

**IDC COURSE DESCRIPTIONS – SPRING 2019**  
*Scroll down for IDC-401 course descriptions*

**IDC-101 COURSE DESCRIPTIONS**

**Catalog description**

**IDC-101: First Year Seminar (3 credit hours)**

First Year 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 the First Year Seminar is to help students begin to achieve a set of skills/abilities required for success at the university level and beyond. The topics of First Year 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 SOCIAL INEQUALITY IN *THE WIRE***

**TTh 9:25-10:40 am Conor Picken**

**[Compassio Learning 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. 101-02 WELCOMING THE STRANGER: RADICAL HOSPITALITY & CIVIC ENGAGEMENT**

**TTh 12:15-1:30 pm Renee Culver**

**[Compassio Learning 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. 101-03     DIAGNOSING THE SOUL**

**MW 12:00-1:15 pm     Jessica Hume-Moore**

**[Galileo Learning Community students only]**

*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. 101-04     DEATH & THE CORPSE**

**MW 4:30-5:45 pm     Amy Tudor**

**[Galileo Learning Community students only]**

*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. 101-05     DIAGNOSING THE SOUL**

**[Galileo Learning Community students only]**

**MW 4:30-5:45 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. 101-06     DEATH & THE CORPSE**

**TTh 9:25-10:40 pm     Amy Tudor**

**[Galileo Learning Community students only]**

*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**

**TTh 9:25-10:40 am     Jessica Hume-Moore**

**[Galileo Learning Community students only]**

*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     DEEP ECOLOGY**

**MW 1:30-2:45 pm     Beth Bell**

**[Required for Terra Learning Community students but open to all students interested in environmental issues]**

*Primarily for the Terra Learning Community, this course will focus on current topics related to our shared environmental community. Students will explore ecological and environmental issues from scientific and spiritual perspectives, and include cultural, sociological, technical and behavioral aspects of sustainable living. Two to three specific topics will be determined between instructor, Terra student interests, and from Pope Francis's Encyclical Letter, dated May 24, 2015. Students will listen to several voices on each topic, including scientists (i.e. geologists, climatologists, and wildlife biologists), environmental activists, community and spiritual leaders, and/or politicians; identifying their passion, preparation, practice, and ultimately their credibility as a leader in their field.*

*As a culminating experience for this course, we will partner with a local environmental organization for community exploration.*

The following IDC-101 sections (09 through 17) are all focused on exploring the community as part of our Quality Enhancement Plan (QEP), **Exploring Self, Exploring Community**. Following on from BU-100 which concentrated on **Exploring Self**, these IDC-101 section will continue the journey (using the skills developed in First-Year Focus) into **Exploring Community** and how we as individuals can best interact with the various communities to which we belong and with whom we interact. Each section will collaborate with a different community organization to help guide our exploration. We want these interactions to serve as examples of equitable, reciprocal, and enriching collaborations between Bellarmine and local/regional partners and thus lay the foundations for successful community engagement opportunities for our students. All sections will take a common approach in exploring different aspects of community including *definition of community, community as ecosystem, analysis of community, and community exploration*. Each section will work with their community partner on a final research project that will address one or more issues faced by the partner. There is no service-learning requirement for these sections.

