-à-vis themes derived from literature with a global perspective, not limited to, but with an emphasis on Asian culture. In the context of cultures of the world, specific topics discussed in the course include individualistic and collectivist societies, cultural values, gender roles, religious values, and class. Through in-class simulations and communication exercises students will discover their own, often hidden, cultural values creating a platform for the critical analysis of the global cultural themes. Books, journal articles, documentaries, small-group discussions, and whole-class discussions, are used to gain a better understanding of the selected topics. Students will be expected to develop well-supported critical arguments for short essays and writing assignments throughout the semester and will be responsible for leading a class discussion. In addition, students will be required to produce a research paper that will include the preparation of a mini-proposal, development of a thesis, and the use of scholarly resources.

IDC. 101-24 WOMEN & MOBILITY IN AMERICAN LITERATURE

TTh 8:00-9:15 am Amy Birk

This course will closely examine a range of texts from late nineteenth and early twentieth-century American literature for their historical and cultural significance in depicting women travelers who move from stifling, patriarchal domestic settings in the rural and suburban United States to ideally more emancipated settings such as New York City and Europe to reveal both the limitations and possibilities for women's lives at the turn of the twentieth century. The concept of mobility will be examined in both literal and figurative terms as a means of freeing women from physical, geographical, and ideological constraints. Students will examine literary works as well as periodicals and other historical documents from the period to better understand how political, economic, and social issues of gender, class, and race at the turn of the twentieth century mark a significant moment in American history that continues to influence the extent and range of opportunities for women in America today. In addition, students will be expected to think critically and apply what they learn to consider, discuss, and research how questions of mobility persist and profoundly impact the lives of women and girls throughout the world at the turn of this twenty first century. Texts may include the works of Kate Chopin, Stephen Crane, Susan Glaspell, Charlotte Perkins Gilman, Anna Julia Cooper, Edith Wharton, Theodore Dreiser, Jessie Redmon Fauset, Nicholas Kristof & Sheryl WuDunn, and Malala Yousafzai.

IDC. 101-25 SOUTHER GOthic GROTESQUERIE

TTh 8:00-9:15 am Chris Mattingly

Geographical desolation; general dysfunction and disrepair; sweltering poverty; delusional characters sunk in disability; alienation and social fragmentation; racial inequality; an oppressive presence of the past; unstable relationships and flawed families; land of misfits, runaways, and hell-fire and brimstone backwoods prophets; home to hoodoo, hell-hounds, and haints. These are just some of the qualities that typify the Southern Gothic.

In this course, we will examine the aesthetics of the Southern Gothic as related to literature, photography, film, and music. And while the genre is at times shockingly riotous and entertaining, we will consider the ways in which its practitioners are able to explore and comment on topics including, but not limited to, gender, race, class, region, history, justice, God, and poverty. Our study will include both contemporary and classic works from artists and writers such as Jesmyn Ward, Cormac McCarthy, William Faulkner,

Flannery O'Connor, Screamin' Jay Hawkins, Trailer Bride, Ralph Eugene Meatyard, Sally Mann, Birney Imes, and Jim Jarmusch. Expect to write literary analyses, participate in panel discussions, give presentations, and create soundtracks for texts.

IDC. 101-26 ARGH!....ZOMBIES

TTh 9:25-10:40 am Katie Wagner

*Whether they shamble slowly, attack quickly, or fall in love, zombies have grabbed ahold of our imaginations. For some, the subject matter of this course will be amusing; for others it will seem trivial; and for (hopefully only) a select few, it will just be creepy. Yet within this seminar, zombie narratives will be discussed critically and (at times) creatively as a cultural phenomenon that due to its prominence, popularity, and persistence cannot and should not be ignored. Students will use history, literary and cinematic theory, race studies, and cultural theory to explore the significance of different zombie types and how zombie narratives serve as metaphors for cultural anxieties. In addition to looking at critical material, students will engage with a variety of zombie narratives in literature, graphic novels, and film and discuss the functions of narrative structure and literary/cinematic form and presentation in works with zombies. Texts may include the first volume of the graphic novel series **The Walking Dead**; the novel **World War Z**; and the films **White Zombie**, **Night of the Living Dead**, **Dawn of the Dead** (both versions), **Shaun of the Dead**, **Fido**, **28 Days Later**, **The Dead**, **Warm Bodies**, and **World War Z**. Coursework will include, but is not limited to, writing a formal, thesis-driven research paper according to MLA formatting and giving a formal presentation. In addition to completing the readings on their own, students will be expected to screen all films outside of class.*

IDC. 101-27 SOUTHER GOTHIC GROTESQUERIE

TTh 9:25-10:40 am Chris Mattingly

Geographical desolation; general dysfunction and disrepair; sweltering poverty; delusional characters sunk in disability; alienation and social fragmentation; racial inequality; an oppressive presence of the past; unstable relationships and flawed families; land of misfits, runaways, and hell-fire and brimstone backwoods prophets; home to hoodoo, hell-hounds, and haints. These are just some of the qualities that typify the Southern Gothic.

