

IDC COURSE DESCRIPTIONS – FALL 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 MUSIC IN LOUISVILLE

TTh 1:40-2:55 pm

A. T. Simpson

\$100 course fee

Music in Louisville is a Freshman Seminar designed for music-loving first year students who wish to be introduced to the wealth of musical offerings presented by professional, semi-professional, collegiate, and amateur arts organizations in the Kentucky-Indiana-Ohio region. The aesthetic mission and vision of these groups are analyzed and discussed (in the context of their contributions to and importance for the community in which we live), along with selected examples of repertoire from the organizations' 2017-2018 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. 101-02 HOLOCAUST: A STUDY OF HATE

TTh 12:15-1:30 pm

Dan Penner

The Holocaust will be investigated in detail and substance. We will look at German culture and history and how it was a factor in its occurrence. We will see how conditions in early 20th century Germany, as well as impacting world events, were major factors in the establishment of an environment that allowed Hitler and the Nazi Party to take over the government. Anti-Semitism will be explained and explored. Hitler will be a major topic . . . why and how he was able to convince the German people to accept his ideas and follow a path of hate and destruction. The role of the world during the Holocaust, including the United States, will be addressed. Relevant to the Holocaust as well as events of today, we will examine the role of the bystander. The course will study, research and compare similar events of the past and present where man has been inhumane to man. We will look at hate, and try to learn how we as individuals can help fight this cancer of society, and pass the message of acceptance to others. There are other lessons one can learn from the study

of the Holocaust relevant to events of today. The class may very well change one's way of thinking and how one treats others in a diverse society.

IDC. 101-03 MONSTERS AS METAPHORS

TTh 9:25-10:40 am Katie Wagner

*Monsters are more than just dark, shadowy things lurking under beds. Monsters are cultural and temporal projections that have terrorized and hypnotized people from multiple cultures and across several centuries. In this seminar, students will critically examine issues surrounding the subjects of monsters and the monstrous by reading and watching primary monster narratives as well as engaging with critical analysis. Students will use theories about history, culture, race, gender, and class to explore the relevance of different types and depictions of monsters. By examining narrative structure and literary/cinematic form, students will discuss how monsters are continually reborn as metaphors for certain cultural and historical anxieties and fears. In addition to assigned critical readings, required texts may include novels like **Frankenstein**, **The Strange Case of Dr. Jekyll and Mr. Hyde**, and **Dracula** and films including **Child's Play**, **Nightmare on Elm Street**, and **An American Werewolf in Paris**. 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 may be expected to screen required films outside of class.*

IDC. 101-04 TRENDING STORIES, REAL LIVES

MWF 10:00-10:50 am Mary Nebelsick

Open your Facebook, Email and Twitter! What stories are trending? How does what you read reflect us and shape you? This course will ask how these stories directly impact our lives and our understanding of who we are. We will focus on three main topics: Identity & Race; Environmentalism & Action; and Education & Change. We are complex. Can we embrace this complexity and use it to understand each other better? Recently we have confronted the issue of identity and race. The outcry against Michael Brown's shooting has led to a call for deliberate action. The tragic murder of the pastor and members of the Emmanuel AME Church by Dylann Roof has led to greater consciousness of racism and a greater determination to combat it. The Black Lives Matter movement addresses issues of the systemic exclusion of many members of our society and calls us to examine the fundamental structures that govern our lives. How can we talk across this divide?

We should take care of "Mother Earth" but we love convenience. These conveniences can come at the cost of cultural inclusiveness as the recent protests against the Dakota Access Pipeline have shown. Yet, a "green" agenda has put many Americans out of work. We will ask whether or not our planet is dying and if our environmental worries are just hype. Have we ignored the complexity environmental crisis? Can we do anything? Should we do anything?

Is education a right or a privilege? Does education lead to economic growth and societal stability or does it lead to societal transformation and radical change? Can education lead to peace? The U.S. champions education for all but other countries deny education to girls. Investigating these issues and how they affect us will help us discover who we are.

IDC. 200 COURSE DESCRIPTIONS

Catalog description

IDC. 200 – Sophomore US Experience (3)

These courses are designed to focus on an important issue connected with the history and nature of U.S. culture. Each course offering is studied through approaches provided by more than one discipline of thought. For example, a course on the American Family might involve working from a combination of sociological, psychological, and literary perspectives; a course on the U.S. Constitution might include the philosophical, political, and historical factors that contributed to its writing and character; and a course on the American Space Program might combine scientific and historical approaches. This course builds on and further develops the set of skills/abilities introduced in IDC.101, in part, by culminating with a final project that combines research and critical analysis and emphasizes the research component of the project.