**\*\*\*\*\*Please note that community partners may be subject to change\*\*\*\*\***

**IDC. 101-09 EXPLORING COMMUNITY – Olmstead Park Conservancy**  
MW 1:30-2:45 pm Carolyn Waters

**IDC. 101-10 EXPLORING COMMUNITY – (partner to be determined)**  
MW 3:00-4:15 pm Renee Culver

**IDC. 101-11 EXPLORING COMMUNITY – Louisville Youth Group**  
MW 3:00-4:15 pm Caitlin Simpson

**IDC. 101-12 EXPLORING COMMUNITY – Facilities Management Services**  
MW 4:30-5:45 pm Kristen Wallitsch

**IDC. 101-13 EXPLORING COMMUNITY – One West**  
TTh 12:15-1:30 pm Shannon Hensley

**IDC. 101-14 EXPLORING COMMUNITY – Kentucky Refugee Ministries**  
TTh 3:05-4:20 pm Cathy Sutton

**IDC. 101-15 EXPLORING COMMUNITY – Catholic Charities**  
TTh 4:30-5:45 pm Lory King

**IDC. 101-17 EXPLORING COMMUNITY – Family Scholar House**  
MW 4:30-5:45 pm Elizabeth Cassady

**IDC. 101-18 FREEDOM'S SONG: CIVIL RIGHTS & THE CHURCH**  
MWF 9:00-9:50 am Mary Nebelsick

*Voices of courage are raised in the cause of freedom. In this course, we will explore these voices and the songs that inspired them. Infused with religious themes, these songs inspired civil rights leaders and religious leaders to champion the struggle for civil rights. Many leaders of the civil rights movement boast religious roots and religious themes are at the heart of much civil rights discourse. Grass roots movements for civil liberation have used insights from religious organizations to lift up their members and motivate them to action. Black and white clergy have joined together to promote the full participation of all U.S. citizens in our electoral system.*

*This course will look at the early freedom songs, the pivotal role played by the Quaker movement, the leaders of the independent African American Churches, the prominent role played by the Southern Christian Leadership Conference and the relationship between Martin Luther King Jr., Thomas Merton, President Kennedy and President Johnson. We will end by exploring the current discussion about Civil Rights and how both Church and society are struggling to meet the demands of freedom.*

**IDC. 101-19 SEEKING TRUTH IN MEDIA**  
MWF 10:00-10:50 am Kate Breen

*This course explores academic and practical questions about the effects of media on our identity as individuals, as Americans, and as citizens of a global society. Critical thinking skills and media literacy are vital to the survival of a democracy grounded in free expression and honest discourse, especially in a culture inundated with messages, some intended to inform, some to misinform.*

*Beginning with a fundamental investigation of the English language, its development, levels of usage, and sociolinguistic effects, we will move to the topics of rhetoric and persuasion, from the Greeks to George Orwell to truth in advertising and “fake news.” Through active discussion and writing, both in class and*

online, students will analyze modern communication from U.S. and European sources and examine the crossover from persuasion to propaganda, from the era of WWI to Brexit. Watching content from cable news outlets, American broadcasters, and the BBC, students will participate in deconstructing not just what is being said, but how it is being said, and with what effects. Using a spectrum of media examples – tweets, speeches, posters, magazine ads, news publications, TV programming, the Internet, and social media platforms – students will ask essential questions: Who is speaking this message? Who or what group is behind the speaker? What is the intent? Source of authority? Intended audience? How is the message conveyed? Through fact? Logic? Emotional appeal? Is there explicit or implicit bias? How does the medium shape the message and the audience?

Ultimately, the course will challenge students to evaluate the validity of any media message in an age of “alternate facts” and “truthiness.” Is it even possible to hear and understand messages that do not reinforce our individual biases? How powerful is propaganda? How do we define truth in contemporary media? Assessment will include researched, MLA-documented analytic essays and a formal oral presentation.

#### **IDC. 101-20 SOCIAL JUSTICE & LOUISVILLE**

**MWF 10:00-10:50 am sonja De Vries**

Louisville has a long and rich tradition of social justice movements, from the work of civil rights leader Anne Braden to the fairness Campaign enacting legislation, to the Abolish ICE movement today. Through essays, poetry, documentary film and speakers, students will be introduced to the local movements for LGBT rights, the racial justice movement, and the movement for immigrant rights. Because Louisville has such a rich tradition we will be able to call on local leaders from the civil rights movement and others to come speak to the students and forming questions to get at the deeper issues will be part of the students’ development. Students will be expected to develop an analytical perspective on these histories as well as creative expression based on their own relationship to and understanding of these issues.