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IDC. 101-28 THE DUDE ABIDES

TTh 9:25-10:40 am David Borman

*This course will focus on continuing student skills in crafting original research papers by asking students to think critically about the film **The Big Lebowski**. In the course, we will respond to the film itself by offering interpretations of various scenes and characters, and we will also respond to a number of authors who have thought critically about the film. The course will prioritize engagement with wider conversations about ideas within the film and will require researched writing that joins those conversations. The semester's cornerstone paper will require researching a cultural artifact from the film, including marmots, White Russians, CCR, or nihilism, to name a few.*

IDC. 101-29 DANCING ON MOUNTAINTOPS

TTh 12:15-1:40 pm Elizabeth Glass

Appalachia is home to some of the country's richest writings, yet it is frequently overlooked when considering American literature. Appalachian writers are critical to American society, but are often considered by people outside the region to be "stupid hillbillies." Contrary to that, Appalachia is home to some of the most vibrant, exciting writing in the country at this time. This course will explore and write about Appalachian literature of the past 25 years.

IDC. 101-30 HOLOCAUST: A STUDY OF HATE

TTh 12:15-1:40 pm Daniel Penner

The Holocaust will be investigated in great detail and substance. We look at how German culture and history were factors in the Holocaust. We will see how conditions in Germany and the world also were significant in the Holocaust occurring.

Anti-Semitism will be explained and seen as a factor in the Holocaust.

Hitler will be studied- seeing how he was able to 'convince' the German people to accept Nazi ideology and allow it to eventually destroy the lives of millions.

We will explore the role of propaganda in the Nazi regime.

We will look at the role of the world- including the United States- during the Holocaust.

The course will study, research and compare the Holocaust to 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.

We will see the relevance of studying the Holocaust and its lessons to hopefully make for a fairer and more just world.

We will see how studying the lessons of the Holocaust are relevant today.

IDC. 101-31 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 freshpersons 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' 2016-2017 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. 101-32 THE COLD WAR THROUGH SPY NOVELS & MOVIES**TTh 1:40-2:55 pm Cathy Sutton**

From 1947-1990 the United States and the Soviet Union were linked in a war without conventional battles. The soldiers on the front line in this war were the spies on both sides. Many risked their lives to advance their country; many died quiet deaths away from the public eye.

Novelists and film directors tell the story of such men and women who fought for their country through espionage. As Professor Fedyashin of American University suggests, most of these fictions promoted the Western way of life while warning their readers that Communism was a major threat to their security. Even the most popular spy of the period, James Bond, conveyed the superiority of capitalism through his sex appeal and innumerable gadgets (my favorite--the bag pipe flame thrower) all the while stressing the very real threat from Communism.

We will use spy novels and movies to study the stereotypes that each side in the Cold War attributed to the other and the fears that stoked the Cold War. Many of these novelists examine the motivation for individuals to become spies, the ethical compass by which they make decisions, especially regarding murder. All in all, these novels and films present an exciting and dangerous landscape in which one never knows for sure whom to trust, what to believe, or whether his or her side is winning or losing the Cold War. After a brief survey of major historical events during the Cold War, we will study some of the outstanding novels and movies, including those by John le Carre and Ian Fleming (creator of James Bond). Both of these writers worked in British espionage before they began their writing careers. For the research project, each student will have the opportunity to investigate an actual spy or espionage event.

IDC. 101-33 ANIMALS AND SOCIETY**TTh 3:05-4:20 pm Jennifer Sinski**

This course explores the unique relationship that humans share with other animals, the implications of this relationship, and the potential. We examine the attitudes our society holds toward animals other than ourselves as well as how and why our social institutions create these attitudes. We also address the connection between animal and human compassion along with the similarities between animal oppression and racism, sexism, ageism, and social class privilege. Finally, we direct attention to the ways in which animals enrich human lives and humans can benefit other animals. This course uses historical, cultural, institutional, interpersonal, and environmental perspectives to examine the human-other animal bond.

IDC. 101-34 ANIMALS AND SOCIETY**TTh 4:30-5:45 pm Jennifer Sinski**

This course explores the unique relationship that humans share with other animals, the implications of this relationship, and the potential. We examine the attitudes our society holds toward animals other than ourselves as well as how and why our social institutions create these attitudes. We also address the connection between animal and human compassion along with the similarities between animal oppression and racism, sexism, ageism, and social class privilege. Finally, we direct attention to the ways in which animals enrich human lives and humans can benefit other animals. This course uses historical, cultural, institutional, interpersonal, and environmental perspectives to examine the human-other animal bond

IDC. 101-35 Course Cancelled

IDC. 101-36 THE HEALING POWER OF PLAYS**TTh 6:00-7:15 pm Trudy Wheeler**

Young adults, teens and children are often faced with a life threatening illness. How do they cope? How do their family members and friends deal with the often devastating outcome? Theatrical venues can help all of us prepare to be touched by childhood cancer, cystic fibrosis, heart disease, and even eating disorders. In this course the students will be introduced to theatrical heroes and heroines who live in the world of hospitals, terminal illness and treatment plans. These young heroes continue to inspire us. We will read plays by award winning playwrights who encourage us to be better citizens as we walk side by side with despair and learn to cope. We will read plays, analyze scripts, and discover how a playwrights develop young heroes. Through the development of an innovative power point, class discussions, and papers, students will learn to combine the medical field with the theatrical venue to demonstrate how the two can work together to help children and their families face turbulent times.