IDC. 200-01 AMERICAN LIVES

TTh 9:25-10:40 am Kerri Horine

In this course we will take a two-fold approach to autobiographical writing. We'll look at theory and technique as well as examine published autobiographical writings by American authors. These texts will range from memoirs to essays to poetry to film to art that all stem from lived experience. The authors will also come from various time periods, including contemporary, and diverse cultures within American mainstream culture, subculture, counter-culture and ethnic groups. In addition to our investigation of the craft of autobiographical writing, we'll explore how place shapes an individual's personal or public identity.

IDC. 200-02 BANNED BOOKS IN AMERICA

TTh 12:15-1:30 pm Katie Wagner

*Every year the Library of Congress hosts a banned books week, encouraging everyone to celebrate the freedom to read. Many believe that banning books only happened in the far past or only in isolated and conservative locations. Yet every year new books are banned/challenged all across America. What exactly are banned or challenged books? Why are they banned and challenged? And how are we to understand the continual banning/challenging of books within context of our American ideals of freedom of expression and lack of censorship? In this course, students will seek answers to these questions by approaching the banning/challenging of books historically and culturally. Through the reading of books that have been banned/challenged, students will attempt to understand both the original bans/challenges leveled against the texts as well as the merit of such bans/challenges. Students will explore how issues of language, sexuality, religion, race, and gender within narratives are compounded by questions of the intended readers' age, location, culture, and other demographics. Ultimately, students will critically evaluate the problems of banning/challenging books, the value of celebrating banned books, and possible solutions to the difficulties raised by banning. Required texts may include **The Adventures of Huckleberry Finn, To Kill a Mockingbird, Where the Wild Things Are, And Tango Makes Three, Harry Potter, Captain Underpants, and The Absolute True Diary of a Part-Time Indian**. Supplemental critical readings may be assigned. Coursework will include, but is not limited to, writing a formal, thesis-driven research paper according to MLA formatting. In addition to completing the readings on their own, students will be expected to screen any videos/films outside of class.*

IDC. 200-03 AMERICAN CONSTITUTIONAL RIGHTS

TTh 4:30-5:45 pm Joe Dunman

Most Americans are familiar with the political battles for civil rights in America, from women demanding the right to vote, to African Americans demanding an end to Jim Crow, to gays and lesbians demanding the right to marry. But those political movements were also constitutional - they were inspired by the promises of

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

IDC. 200-04 TRAUMA: IMPACT ON DEVELOPMENT

TTh 9:25-10:40 am Jennifer Sinski

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

IDC. 200-05 RACE: ARE WE SO DIFFERENT?

M 6:00-9:00 pm Timothy James McCollum

Embracing the University's commitment to examine and interrogate U.S. historical perspectives and narratives as well as issues of difference, this course will explore the multivalent concept of “race” as framed by intersecting considerations of history, biology, and sociocultural context as pursued within the discipline of anthropology. Although an emphasis will be placed on experiences within the United States, those experiences will be situated within global context, thus enhancing student understanding and appreciation of the U.S. human geography and cultural diversity writ large. Among others, some of the topics to be addressed include the emergence and establishment of the race concept, scientific racialism, the invention of whiteness, separate but (not) equal, race as (not) biological variation, human genetic variation, and race in relation to education, health and wealth. Special attention will be placed on the character and experience of cultural, structural and institutional violence as well as civic engagement and conflict resolution as expressions of Catholic social justice.

IDC. 200-06 MUSIC IN THE BLACK CHURCH

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

\$100 course fee

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

power within the African-American community and b) the church's 'public persona' in the society-at-large. This course will study the music in the major denominations of the "Black Church" from musical, aesthetic, and socio-cultural viewpoints. No previous preparation or knowledge of music is expected or required for this class. While the general class procedure will follow a vestigial lecture and discussion format, we will proceed in a manner that involves less memorization and more critical thinking and writing, less lecturing and note taking, more interaction and discussion [thus aiming to] encourage participatory learning through the interchange of ideas between students and professors and among students themselves. Required texts will be supplemented by outside readings, listening/viewing assignments, and church/'concert' attendance. **Course fee of \$100 pays for tickets to various musical events as well as honoraria for guest musicians.**

IDC. 200-07 IDENTITY AND EVERYDAY LIFE IN THE U.S.