#### **IDC. 101-21 POP MUSIC & HUMAN RIGHTS**

**MWF 11:00-11:50 am Dave Clark**

Music is an indelible part of humankind’s existence. The melodies, rhythms, harmonies, and lyrics of songs come together to express the deepest aspects of human emotions, desires, and ideals. Hence, musicians express the entirety of the human condition in their songs. Musicians often see themselves as “voices of the people” and as “speaking for the voiceless.” This class will explore this aspect of popular music through a myriad of songs and the social justice/human rights issues they address. Genres of songs that will be studied include rock, folk, blues, hip-hop, country, jazz, & spirituals.

Social justice is the view that everyone deserves equal economic, political and social rights and opportunities. In essence, this class will act as an introductory gateway into exploring human rights issues such as racism, sexism, and poverty by studying the music “of the people.” Often, many of the songs we study will address multiple issues inside the same song. Because music provides a “snapshot” of the human condition in sound, we will also be able to explore several aspects of society/culture within various eras throughout history and across continents, as well as the artists themselves.

#### **IDC. 101-22 FILM, ART, MUSIC: EAST ASIA**

**MW 12:00-1:15 pm Flora Schildknecht**

How do contemporary filmmakers, artists and writers from East Asia explore subjects such as globalization, nationality, poverty and gender? Using contemporary films, visual art, and short stories as primary texts, students will discover how filmmakers, artists, and writers from East and South East Asia engage these and other current topics. Texts will include Hayao Miyazaki’s *Spirited Away* (winner of Best Animated Feature at the 75th Academy Awards); new stories from *The Refugees* by Viet Thanh Nguyen (winner of

the 2016 Pulitzer Prize for Fiction); Apichatpong Weerasethaku's film **Uncle Boonmee Who Can Recall His Past Lives** (winner of the Grand Jury prize at the 2010 Cannes Film Festival) and visual art by groundbreaking international artists such as Takashi Murakami, Xu Zhen, and others.

To develop a relevant cultural context for engaging with these texts, students will investigate the cultural histories that inform them, including East and South East Asian myths, food, customs, geography, and political histories. Our cultural investigation will include both traditional research and an interdisciplinary approach: students will participate in interactive demonstrations of basic greetings, food, and customs of the individual countries where the texts originated. For the final project in the course, students will write a thesis-driven research paper connecting a text with the cultural context in which it was created.

**IDC. 101-23 GRIT IN AMERICAN LIT**

**TTh 12:00-1:15 pm Chris Mattingly**

*Some of America's most arresting places are its streets. Think of Frenchmen Street in New Orleans, the Venice Beach Boardwalk, Broadway in Nashville, or Louisville's own Bardstown Road. These streets are a carnival of sensory experiences that range from the inglorious to the grandiose. In American Literature, the street is no different. Toni Morrison's streets are a-blast with racial division, sexual violence, and injustice. Junot Díaz's Jersey streets are scattered with bombastic teens, buckled concrete, and .38 caliber casings. Along Baldwin's boulevards, doorways are dungeons of vice diced with the pick-up lines of pimps and police alike. It is the aim of this course to use these streets as bedrock for an investigation into great works of American literature while exploring themes such as race, class, addiction, God, love, and nation. Our hale and hearty guides will be James Baldwin, Toni Morrison, Sandra Cisneros, Denis Johnson, and Junot Díaz. Students will conduct in-class panels, build soundtracks for texts, lead class discussions, and write literary analysis essays.*