IDC. 101-37 THE LIFE & LEGACY OF MUHAMMAD ALI**MWF 2:00-2:50 pm Billy Read**

When Muhammad Ali died in June, 2016, he was literally mourned around the world. His funeral in Louisville was attended by heads of state, celebrities from the show-business and sports world, and thousands of ordinary people whose lives were touched in some way by this extraordinary — and controversial — man.

Born and reared in Louisville, Ali introduced himself to the world by winning a gold medal at the 1960 Olympics in Rome. From then until his final fight in 1981, he rocked the world with his transformation from the Baptist religion of youth to a militant Muslim sect, his strident opposition to the Vietnam War, and, of course, his remarkable career in the ring.

After lighting the torch at the 1996 Summer Olympics in Atlanta, Ali began to disappear from the world stage, mostly due to the debilitating effects of the Parkinson's Disease that eventually took his life. Fiery and angry in his youth, Ali spent his later years as an international advocate of peace, love, and goodwill. This means that a couple of generations have grown up with only a vague notion of who he was, what he did and why he was so important as an athlete, civil-rights leader, humanitarian, and religious symbol. In all these areas, he left a legacy that will influence youngsters around the world for generations.

This course, thought to be the first of its kind anywhere, will be taught by Billy Reed, a former sports editor of The Courier-Journal and senior writer for Sports Illustrated. Reed followed Ali's career from the beginning, covered several of his fights, and interviewed him many times. He has been interviewed about Ali by ESPN, CBS, the History Channel, and various book authors.

IDC. 101-38 RIPPED FROM THE HEADLINES!**TTh 3:05-4:20 pm Mary Nebelsick**

This course will look at some of the men and women who have changed our world. Bill Gates and Steve Jobs revolutionized the computer and software industry making personal computers the norm. Mark Zuckerberg and Jack Dorsey created Facebook and Twitter changing the way we communicate. With her talk show, Oprah Winfrey brought the discussion of sensitive cultural issues to mainstream America. Athletes like Serena Williams and the U.S. Women's National (Soccer) Team influence the way we look at women in sports. Political leaders like Aung Sang Suu-khi, Benazir Bhuto, Martin Luther King and Mahatma Gandhi have demonstrated that political power and self-less devotion to their nations can go hand in hand. Artist Roy Lichtenstein elevated cartoons to an art form. Bill Watterson's "Calvin and Hobbs" and Charles Schulz's "Peanuts" address issues of culture and identity. Comic Cons, where fans dress up as their favorite comic book characters, celebrate the contribution of comics to art and culture. In this highly "virtual" world Church leaders have focused on uniting all people. Bishop Desmond Tutu of South Africa confronted issues of racism. Pope Francis has addressed the question of environmental justice and Mother Teresa inspired

us to be selflessly compassionate. Bring your own list of change-makers to class. We will discuss as many as we can.

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 EXPLOITING CULTURAL NORMS: EXAMINING CULTURAL IN EVERYDAY CUSTOMS

MWF 9:00-9:50 am Laura Polk

What is the normal way to:

Wait in line at the store?

Invite someone to lunch?

Greet someone you've just met?

When encountering a different culture, no one hands you a handbook on unseen cultural norms to aid your interactions. Nor do we take formal lessons in learning the norms and rituals of our own culture. And yet these differences can have a significant impact in our interactions in an increasingly diverse society.

This course will explore culture by examining the rituals of routine activities associated with weddings, funerals, holidays, and sports. Using materials that include media, art, music, and literature, we will explore norms from our own culture, identify how they are implicit, reflect on the ways these impact their daily lives, and analyze how these rituals have changed over time.

IDC. 200-02 JAZZ, BLUES, AND BEYOND

MWF 11:00-11:50 am David 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 new and various aspects of music that you currently listen to.

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

IDC. 200-03 THE IMPACT OF TRAUMA ON DEVELOPMENT

MW 1:30-2:45 pm Jennifer Sinski

This course 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. 200-04 1960's COUNTER CULTURES

MW 3:00-4:15 pm John Schuler

What really happened during the 1960s that shaped our country's ideas about race, fashion, gender, music, public policy, environmental awareness, and sex? How did it become such a transformative decade? Why did so many groups such as students, women, and African Americans feel the need to assert themselves and, subsequently, shape the American way of life? What caused the public to distrust the "establishment"? What gave rise to the various countercultures like the hippies, the Free Speech Movement, the Anti-war movement, and feminists? What effect did music and television have on shaping the social constructs of those years? How did a war on foreign soil bring about a national divide? In what ways did the 1960s help set the stage for the ascent of conservatism in recent decades?