TTh 1:40-2:55 pm Annette Powell and Cathy Sutton

Who are you?

When you meet someone for the first time, how do you identify yourself? Do you tell them the name your parents gave you? The nickname friends use? Do you let the person know where you go to school or what you're studying or where you work? Do you mention friends or acquaintances you have in common? Do you tell them where you and your family are from?

When you consider what makes up your identity, have you considered factors such as what people "see" when they look at you, and the experiences you bring to each interaction? The place where you grew up, where you went to school, your religion, ethnicity, race, class, family history — do any of these elements contribute to how you think about yourself? Do these dimensions of our self-definition expand or limit our access to new social groups or new opportunities? How well do we understand those who exist outside of our individual groups? This course offers a study of the United States from different generational, cultural, racial/ethnic, and gendered/transgendered points of view. Rather than support or explore just one point of view, we will engage the class in thoughtful discussions that allow examination of our national identity. While everyone will bring their own subjectivities and experiences to discussions, the purpose of this class is NOT that we all agree with each other. Our discussions will be an opportunity to engage, from a variety of critical perspectives, how identity is constructed through rhetorics of democracy, opportunity, and inclusion.

Over the course of the semester we will examine a variety of provocative issues and events of the last few years. Through these discussions, students will hone their critical and rhetorical listening, reading, and thinking skills to reflect on and analyze their own subjectivities and the subjectivities of others.

IDC. 200-08 CULTURES OF MEDICINE

MW 12:00-1:15 pm Sarah Berry

This course investigates concepts of health and illness from a comparative cultural standpoint through novels, stories, family histories, and memoir. We begin by considering « western » biomedicine as a culture in its own right, complete with a special language, rituals, beliefs, and social roles. Then, for the rest of the course, we will investigate concepts of illness and healing within some cultures that are indigenous to the US and in others that have migrated to the US, paying attention to culturally-diverse constructions of body/mind, self/community, and illness/wellness. These accounts include writings by Puerto Rico-Americans, Haitian-Americans, Hmong Americans, people of the African American Sea Islands, people of two very different U.S. American Indian cultures (Pueblo and Ojibwe), and Mexican-Americans (Chicanos). We will situate the assumptions, beliefs, and experiences of illness and healing in each of these communities within their cultural traditions, including their literary or storytelling forms.

By the end of the course, you will have a breadth and depth of understanding of the ways in which health and illness (both physical and mental) reflect diverse cultural values and histories. We will also consider the many ways in which literary narratives demonstrate and even intervene in historical struggles among cultures. You will have a critical and theoretical vocabulary for discussing concepts of illness and healing among several

cultures, developing some cultural competence and literary interpretation skills. We will work toward a final researched thesis paper on a cultural tradition of your choice. We will also work on pre-writing techniques, research and assessment of sources, and bibliographic exercises as well as develop active reading skills and productive discussion skills, including small-group discussion through online posts and leading a discussion about your post.

IDC. 200-09 CULTURES OF MEDICINE

MW 3:00-4:15 pm Sarah Berry

This course investigates concepts of health and illness from a comparative cultural standpoint through novels, stories, family histories, and memoir. We begin by considering « western » biomedicine as a culture in its own right, complete with a special language, rituals, beliefs, and social roles. Then, for the rest of the course, we will investigate concepts of illness and healing within some cultures that are indigenous to the US and in others that have migrated to the US, paying attention to culturally-diverse constructions of body/mind, self/community, and illness/wellness. These accounts include writings by Puerto Rico-Americans, Haitian-Americans, Hmong Americans, people of the African American Sea Islands, people of two very different U.S. American Indian cultures (Pueblo and Ojibwe), and Mexican-Americans (Chicanos). We will situate the assumptions, beliefs, and experiences of illness and healing in each of these communities within their cultural traditions, including their literary or storytelling forms.