**IDC. 101-24 GRIT IN AMERICAN LIT**

**MW 1:30-2:45 pm Chris Mattingly**

*Some of America's most arresting places are its streets. Think of Frenchmen Street in New Orleans, the Venice Beach Boardwalk, Broadway in Nashville, or Louisville's own Bardstown Road. These streets are a carnival of sensory experiences that range from the inglorious to the grandiose. In American Literature, the street is no different. Toni Morrison's streets are a-blast with racial division, sexual violence, and injustice. Junot Díaz's Jersey streets are scattered with bombastic teens, buckled concrete, and .38 caliber casings. Along Baldwin's boulevards, doorways are dungeons of vice diced with the pick-up lines of pimps and police alike. It is the aim of this course to use these streets as bedrock for an investigation into great works of American literature while exploring themes such as race, class, addiction, God, love, and nation. Our hale and hearty guides will be James Baldwin, Toni Morrison, Sandra Cisneros, Denis Johnson, and Junot Díaz. Students will conduct in-class panels, build soundtracks for texts, lead class discussions, and write literary analysis essays.*

**IDC. 101-25 FOOD WRITING**

**MW 3:00-4:15 pm David Domine**

*If you like to eat and drink-and who doesn't?-then food writing should be right up your alley. Successful food writers know how to take a passion for all things edible and capture that wonder in words. Many people think food writing is limited to critiques and recipes, but there's much more to it than that. Today's food writers illustrate how a penchant for the gastronomic can inspire a variety of formats including travelogues, business stories, celebrity profiles, social and political commentary, novels, and more. This course introduces students to the cross-genre world of modern food-centric writing, while exploring its evolution over the years. It also shows how a culinary experience or a delicious memory can be turned into a marketable product. Memoirs, blogs, essays, poetry, destination pieces, cookbooks, restaurant reviews,*

screenplays - here's your chance to get an overview of the full spectrum of food writing while becoming a better writer in the process.

**IDC. 101-26 LEARNING LYRICALLY**

**MW 3:00-4:15 pm John Schuler**

*This course examines the lyrical content of songs in the rock genre from the early days of rock up to the present day. Students will learn to analyze the underlying message that is inherent in many of the songs that have been written in the rock genre in much the same way we learn to examine poetry and literary texts. In addition to studying lyrics of individual songs, this course will examine how it is that this genre changed social history by combating racism and challenging the establishment with alternate lifestyles and fashions. We will investigate the genre's outlaws and visionaries, and explore many of the revolutionary artists who defined rock 'n' roll. In short we will survey the historical context that has seen rock alternately flourish and struggle over the past 60 years. Then we will take a micro view of the genre by examining the lyric content of individual songs that pertain to the innocence of youth, the celebration and heartbreak of romance, and that establish social commentary. We will study the language of protest songs, such as those written to protest the Vietnam War, as well as songs written by current artists protesting such matters as income inequality and cultural diversity. We will study the work of Bob Dylan, The Beatles, Michael Jackson, Kurt Cobain, and Kanye West and others in order to determine how these artists affected the American Experience. We will also examine the work of Tipper Gore and the Parents Music Resource Center, as well as the resistance from three of Rock's leading artists, with the intent of understanding the difference between censorship and parental discretion.*

**IDC. 101-27 WOMEN & MOBILITY IN LITERATURE**

**TTh 8:00-9:15 am Amy Birk**

*This course will focus on 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 studied in both literal and figurative terms as a means of freeing women from physical, geographical, and ideological restraints. 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 are expected to think critically and apply what they learn from the course texts to consider, discuss, and research how questions of mobility persist and profoundly impact the lives of women and girls at the turn of the twenty-first century. Texts may include the works of Stephen Crane, Kate Chopin, Susan Glaspell, Charlotte Perkins Gilman, Anna Julia Cooper, Edith Wharton, Jessie Redmon Fauset, Nicholas Kristof & Sheryl WuDunn, Malala Yousafzai, and Immaculee Ilibigiza.*