This course digs into these and similar questions by examining the social, cultural, and political struggles in the U.S. from the early 1960s through the very early 1970s. We will examine how the aforementioned groups affected change by discussing the above stated topics, and by studying the writings, music, and films associated with various counterculture groups. We will attempt to understand why these issues, occurring at roughly the same time, helped shape the American society of today.

This interdisciplinary course allows students the opportunity to select topics in the arts, religion, philosophy, and sociology for their semester research paper. Students are provided a more thorough understanding of American history by developing an enriched appreciation of the roots of many contemporary issues, conflicts, and social norms. Students will develop necessary critical skills including the ability to effectively analyze primary and secondary sources, understand and critically evaluate arguments, develop personal opinions, and select relevant examples from course materials to support those opinions.

IDC. 200-05 AMERICAN CULTURE IN THE 20's

TTh 12:15-1:30 pm 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. 200-06 MUSIC IN THE BLACK CHURCH

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

\$100 course fee

The “Black Church” has, undoubtedly, proven to be both a catalyst for social change in the United States and a constant center of social and political power in the African-American community. Music in the “Black Church” has, since the formal church’s infancy, been a richly distinctive blend of traditional African music, American folk music, European classical music (as filtered through the American classical perspective) and, eventually, American ‘pop’ music traditions. This fascinating, hybrid musical style as proven to be at the core of both

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

The present seminar will study the music in the “Black Church” from musical, aesthetic, and socio-cultural viewpoints. No previous knowledge of music is required for this class. While the general class procedure will follow a vestigial lecture and discussion format, we will proceed in a manner that involves “less memorization and more critical thinking and writing, less lecturing and note taking, more interaction and discussion [thus aiming to] encourage participatory learning through the interchange of ideas between students and professors and among students themselves.” Required texts will be supplemented by outside readings, listening/viewing assignments, as well as church and concert attendance.

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

IDC. 200-07 CRIP CULTURE TALKS BACK

TTh 1:40-2:45 pm Elizabeth Glass

*The film **Vital Signs: Crip Culture Talks Back** is one of the first and most influential films involving disabled people talking about themselves, using the words they want to use—such as crip and disabled person instead of person with a disability—to describe themselves. In the disability movement, disabled people take pride in their disabilities. The course will examine disability studies as an academic field and as a social movement in the United States today.*

Students will examine how disabled people are viewed in the United States at the present time in terms of being a social movement, a minority community, and a group with its own field of study. The history of disability and disabled persons within the United States will also be examined as will how the U.S. culture views disabled people. Students will read and view a variety of literature and works produced and written

both by and about persons with disabilities and will produce academic papers as well as a culminating multimedia project about these various facets of disability.

IDC. 200-08 HOW POPULAR CULTURE EMBRACES THE BARD

TTh 3:05-4:20 pm Kathi Ellis

How many of us were turned off of Shakespeare in High School? Through teachers uninspired by the language? By weighty and incomprehensible school productions? This course will explore how pop culture has appropriated and adapted the works of William Shakespeare into many of its own tropes and genres and thus speaks to each succeeding generation (whether or not they recognize the original source.)

Students will view/read and discuss films, theatrical adaptations, novels, popular music, online series and more as they discover how much of 'their' American culture is influenced by and derived from the 400 year-old writing of Shakespeare. Students will undertake their own research into pop culture/Shakespeare references beyond those in the syllabus.

*The course will include examples such as **The Lion King** (Hamlet), **Rosencrantz and Guildenstern Are Dead** (Hamlet), **Scotland, PA** (Macbeth), **West Side Story** (Romeo and Juliet), the **Black Adder** TV series, the work of the Reduced Shakespeare Company, various graphic novels, and the words and phrases that make their way into a wide variety of songs and commercials.*

- The formal writing requirement will be a paper in which students take their own research into the Shakespeare/pop culture connection, and demonstrate how today's versions of Shakespeare speak to their generation, and how Shakespeare's universality can bring light to specific ideas, places and individuals today.*
- Communicating effectively in speech will take the form of a small-group classroom presentation in which each student examines a specific Shakespearean adaptation/co-option.*
- Students will engage in robust class and small group discussion as well as analysis of the connections between today's 'take' on Shakespeare's themes and ideas and those in the original texts.*

IDC. 200-09 KILLING AND DYING UP THERE: STAND-UP COMEDY IN THE U.S.