By the end of the course, you will have a breadth and depth of understanding of the ways in which health and illness (both physical and mental) reflect diverse cultural values and histories. We will also consider the many ways in which literary narratives demonstrate and even intervene in historical struggles among cultures. You will have a critical and theoretical vocabulary for discussing concepts of illness and healing among several cultures, developing some cultural competence and literary interpretation skills. We will work toward a final researched thesis paper on a cultural tradition of your choice. We will also work on pre-writing techniques, research and assessment of sources, and bibliographic exercises as well as develop active reading skills and productive discussion skills, including small-group discussion through online posts and leading a discussion about your post.

IDC. 200-10 SLAVERY & ABOLITION

Tu 6:00-8:45 pm David Green

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

Americans today know too little about how slavery influenced the development of America, its culture, and the racism that arose along with it. This course will address the complex (and sometimes controversial) issues that surrounded slavery. It will investigate the ways in which liberty-loving people attempted to justify the enslavement of others. It will consider the role that slavery played in causing the Civil War and how people involved in the war made emancipation a goal of that war. Finally, the course will examine how the heritage of slavery has impacted the nation we have inherited.

The course will be a seminar course with discussions based on reading the following books:

- ***The Half Has Never Been Told*** by Edward E. Baptist
- ***To Be a Slave*** by Julius Lester
- ***Freedom National: The Destruction of Slavery*** by James Oakes
- ***A Short History of Reconstruction*** by Eric Foner

In addition to the assigned readings, students will participate in debates, role-plays, and mock trials. Video excerpts will be viewed and discussed. A research paper will be assigned along with a mid-term test and a final.

IDC. 200-11 GRAPHIC MEMOIRS IN MEDICINE

MW 1:30-2:45 pm Elizabeth Glass

What's a graphic memoir? It's just like a graphic novel, only it's true stuff about the author's life. You might think that there is no way that graphic memoirs could be about serious topics, but they can. They're quite often even about medical things. We'll examine how some graphic memoirs act as patient narratives, which are how people with illnesses (psychiatric or physical) talk about their illnesses. The cool thing is they're fun to read!

IDC. 200-12 SOUTHERN GOTHIC FICTION

TTh 3:05-4:20 pm John Schuler

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

IDC. 301 COURSE DESCRIPTIONS

Catalog Description

IDC. 301 – Junior Transcultural Experience (3)

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

IDC. 301-01 TASTE OF INDIA

Tu 6:00-8:45 pm

John Pozhathuparambil

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

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

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

Students will then learn to:

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

IDC. 301-02 GODS, HEROES, AND HUMAN BEINGS

MWF 11:00-11:50 am

Evanthia Speliotis

This course is intended to introduce the student to the ethos, culture, and values of the people of Ancient Greece by looking at Homer's presentation of the Greeks and the gods in the Iliad and the Odyssey. Hesiod claims that the end of the Trojan War signaled the death of the hero and the birth of a new era and a new ideal for human beings. Is he correct? To tackle and evaluate this question, we will be considering the following:

- (a) What is the “ideal human” (or hero) like in the Trojan War era? What is the “ideal human” like in the post-Trojan War era?
- (b) What role do the gods play in human life in the Iliad? In the Odyssey?
- (c) Is there a relationship between the role of the gods and the “ideal human” type?
- (d) Finally, what does our examination of the “ideal human” type during and after the Trojan War teach us about Ancient Greek society? Does it teach us anything about ourselves and our own society?

The class is based on a close textual reading of Homer’s Iliad and Odyssey, supplemented by class discussion, and a variety of writing assignments aimed at developing students’ critical thinking and writing skills and, ultimately, enhancing and developing students’ appreciation and understanding of the texts and the issues (cultural, historical, moral) embodied in them.

IDC. 301-03 REMEMBER AND FORGET: JEWISH LITERATURE

MWF 1:00-1:50 pm Mith Barnes

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

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

IDC. 301-04 THE GLOBALIZATION OF DRINKING

W 6:00-8:45 pm Danielle Dodson

A visit to Churchill Downs, where the Mint Julep has been the signature drink for almost a century, demonstrates the close relationship between bourbon and identity in Kentucky. This course posits that we are, essentially, what we drink. We will take three drinks and their respective regions - tea in England, bourbon in Kentucky, and wine in France - to see how drinking habits influence politics, culture, and history. We will also analyze the intersections of gender, literature, globalization, and sociology in different drinking cultures. Drinking a cup of tea in England involves swallowing a complicated ethical and political history. English tea consumption in the seventeenth and eighteenth centuries drove exploration and slavery and dramatically impacted people from India to the Caribbean. Tea also shaped culture in England, spurring the Industrial Revolution and helping to define social standing. Tea advertisements romanticized tea and hid the human cost of tea production. Even today, most Indian tea workers are women who labor (many on less than \$3 a day) on farms run by men.