**IDC. 101-28 WOMEN & MOBILITY IN LITERATURE**

**TTh 9:25-10:40 am Amy Birk**

*This course will focus on 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 studied in both literal and figurative terms as a means of freeing women from physical, geographical, and ideological restraints. 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 are expected to think critically and apply what they learn from the course texts to consider, discuss, and research how questions of mobility persist and profoundly impact the lives of women and girls at the turn of the twenty-first century. Texts may include the works of Stephen Crane, Kate Chopin, Susan Glaspell, Charlotte Perkins Gilman, Anna Julia Cooper, Edith Wharton, Jessie Redmon Fauset, Nicholas Kristof & Sheryl WuDunn, Malala Yousafzai, and Immaculee Ilibigiza.*

#### **IDC. 101-29 HOLOCAUST: STORY OF HATE**

**TTh 12:15-1:40 pm Dan 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. 101-30 WHO IS AN AMERICAN?**

**TTh 1:40-2:55 pm Cathy Sutton**

*When did your ancestors come to the U.S? Where did they come from; why did they come to America? What were their hopes for their futures and for their children fulfilled? Did they sacrifice a part of their identity in order to assume a new one? (If your ancestors had no choice about coming to America or if you're descended from native people how does your story relate to the immigrant experience?)*

*Virtually everyone in both major political parties agrees that our current immigration policy is "broken." Despite this recognition, we as a country seem incapable of creating any change. Is this issue insurmountable? In this class we will familiarize ourselves with the major laws in the history of immigration, but more important, we will study in depth the current state of immigration as it affects our political, social, economic, and moral identity as Americans. With an emphasis on contemporary publications regarding the major aspects of immigration, we will begin to formulate some solutions to the immigration conundrum. In addition, we will interview a number of professionals involved in refugee resettlement, immigration law, the Sanctuary movement, and others who can share their expertise with us. Finally, we will interview recent immigrants and refugees in the hope of understanding their motivations for coming to the U.S., their experiences, their reflections on their lives in America.*

*This class will challenge everyone to consider their previous thinking. We will all do our best to de-politicize this issue, concentrating on the facts, the laws, and the opinions of authorities on both side of the debate*

*about the ways to solve our immigration system. The class will demand that we all keep an open mind and engage in thoughtful discussion.*

**IDC. 101-31 AMERICAN CULTURAL STUDIES**

**MW 4:30-5:45 pm Tami Harbolt**

*American Culture studies is a course that asks “What does it mean to be an ‘American?’” In this time of political and social tension, it is worth our attention to ask these fundamental questions and analyze the myths, dreams, and realities of life in America. American Studies is an interdisciplinary field which covers every range of the cultural experience- high or elite, popular, and traditional culture. From television and film to music, from quilting to crochet ‘bombing,’ from city to nature and all spaces in between; from religion to sports to dialect to food- we embed our American identities in the way we transmit our beliefs and practices.*

*This course will be largely based on class discussions and requires freshman to be active in the class dynamic. Students will lead discussions on such topics as #takeaknee and #metoo; Manifest Destiny and the Bootstrap Myth; regionalism and the separation of church and state. As authors Campbell and Kean state, this course will explore “debates about power, meaning, and authority (18),” allowing students the opportunity to tease out the narratives which support their beliefs about what it means to be an American.*

**IDC. 101-32 PICTURE THE LAND**

**TTh 4:30-5:45 pm Kerri Horine**

*Due to the widespread availability of technology, the field of documentary photography has opened up to amateur photographers and not just professionals. Many well-known professional photographers have made their names with an emphasis on capturing the relationship between people and their environment. Today, amateur photographers with a knowledge of social media have also made a name for themselves. On the one hand, professionals such as Sebastian Salgado have communicated their environmental concerns in photography and film; on the other hand, urban explorers have posted YouTube videos and published photo books of their forays into abandoned places. Our class will examine the methods, process, concerns, cultures, and reception of these various photographers’ works. Controversy regarding amateur and anonymous status will be discussed. Preservation as a cultural value will also be discussed. Assignments will range from creative projects to a traditional research paper.*