M 6:00-9:00 pm Kyle Coma-Thompson

Like jazz and rock-n-roll, stand-up comedy is a distinctly American art form. Despite its roots in vaudeville entertainment in the late 19th century, by the 1960s and 70s it had become something else entirely: a platform for social critique, a means for comedians to explore the collective anxieties of American culture. In this course we will examine this crucial period of change in stand-up comedy and its lasting effects on the art form as it's practiced now in the 21st century. From Richard Pryor to George Carlin, Chris Rock to Louis C.K., Joan Rivers to Ali Wong, we will study how comedians have expanded the vocabulary of public and private discourse in America.

IDC. 200-10 THE VIETNAM WAR

Tu 6:00-8:45 pm David Green

The Vietnam War was the war that divided modern America. It was a war that cost 58,000 American lives and at least 6 times that number of Vietnamese lives. It was a conflict that sucked dry the resources for a "war on poverty" and forced a President out of office. It saw American students rise, and sometimes die, in protest to resist the government's policies. It made household words of Tet, Vietnamization, and Napalm and made places like the Gulf of Tonkin, Saigon, and Kent State University famous. From music to literature—from the Constitution to religion, not one aspect of American society was untouched by the Vietnam War. And today, it still haunts us with a strange wall in Washington, D.C.; political cynicism; and a paranoia about our national strength.

This course will examine the Vietnam War from these many perspectives and influence students to place the war within the context of our national history. The course will utilize both secondary and primary sources to provide background and topics of discussion. Additionally, students will be required to watch two movies about the Vietnam War, read assigned novels about the war, and view several clips from documentaries as discussion prompts. Finally, a centerpiece of this course will include a research paper on a topic of student choice for which students will be expected to interview at least two people who lived through the era of the Vietnam War.

Note: Movies are to be viewed outside of class!

IDC. 200-11 SET IN STONE: MONUMENTS AND MEMORY IN U.S. HISTORY

Th 6:00-8:45 pm Danielle Dodson

The recent controversies over displaying the Confederate flag in government buildings or selling Confederate flags at Wal-Mart demonstrates the complicated relationship between the past, present, and national identity. Even Donald Trump's (vague) campaign promise to "Make America Great Again" suggests there was a time in American history when things were better. This course analyzes the connections between memory, community, and identity by exploring how objects become repositories of memory for particular communities. What is memory, and how is it different from history? This course will seek to answer this question by examining how Americans celebrate, mourn, and make meaning of important people and events through monuments. These acts of remembering cover a wide range of objects, from makeshift roadside memorials to national monuments like the Lincoln Memorial. While these markers typically symbolize an event in the past, they are also visual arguments that can reveal what communities value and who is excluded from official remembering.

*As part of the course, we will also expand our notion of public memorials to discuss how the Black Lives Matter movement harnesses particular arguments about America's past and complicates ways of publically remembering tragedy. We will also examine the controversy over funding the National Women's History Museum in Washington, D.C. to demonstrate the ways that being left out of the public narrative of memory impacts identity. While our main text will be Tony Horwitz's **Confederates in the Attic**, we will also watch documentaries on the AIDS Memorial Quilt and the 9/11 Memorial and Museum. We will use the monuments and sites of public memory in Louisville as objects of study, starting with the displays at the Thomas Merton Center. The course will culminate in a final project that asks students to analyze a local monument or issue involving public memory in Louisville.*

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 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. 301-02 "SEEING THE DIVINE"

MW 12:00-1:15 pm Roy Fuller

"Seeing the Divine" is an investigation into how various human cultures have produced, been inspired by, and manipulated religious images and icons for the purpose of promoting theological, political, and social agendas. This course will utilize the tools and methodology associated with visual culture studies to examine how religious imagery has been used across a broad spectrum of theological, cultural, and political contexts. Art and religion have often been reciprocal forces, religion inspiring art and art communicating ultimate realities. Indeed, present distinctions between the aesthetic and the spiritual were, and remain in the case of some cultures, unknown to societies who produced no secular art as such. One scholar defines visual culture and its study as:

"Visual culture is what images, acts of seeing, and attendant intellectual, emotional, and perceptual sensibilities do to build, maintain, or transform the worlds in which people live.

*The study of visual culture is the analysis and interpretation of images and the ways of seeing (or gazes) that configure the agents, practices, conceptualities, and institutions that put images to work." (David Morgan, **The Sacred Gaze**, page 33)*

Seeing The Diving will explore icon, image, place, and space and they ways in which humans have used various media to convey, shape, and influence attitudes and behavior.

IDC. 301-03 GLOBAL PERSPECTIVES ON GENDER & SEXUALITY**MW 3:00-4:15 pm Derek Ruez**

This course explores the diverse understandings and practices of gender and sexuality that exist in an increasingly interconnected but radically uneven world, and it introduces students to a variety of theories and perspectives that scholars have used to understand sexuality and gender across cultures and in the context of global power relations and inequalities.

This course aims 1) to help students learn to denaturalize their understandings of gender and sexuality through an exploration of the diversity of gender and sexual identities that exist globally, 2) to equip students to explore how gender and sexuality have shaped the projects of European colonialism and globalization, and 3) to encourage students to think critically about how ideas about sexuality and gender inform current geopolitical conflicts and the broader discourses of racial, religious, or civilizational difference through which those conflicts are often understood.