*This course will investigate how something as seemingly innocuous as what we drink can impact communities across the globe. As a part of understanding the history and ethics around the foods we drink, students will also submit research papers and craft presentations about a particular region’s relationship with drinking. For example, students could explore the implications of Americanization through Starbucks’s plan to open stores in Italy (where the cappuccino culture is at odds with American coffee consumption) or analyze coffee production in South America to see how a coffee bean makes it from Peru to Heine Brothers. Course readings include Tom Standage’s **A History of the World in 6 Glasses** and Piya Chatterjee’s **A Time for Tea: Women, Labor, and Post/Colonial Politics on an Indian Plantation**.*

IDC. 301-05 SURVIVOR STORIES: RESILIENCE, HOPE, AND TRUTH?

TTh 12:15-1:30 pm

Lindsay Gargotto

Human beings are capable of surviving some of the most horrific conditions one can possibly imagine – and do we give their stories the justice and respect they deserve? This course will explore narratives written by survivors from a range of eras such as Abolition and the Holocaust to the present day on Human Trafficking and Addiction Recovery. What will you hear in their stories? Resilience? Faith? Hope? We will explore the range of human emotions that each writer goes through as they overcome their own personal wars. We will have to understand the context of each story – the social climate, the environmental conditions, and the general atmosphere in order to fully understand the significance of each story and the storyteller’s position – what they have at stake by telling their story. There are always stakes involved. We will follow-up by questioning the authenticity of each writer’s story – the soundness of each author’s voice, the feasibility of their actual story, what other critics and audiences have already said about the author, and most importantly does any of that matter – does it change their story. Survivor memoirs exist for a purpose – to show all of us the magnitude of human resilience ultimately giving us hope. Will you find hope in these stories? Explore with us what more you can find in the survivors story.

IDC. 301-06 GLOBAL CHALLENGES: EDUCATING GLOBALLY COMPETENT CITIZENS

M 6:00-9:00 pm

Stacy Shipman

\$50 course fee

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.

\$50 course fee pays for required learning materials (in lieu of textbook costs).

IDC. 301-07 FANDOM AND GEEK CULTURE

MWF 12:00-12:50 pm

Renee Culver

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

IDC. 301-08 ANCIENT MEDICINE TO BIG PHARMA

Course cancelled

IDC. 301-09 CHOCOLATE, MEDICINE, AND EMPIRE

MW 12:00-1:15 pm

Christine Jones

The ancient Incan, Mayan, and Aztec cultures considered hot chocolate a cultural staple for hundreds of years before the European invasion of those empires brought them knowledge of it. Spanish conquistadors marveled at how much the 9th Aztec Emperor Montezuma II drank and how it appeared to be linked to his

power. Confounded Jesuit priests said it was the work of diabolical forces or praised it as divine medicine. The earliest record of life in the colonies, a 1575 codex by Bernadino de Sahagún written in side-by-side Nahuatl and Spanish even provides a recipe. But until the first Spanish publication on chocolate by Colmenero de Ledesma (Madrid 1631) was translated into English in 1640, neither the beans nor the knowledge of how to use them circulated beyond Spain. Thus, while the Spanish history of cacao dates to the earliest period of Spanish occupation of Mesoamerica, the general European experience of the drink, particularly for England and France, took about a century. What you probably did not realize when you last bit into a chocolate bar is that it contains one shocking and conveniently hidden ingredient: the bloody European conquest of the Americas.

Chocoloholism—with which you and your loved ones are likely afflicted—began with the story of taking the New World for Europe. It contributed to medical history and the rise of elite gastronomy, and much more recently has fueled the domination of world commerce by Nestlé. In short, chocolate is the story of what we might call Consumer Empire. If you know little or nothing about the European Renaissance, 17th century, 18th century, 19th century, the Incan Empire, the Mayan economy, Aztec ritual, enslaved African children, alchemy, chemistry, apothecaries, or why you speak English, you are in the right place. Chocolate can teach you something about all of these glorious and gruesome episodes in world history.

IDC. 301-10 “OTHER” LATIN@ CULTURES IN THE U.S.