**IDC. 101-33 LANGUAGE, RACE, AND IDENTITY**

**TTh 4:30-5:45 pm Dominique Clayton**

*How does language variation allow others to construct and perform their identities? How do language ideologies construct and reinforce institutional racism and the racialization of language? This course is designed to examine the role of language in the social construction of race, racism, and racial identity in the U.S. and will provide students with a broad understanding of the relationship between language and society. Our exploration of social identity will include not only examining how individuals construct their identities but also how language is implicated in the formation of social identities revolving around race, class, ethnicity, gender, and regional affiliations.*

*Through the incorporation of research and theory from the fields of education, anthropology and sociolinguistics, we will critically consider how language is involved in the construction of social identities and power structures with a specific focus on education, law, popular culture, and politics (including the Oakland Ebonics case, English-Only legislation, the use of stigmatized languages in mass media, racial epithets, and political correctness).*

**IDC. 101-34 SOCIAL JUSTICE & CIVIL RIGHTS**

**W 6:00-8:45 pm Kathleen Parks**

*The course will be an interdisciplinary exploration into social justice, civil rights, and the human rights movement at the local, national, and international level. It will examine the social structures of these movements as well as the institutional constructs of inequality, oppression, and repression. The course will also examine the beginnings of the women's and LGBTQ movements.*

**IDC-101-35 PUBLIC SPEAKING IN THE DIGITAL AGE**

**TTh 6:00-7:15 pm Angela Miller**

*This course focuses on a specialized insight into the craft of online content analysis in which students will research, develop and present social commentaries in a video-blog or TED talk format. Through intensive research and in-class discussions, students will independently choose topics from a variety of digital sources. The organization of the student's discussions, analysis and research will be focused into concise 1-2 minute videos. The presentation style and format will be coupled with established communication modes of speech presentations (informative, demonstrative and persuasive). Students are encouraged to choose topics that can be explored further through academic (peer reviewed) sources and converted into a university level research paper.*

*Online resources such as blogs, social media platforms, and video commentaries offer students additional means to encourage and expand their current knowledge of both local and international topics. This course is designed to motivate students to formulate impartial and non-personal critiques on the topics discussed by their fellow students. Concurrently, this course will also challenge students to self-examine how they are adapting to online media and to develop techniques for finding corroborative evidence and reliable sources in which to distinguish opinion from analysis. Students will also be required to display initiative and collaborative skills for a small group final video project supporting an approved non-profit organization.*

## **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 EVIL AND RESISTANCE**

**MWF 11:00-11:50 am 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<sup>1</sup>). One year after the anniversary of the 70<sup>th</sup> 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?*

<sup>1</sup>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](http://www.jus.uio.no/lm/un.universal.declaration.of.human.rights.1948/sisu_manifest.html). Accessed August 1, 2016.

#### **IDC. 401-02 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. Wedding 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. 401-03 INTERSECTIONS: RACE, GENDER, AND CLASS EQUALITY**

**TTh 9:25-10:40 am Donna Morton**

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

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

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

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

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

**IDC. 401-04 SENIOR SEMINAR**

**TTh 1:40-2:55 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 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.*

**IDC. 401-05 INTEGRAL APPROACHES TO SOCIAL CHANGE**

**TTh 3:05-4:20 pm Jud Hendrix**

*The focus of this particular seminar will be to creatively address bias and discrimination towards disadvantage populations and help build a more equitable Louisville. The class will work closely with a new metro government initiative called **Lean Into Louisville**. Participants will participate in a variety of off campus community events and programs. A primary goal of the class to develop an integrative understanding of the complex issues related to bias and discrimination and create initiatives which can build more equitable communities. The seminar will incorporate a holistic and contemplative group process called Theory U, which invites students to lead from a place of personal transformation, deep listening and collective wisdom.*

**IDC. 401-06 READING THE BOOK OF NATURE**

**TTh 3:05-4:20 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. 401-07 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. 401-08 STEP TO SOLIDARITY: SHOWING UP**