Taken together, this course will engage students in critical discussion and writing around literary, religious, legal, scientific, and activist accounts of sexuality and gender across cultures, and it requires that they integrate scholarly insights from across social sciences and humanities as they sharpen their skills in analytical thinking, writing, and oral communication.

IDC. 301-04 SHAKESPEARE IN TRANSLATION**MW 4:30-5:45 pm Carol Stewart**

What happens to Shakespeare's plays when they are translated into another language? Is that still Shakespeare, or is something fundamental lost when his words and phrases are left behind? What is the essence of Shakespeare, and can that essence transcend language?

Shakespeare is the most-produced playwright the world over – not just the English-speaking world. His plays have been translated into over 80 major modern languages, with further translations into languages like Maori, P'urhepeche (the language of a pre-Columbian group of the same name), sign language, and even Klingon.

What we know and love about Shakespeare's language includes his powerful verse, his wordplay, his puns and memorable turns of phrase, and his invention of entirely new words. While a translator can follow the story of a play, draw the characters, and make use of Shakespeare's timeless themes, much of the intricacy of his language cannot make the leap. The structure of iambic pentameter itself is a perfect example: the rhythm of iambs cannot exist in a language that doesn't rely on stressed syllables for meaning.

However, translation provides an opportunity to consider new meanings and resonances within the plays. What can we find if we explore Shakespeare through the lens of a place that is set uniquely apart from the past and present culture of the Western world? What of plays produced in French, German, or Spanish? Non-English productions of Shakespeare are now touring the UK and the US with increasing regularity – what can we learn by watching these plays performed in a language we don't understand?

In this class, we will use articles, interviews, play texts, and video productions to consider the power of the works of Shakespeare in translation and the questions that these productions raise.

IDC. 301-05 SYRIAN REFUGEES: VIOLENCE, MOVEMENT, AND THE MIDDLE EAST**TTh 9:25-10:40 am Steven Gardner**

Every day we are exposed to images of people fleeing from war zones, oppressive regimes, and failing states. According to the United Nations High Commission for Refugees (UNHCR), the number of refugees worldwide is at a level not seen since the end of World War II. The numbers, in fact, are so high that even people in countries that have been only slightly affected by the crisis are experiencing what the media calls "compassion fatigue." Focusing on the countries of the Middle East and the wider Islamic World in the aftermath of the Arab Spring, this course examines the causes and consequences of forced migration. We will look at the historical origins of the ongoing refugee crises in Syria, Iraq, and Afghanistan, including the

aftermath of colonization, the impact of the Cold War, and of the U.S. led invasions of Afghanistan and Iraq. We will also examine the ways in which current national and international policies and priorities exacerbate the crisis and impede solutions. Finally, students in the course will explore the lived experience of refugees in receiving countries, including the United States. As Louisville has a substantial refugee population, an important component of the course will be firsthand encounters with refugees through service learning and outside of the classroom activities.

IDC. 301-06 CRIME IN VICTORIAN POPULAR 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, 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**. In addition, students may be assigned critical and historical readings about Jack the Ripper, Sweeney Todd, and Victorian England. Coursework will include, but is not limited to, writing a formal, thesis-driven research paper according to MLA formatting.

IDC. 301-07 ANCIENT MEDICINE TO MODERN PHARMA

TTh 12:15-1:30 pm 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:

- 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. 301-08 FRENCH FILM

TTh 1:40-2:55 pm Annie Schultz

During this course, we take a cinematic and literary journey through France. Our visual and textual endeavor starts with Lumière and Méliès, and leads us to directors such Renoir, Pagnol, Truffaut, Berri, Jeunet and Besson.

This course on French film focuses on movies not primarily for their entertainment value but for their contributions to cinema as an art form and a means of commentary upon human society. This includes technological developments, industry transformations, and theoretical discourses.

IDC. 301-09 THE ART OF STORYTELLING

TTh 3:05-4:20 pm Lindsay Gargotto

This course will explore the complexity of human trauma and how it is told through the art of storytelling using multiple genres across time and cultures. We will develop heuristic skills by engaging with stories mainly from a veteran and women's standpoint to understand the phenomenon so loosely thrown around today, known as Post Traumatic Stress Disorder or PTSD. We will use Greek mythology, Eastern/Western European folklore, poetry, memoir, fiction, creative non-fiction, and other contemporary forms of storytelling to analyze the following: 1) The creative ways in which humans share their grief and trauma and how that affects our perception of the diagnosis of PTSD, 2) contextualize the standpoint of the author and where their experiences were stemmed from, and 3) offer critical dialogue about the responsibility of the storyteller to their audience about the authenticity of the story they choose to share. This course will have reflective and research-based writing requirements, along with in-depth class discussions where participation is required.