MW 4:30-5:45 pm

Cynthia Martinez

This course explores Latin@ populations through an examination of the scope, limits, and understandings that make up the concept of “Latinidad.” My course organization will begin with a presentation of texts that treat the predominant communities and understandings within “Latinidad” in order to foreground what my course title of “other” Latinidades may signify. In so doing, the beginning of this course will include texts that treat Latinidad as an umbrella term that encompasses any subject of Latin American origin or heritage in the United States, while also considering the history of the concept’s construction, which features Chican@, Puerto Rican, and Cuban-American communities as key players. My course’s shift to contemporary Latin@ texts will examine the proposition by scholars that Central American and South American populations stand out as “othered” within Latin@ communities due to their invisibility and impossibility for representation within the naturalized constructs of Latinidad.

This course will primarily include literary texts and cultural productions by transnational Central American and South American subjects in the United States. Novels, poems, and films will be the primary texts of analysis. Coupled with primary texts, this course will additionally offer secondary and theoretical readings that may help students interpret and understand the context and literary devices seen in primary texts. My proposed secondary texts will consider several key issues I intend to examine within this course: the transnational and hemispheric relationships of América, models of cultural difference such as hybridity and border consciousness, and tropes of “otherness” such as double consciousness and “invisible minorities.”

This course will encourage students to consider the following questions: how do ethnoracial markers operate in our society? Who creates them? Who is labeled by them and how does this affect their lives and subjectivity? Are we studying populations beyond or within the United States (or both)? How does exploring “othered” populations affect our thoughts on what being “American” in the United States means?

IDC. 301-ON CULTURAL IMMERSION ABROAD (For study abroad students only)

On-line course

Gabriele Bosley

\$25 Course Fee

IDC. 301 – Transcultural Experience is the third course in the four 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 course description refers to this final 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:

- *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.*
- *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.*
- *To build on reading, writing, and critical thinking skills developed in prior IDC courses by completing a research project.*

IDC. 301-12 THE BEAUTIFUL GAME: SOCCER AND MODERN LATIN AMERICA
MW 3:00-4:15 pm Bill Donovan

Soccer is the world's most popular sport. But fútbol or futebol, is more than just a sport in Latin America. Soccer defines national identity and losing is viewed as a national tragedy. It expresses social class, racial, and gender politics. We will first study Football's contested origins and how it came to Latin America with British imperialism in the late nineteenth-century. Although initially seen as too violent, Latin America's elite adopted the game and tried to exclude lower class participation. We'll examine how the lower class then came to dominate football and how professional football replaced the amateur game. At the same time, we'll discuss why the U.S. rejected soccer while most of the world embraced it. Football and politics are inseparable in Latin America. Democratic politicians and military dictators promoted football to stay in power. We'll see how drug lords bought teams and built stadiums. We'll examine the impact globalization has had on Latin American football. We'll discuss if national styles of football really exist; and finally, we'll consider if classic Latin American football, one characterized by grace, movement, and creativity, remains on the playing field.

IDC. 401 COURSE DESCRIPTIONS

Catalog Description

IDC. 401 – Senior Seminar (3)

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

IDC. 401-01 QUALITY OF LIFE

MWF 10:00-10:50 am Lisa Catron

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

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

IDC. 401-02 SENIOR SEMINAR

MW 1:30-2:45 pm Isaac McDaniel

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

IDC. 401-03 EQUIPPING & GROWING LEADERS; BUILDING COMMUNITIES

W 6:00-8:45 pm Edgardo Mansilla

Using theories from the behavioral and social sciences, this course will provide students with a basic theoretical, methodological, value, and skill base in social planning within a context of community development, organization and advocacy. Methods of helping population groups develop and gain meaningful participation in community decision-making processes will be explored. Processes of planning and community development will be analyzed with particular emphasis on the role and influence of the political economic process on social priority determination, and policy and resource development. The course

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

IDC. 401-04 EVIL AND RESISTANCE

MWF 12:00-12:50 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.

www.jus.uio.no/lm/un.universal.declaration.of.human.rights.1948/sisu_manifest.html. Accessed August 1, 2016.

IDC. 401-05 BECOMING GLOBAL CITIZENS

TTh 3:05-4:20 am Jud Hendrix

This course will develop the external and internal capacities of global awareness and citizenship. The 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 and engaging local immigrant and refugee populations. Students will develop an awareness of the complexity of global issues and a compassion for global social needs through the perspectives and wisdom of local internationals. A central element of the class is developing and hosting a migration and refugee camp simulation.