**M 6:00-9:00 pm Caitlin Simpson**

*In this course, students will explore what it means to show up and be social change agents in the context of their chosen vocation. Each student will have the opportunity to imagine social justice work in their own*

*professional context and develop the necessary skillsets to engage with members of oppressed, marginalized, and vulnerable populations using a trauma-informed approach. Students will explore the concept of toxic charity and alternate methods of giving to those in need. This course will consist primarily of discussions and activities in class, presentations on selected social justice topics, in-class participation, and reflective journaling.*

**IDC. 401-09    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.*

**IDC. 401-10    SUSTAINABLE ACTION WORKSHOP**

**Tu 6:00-8:45 pm            Brian Barnes**

**\$20 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: \$20 to cover building materials for each student and fees at off-campus activities.**

**IDC. 401-11    PEOPLE, LAND, AND POWER**

**W 6:00-8:45 pm            Michael Spalione**

*Place simultaneously unites communities and divides societies thereby necessarily entwining land and people. This inescapable connection is made manifest in a host of current and urgent ecological and social justice concerns such as the Syrian refugee crisis, America's deportation of immigrants, the Israeli-Palestinian conflict, and the Dakota Access Pipeline, just to name a few. As Pope Francis said in his encyclical letter **Laudato Si**, "[we] must integrate questions of justice in debates on the environment, so as to hear both the cry of the earth and the cry of the poor" (p.35). Thus, this class will inquire into the ecological ethics and social justice of land. What economic and environmental responsibilities does a society have in the use and care for its natural resources? What are the ethics of private property and national borders? What are the rights of displaced peoples seeking a homeland?*

*(Please note: Unique to this area of Kentucky is an excellent ecological moral exemplar and one of the greatest environmental activists in the world – Wendell Berry. As a class, we will make every effort to plan and organize a class outing to visit Mr. Berry at his farm in Henry County, Kentucky.)*

**IDC. 401-12 CREATIVE WRITING & COMMUNITY**

**W 6:00-8:45 pm Robert Weinberg**

*Offered by the former co-director of the **Louisville Story Program**, this would be a hybrid literature/craft course that would encourage impending graduates from Bellarmine to consider not only how their fiction, poetry and nonfiction prose might be improved on the level of craft, but why and how their work might matter as a positive force for change in the world. How does the writing life go in hand-in-hand with community, both locally and globally? The course would take a critical look at what kinds of important stories are being told these days, and who is telling them, from the best-seller list to local work being published on a grassroots level by Sarabande Writing Labs, the Louisville Story Program, and others. This course could involve a service learning component through a community partnership.*

**IDC. 401-13 EXPLORING SOCIAL JUSTICE**

**Th 6:00-8:45 pm Brian Barnes**

***Exploring Social Justice** is a course in which seniors from a variety of disciplines can come together to discuss social justice issues in a safe setting. There are a variety of social justice concerns that are relevant to student lives, and our class can provide a setting for students to explore issues and discover truths about the role of social justice in their lives. The class is particularly interested in the Catholic Social Teaching, both in its contemporary and its classical formulations, but other theoretical frameworks for inquiry into applied ethics and social justice theories and topics across the spectrum are encouraged and offered. Students will learn to educate one another and the public about social justice issues through practical exercises in class and around town. Students will also write research papers, take exams, debate issues, and evaluate the role of evidence in arriving at informed judgments about social judgments.*

**IDC. 401-14 NONVIOLENCE IN A VIOLENT WORLD**

**Th 6:00-8:45 pm Cory 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-ON *The Impossible Will Take a While (Living with Hope and Justice)***

**Online Gail Henson**

*How does one live and work with hope, ethics, and justice in a cynical age of complex issues? This class will equip and inspire students with life lessons from people who made a difference through social change. Stories of changemakers, from both small and large-scale social justice movements, like Nelson Mandela, Dan Savage, Martin Luther King, Jr., Bill Moyers, Pablo Neruda, and Desmond, will show us ways to make a difference.*