IDC. 301-10 MUSIC AND THE NEW EUROPE

TTh 4:30-5:45 pm Samantha Barnsfather

*With the fall of communism in Eastern Europe, European music remains one of the most influential forces for shaping nationalism. **This course** commences with the emergence of the European nation-state in the Middle Ages and extends across long periods during which Europe's nations employed music to contend for land and language, and to increase the colonial scope of Europe to the entire world.*

IDC. 301-11 GLOBALLY COMPETENT CITIZENS

\$50 Course Fee

M 6:00-9:00 pm Stacy Shipman

Global Challenges is a blended learning course that teaches students to think more deeply and critically about major international and public policy issues. In so doing, it prepares students to fulfill their roles as globally competent American citizens. Global Challenges is organized around the Seven Revolutions framework, an educational resource developed by the Center for Strategic and International Studies (CSIS). The Seven Revolutions framework identifies the following seven global trends—or global challenges—as likely to transform the world over the next several decades: 1) Population, 2) Resources, 3) Technology, 4) Information, 5) Economics, 6) Conflict, and 7) Governance.

*Global Challenges is a hybrid course partnership amongst the American Association of State Colleges and Universities (AASCU), the New York Times, and various universities around the nation, and is designed to “ignite student interest by linking learning to living - serving the ideals of today's demanding educational aims by spurring critical thinking, increasing national and global awareness and fostering a more informed and engaged citizenry.” **The \$50 course fee provides access to the AASCU materials via Moodle thus no textbooks are required for this course.***

IDC. 301-12 TASTE OF INDIA

Tu 6:00-8:45 pm John Pozhathumarambil

This course provides opportunities to build new knowledge and understanding of the culture and religion 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 are 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.

IDC. 301-ON CULTURAL IMMERSION ABROAD

On-line/off-site course Gabriele Bosley

\$25 Course Fee

[For study abroad students only]

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

IDC. 401-01 QUALITY OF LIFE

MWF 9:00-9:50 am Lisa Catron

We need the basics of food, water, shelter, and clothing to survive. But is survival enough to make life worth living? Why do we strive to create improvements in our world and our lives? We hear the Quality of Life used in a variety of contexts: financial, medical, political, social, and spiritual. This course explores what is meant by Quality of Life.

Different disciplines require specific elements when discussing their definition of "Quality of Life." Throughout the semester, we will explore these definitions and trace how they have evolved. This journey will encompass reading a variety of texts to see how "Quality of Life" has and is being used to make policies in the public realm and is used to make personal life choices. We will also explore the tenets of Catholic Social Teaching as they intersect and closely relate to quality of life. Students will strive to articulate their own personal definition of "Quality of Life" and in doing so discover how their definition has been shaped. The final project asks students to take course concepts and the knowledge they have gained in their courses and in internships/work to propose a solution their future profession can enact to improve an element of Quality of Life.

IDC. 401-02 READING THE NEWS

MW 1:30-2:45 pm Olga-Maria Cruz

*This course will serve as an examination of contemporary moral issues, with **The New York Times** and other news sources serving as a springboard for discussion in the context of Catholic social teachings. Students will select one major topic and one geographical region to explore and to report on regularly to the class. All students will keep up with reading major news stories.*

IDC. 401-03 RACE, GENDER, AND CLASS EQUALITY

MW 3:00-4:15 pm 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. 401-04 JUSTICE AS A PATH TO INTERNATIONAL PEACE

TTh 9:25-10:40 am Martin Brooks

*This course is built around Glen Stassen's book, **Just Peacemaking: A New Paradigm for the Ethics of Peace and War**. Stassen assembled 23 scholars and practitioners from multiple disciplines. He presents a third alternative to the typical dualism of Just War or Pacifism. Stassen claims it is empowering and prevents violence when issues of justice are addressed, but what nuance is needed to implement these goals? Are the goals valid? The class will look for the application of these principles in current events and evaluate their effectiveness.*

Stassen and his team developed 10 peacemaking practices that they say need to be implemented. The students will evaluate each of the ten initiatives. They will need to research and update the material since the 2008 date of publication. The students will then present their findings to the class on one of the Just Peacemaking practices to the class. We will also consider several modern world conflicts and evaluate them through the lenses of Stassen's ten principles of Just Peacemaking.

*We will use the **New York Times** to identify current events that might be addressed by the principles covered in the course. Their final writing project will be to synthesize the 10 principles and apply them to an international conflict. The students will propose solutions and speculate on the potential results.*

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? These will be some of the topics we will address throughout the class.

IDC. 401-05 EVIL AND RESISTANCE

TTh 1:40-2:55 pm Mary Nebelsick

Heroes and Villains! Good Guys and Bad Guys! We live in a world where it is very difficult to tell the difference between good and evil. What is good? How should we resist evil? In this course we will take the United Nations Universal Declaration of Human Rights, adopted in 1948, as our guidepost. The Declaration states, "the recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world ..." (United Nations 1). On the eve of the 70th anniversary of the Declaration we must ask, "Have we lived up to the words and spirit of the Declaration?" We will reflect on the following questions: What is evil? What is good? Is war just? Is terrorism the same as war? What are the rights of the victims? What are the responsibilities of the victors? Can the victors and those who they defeated live together peaceably? What is our responsibility as leaders in our complex multi-cultural world?