IDC. 401-06 RACE, GENDER, AND CLASS DISCRIMINATION IN THE U.S.

TTh 9:25-10:40 am Donna Morton

This class will explore the social, economic, and political treatment of racial/ethnic minorities, women, the poor and marginal. Students will examine the historical context in which race, gender, and class have been used to treat persons differently from those who set and enforced public policies. The class will explore the treatment of Native Americans, African slaves, women, immigrants, and those who did not own land during the colonial period. It will progress through exploration of the current status and roles of members of these groups today. Students will research the roles of education, religion, and law in preventing or enabling equity. How has discrimination against these groups affected their current abilities to be treated with equity? Do they share the same struggles? How have systems of power and legislation manipulated these groups to work against each other's progress in fulfilling their aspirations of equal treatment under the law and in the daily workings of the culture? How might these struggles be addressed together to end all forms of discrimination? Students will be expected to articulate their own views on race, gender, and class, exploring their own cultural experiences as well as reflecting on the views expressed in the required readings. In this class, students will read articles or books or excerpts by such authors as Martin Luther King, Jr., Dorothy Day, Maya Angelou, Shirley Chisholm, Caesar Chavez, Marian Wright Edelman, Peter Edelman, Belle Hooks, Dr. Cornel West, Pope Francis, and Bishop Desmond Tutu.

Students will research current media (newspapers, film clips, social media, T.V. and radio) to examine how people in these groups are depicted today, what stereotypes and assumptions are made and how those affect

the values students develop. The course will include lectures, discussion, class presentations (individual and group), and guest lectures. There will be quizzes, a research paper, and final exam.

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

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

IDC. 401-07 JUSTICE: WHOSE AND HOW?

MW 12:00-1:15 pm

Roy Fuller

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

The purpose of this course is to discover the basic resources which our beliefs and traditions offer us in addressing the problem of justice. In class we will discuss and study the history of the nature of justice from the time of Plato and Aristotle until that of contemporary thinkers such as John Rawls and Charles Taylor. It will include, as well, a debate about the cultural and historical development of the concept of justice. The current debate on the possibility of the development of a common language about human rights and social ethics, in spite of a diversity of religious and cultural foundations, will be presented. Can Eastern and Western societies advocate for justice and human rights even though they do not share the same moral and religious foundations? Is a universal declaration of human rights possible in a world riven by religious and cultural fragmentation?

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

IDC. 401-08 READING THE BOOK OF NATURE

MW 3:00-4:15 pm

Cody Nygard

Medieval scholars, philosophers, and theologians acknowledged that God had been made known through two books: the book of Scripture and the book of Nature. This course will focus on learning how to "read the book of Nature" through personal experience in the field and intellectual interaction with experts of environmental ethics. Classes will be held part-time in the classroom, where through readings and discussions, students will develop a personal working environmental ethic, and part-time outdoors, observing our environment and experiencing the flora and fauna of our local ecosystem. Readings will be dissected and interpreted through Catholic (and broader Christian) social teachings and theologies; field work will consist of learning how to observe, identify, and research elements of nature. Weaving together the philosophical and practical sides of environmental study is what makes this course unique. Topics to be surveyed include: global warming,

conservation and responsible land use, species extinction, fossil fuel extraction and use, sustainable living, human population and environmental impact, and others.

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

W 6:00-8:45 pm Julie Armstrong-Binnix

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

This section emphasizes taking action for social justice.

IDC. 401-10 THEATRE AND PRISON

TTh 4:30-5:45 pm Carol Stewart

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

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

IDC. 401-11 EXPLORING SOCIAL JUSTICE

Tu 6:00 – 8:45 pm Brian Barnes

Students will explore a variety of ethical perspectives with the goal of understanding themselves and others in today's multicultural world. Each student will design his or her own semester project that combines practical, off-campus fieldwork with academic source material. Students will be encouraged to explore their own perspectives on everyday social justice concerns like poverty, racism, misogyny, and hunger. Practical exercises, intense discussions, moving and seated meditation, guest speakers, overt self-reflection, critical thinking models, and our own experience will be our tools.