United Nations. **United Nations Universal Declaration of Human Rights 1948**,
<http://www.un.org/en/universal-declaration-human-rights/>

IDC. 401-06 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 and other art forms 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. Through this lens, 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. We will supplement our research on arts practices in prison with articles, documentaries, written and recorded commentary, and guest speakers who will expand our understanding of prison life in general and what it means to be incarcerated in the US.

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 and speak with the men about their experiences.

IDC. 401-07 EQUIPPING AND GROWING LEADERS; BUILDING COMMUNITIES

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, human capital, group and organization development 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.

Practice on community agencies analysis, facilitation and collaborative impact will be addressed.

The course will stress the importance of moral and ethical approaches, Catholic social and economic justice considerations, and values as central features of social planning and development.

IDC. 401-08 EXPLORING SOCIAL JUSTICE

Tu 6:00-8:45 pm Brian Barnes

Students will explore a variety of ethical perspectives with the goal of understanding them-selves and others in today's multicultural world. Each student will work with a community partner to discover and deepen their understanding of social justice in the Catholic tradition. Students will be encouraged to explore their own perspectives on everyday social justice concerns like poverty, water, racism, misogyny, and hunger. Practical exercises, intense discussions, moving and seated meditation, guest speakers, explicit self-reflection, critical thinking models, and our own experience will be our tools.

IDC. 401-09 SEEING "OTHERS" THROUGH THE LENS OF CATHOLIC SOCIAL TEACHING

Tu 6:00-8:45 pm Angela Scharfenberger

In this community engagement course, students will engage with the tools of ethnography while learning about their own understanding of what it means to be a citizen who practices Catholic social teaching in the community. We will learn about ethnographic techniques used by anthropologists, such as field work, working with field notes, interview skills, and participant observation. We will gain experience in each of these methods by studying culture within a non-profit organization, where we will spend approximately 15 hours volunteering through the course of the semester. We will develop a personal understanding of what it means to live the principles of Catholic social teaching, particularly for those most in need in our city, such as immigrants, refugees, and those living in lower income neighborhoods. Through the process, we discover how learning about others is also inevitably a process of learning about ourselves.

IDC. 401-10 SUSTAINABLE ACTION WORKSHOP

Th 6:00-8:45 pm Brian Barnes

\$25 Course Fee

With the guidance of the instructor, students will initiate and build sustainable systems using local sources of waste and materials. Students will learn to organize and initiate sustainable action plans in their community. Students will read text regarding and directly observe the environmental, social, ethical, and biological realities of the worldwide trash problem. Composting and its various constituent activities are presented as one sustainable solution to the issues surrounding trash. By following contemporary non-profit models, students will discover the urban agriculture movement, the sources of their food, learn the means to feed themselves anywhere, year-round, and begin to recognize and respond to the social justice issues surrounding food and a living planet. Students will operate and maintain a small, working, local trash-based composting and vermicomposting system at the Bellarmine Garden. This class will include speakers and trips off campus.

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

IDC. 401-11 HOPE FOR SOCIAL JUSTICE

W 6:00-8:45 pm Dean Bucalos

\$25 Course Fee

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.

The \$25 course fee covers costs associated with fieldtrips and guest speakers such as honoraria.

IDC. 401-12 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 of IDC 401 will analyze current societal issues and problems through the lens of Catholic Social Teaching. Students will focus on actions we can take to influence change for the common good.

IDC. 401-13 NONVIOLENCE IN A VIOLENT WORLD

Th 6:00-8:45 pm Cody Lockhart

In a world with terrorism, wars, murders, and many other forms of violence, what is the place of nonviolence? What does nonviolence even mean and what relevance does it have for people working outside of conflict zones? In this class, you'll discuss the various types of violence in our world; explore the meaning of nonviolence from an interpersonal to a global scale; study successful nonviolent campaigns; and learn nonviolent strategies you can use in your everyday life.

IDC. 401-14 SENIOR SEMINAR

Online Isaac McDaniel

[For RN → BSN students only: meets 2/27/2017 – 4/28/2017]

The Senior Seminar is the culminating experience in the general education of a Bellarmine student. It has as its primary focus the development of the students' abilities to examine contemporary issues in a comprehensive and integrated way within a Catholic social justice perspective and a liberal arts and sciences context. Seniors from various disciplines come together in small groups with a faculty member to

*reflect on critical issues facing contemporary society, such as racism, economic and social justice, environmental concerns, national and international crises, and ethical issues arising from developments in science, medicine, and technology, as well as principles of Catholic social justice, including the recently published papal encyclical **Laudato Si**. 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.*