IDC. 401-12 HOPE FOR CHANGE: EXPLORING SOCIAL JUSTICE \$25 course fee

Th 6:00-8:45 pm Dean Bucalos

The course will consist primarily of discussions in class, presentations on selected social justice topics, in-class participation and field experiences. Students will be expected to complete all of the required readings in a timely manner, since they will be discussed on a regular basis and will form a basis for our field experiences. Reflection papers and a final research project focused on the issues discussed and experienced are part of the curriculum. Class attendance is of utmost importance. The topics explored and examined will focus on critical issues confronting contemporary society, with some emphasis upon Louisville and Kentucky. Among the

topics we may explore are hunger, restorative justice and corrections, housing, homelessness, violence in America, environmental justice, immigration, health equity, disabilities, and addiction. We will be introduced to the scope of these problems by experts in the field who will provide us not only with a background but also will give us in-person encounters by visits to various sites in the city engaged in these issues. We will participate in service learning projects which may include an evening at Kids Against Hunger (packaging meals to be sent abroad) and an evening at The Family Emergency Shelter (providing crafts and games for children who are homeless). Each student will be expected to complete a service project outside of class volunteering at selected agencies in the Louisville community. Our site visits may include trips to The Healing Place, Kentucky Refugee Ministries, Dare to Care, Cedar Lake Lodge, The Center for Health Equity, Habitat for Humanity, Our Father's House (a halfway house) and an Environmental Justice tour of the city. The readings will be from two selected textbooks. The readings are designed to assist students in developing a wider, integrated understanding of the ideas, positions, values and perspectives of the topics being considered for discussion. The topics will be considered in the context of the principles and teachings of Catholic social justice. One of the goals of this class is to examine root causes and seek solutions to these contemporary problems facing our culture today.

In this seminar, each participant is co-responsible for his or her learning as well as the learning of the other participants. Consequently, each participant is at once teacher and student: a teacher who contributes insights and shares information to assist others in developing a fuller understanding of the topics under discussion, and a student who learns from the contributions of others, from the readings, from independent research and from other educational experiences incorporated into the course.

The \$25 course fee covers guest speaker honoraria and expenses related to field trips.

IDC. 401-13 SUSTAINABLE ACTION WORKSHOP \$20 course fee

M 6:00 – 8:45 pm Brian Barnes

Urban Agriculture and Sustainable Action

With the guidance of the instructor, students will initiate and build sustainable systems, mainly using local sources of waste and recycled construction materials. Students will learn to organize and initiate sustainable action plans in their community.

Students will read text regarding and directly observe the environmental, social, ethical, and biological realities of the worldwide trash problem. Composting and its various constituent activities are presented as one sustainable solution to the issues surrounding trash. By following contemporary non-profit and for-profit models, students will discover the urban agriculture movement, the sources of their food, learn the means to feed themselves anywhere, year-round, and begin to recognize and respond to the social justice issues surrounding food and a living planet. Students learn to operate composting, vermicomposting, and other sustainable systems in the Metro area. This class will include speakers, trips off campus, and extracurricular projects.

There is a \$20 course fee to cover building materials for each student and fees at off-campus activities.

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

W 6:00 – 8:45 pm Martin Brooks

Through globalization, the world seems increasingly interconnected, informed and conflicted. Can we explain world conflict simply in terms of religious actors choosing extremism or is it more complicated than that? Do human rights, educational levels, access to health services and economic position affect conflict? How does the hegemony of the powerful affect the stability of this new world order? How do transnational actors, not aligned with any state, affect the balance of power that is based on international law and nation states? Is liberal democracy an answer for the world? Is the United Nations a realistic broker to address international grievances? How do we balance the demands of realism and liberalism, security and faith? Can religion be a

positive force for change? If issues of justice were addressed, how might that change things? What roles should governments, non-governmental organizations and grassroots initiatives play?

IDC. 401-15 THE NEW GOOD DEATH

TTh 12:15 – 1:30 pm Amy Tudor

In this course, students will explore the history of “The Good Death” and how this 15th century ritual has influenced our contemporary ideas of dying well. We will examine how these concepts have influenced such contemporary issues as physician-assisted suicide, end-of-life decisions, the treatment of civilian and military casualties in war, the political use and misuse of dead bodies, modern burial practices, and the use of human corpses in educational exhibitions and the fine arts. The course will also consider the Catholic Church’s position on these issues and how our treatment of the dead and dying is related to wider issues of social justice.