

**IDC COURSE DESCRIPTIONS – SPRING 2022**  
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**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.

The following IDC-101 sections (01, 02, and 03) 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 sections 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-101-01      EXPLORING COMMUNITY – Friends of the Library**

**TTh 4:30-5:45 pm      Liz Amick**

**IDC-101-02      EXPLORING COMMUNITY – Louisville Olmstead Parks Conservancy**

**MW 1:30-2:45 pm      Timothy Darst**

**IDC-101-03      EXPLORING COMMUNITY – Family Scholar House**

**MW 4:30-5:45 pm      Sneha Thapa**

**IDC-101-05      HOLOCAUST: A STUDY OF HATE**

**TTh 1:40-2:55 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.

Foundations of Leadership is designed to introduce students to leadership theory and help them come to understand their unique role in leadership on campus, in their academic discipline, and within our larger society. The course will be highly interactive and provide tangible skills, preparing students to effectively work with individuals, groups, and organizations.

### **IDC-101-07 AMERICAN FAMILY**

**TTh 12:15-1:30 pm Lisa Catron**

The family stands as a cornerstone of our society. Our families teach us the lessons we need to navigate the world and society. Over the years the notion of family has changed to encompass not just blood relations, but neighborhood/community members, friends, and even colleagues. This course aims at exploring how American families are represented in various mediums – from novels, movies, and television. We will explore how region, ethnic heritage, and time period mold families in the United States and how particular mediums both reflect and shape our views of family. Taking a cultural studies approach, we will work toward defining the modern American Family. We will read literary texts including: Amy Tan's *Joy Luck Club*, Norman McLean's *A River Runs Through It*, Rudolfo Anaya's *Bless Me, Ultima*, and Daniel Woodrell's *Winter's Bone*. We will view visual interpretations of the American family to include a variety of television shows to explore how medium effects – either changes or reinforces – our views of family. Students will write one short paper relating to a concept of the course. The extended research project will require students to choose a book, movie, or television series not covered in class (in consultation with the instructor) and explore its representation of family using the concepts learned in class.

### **IDC-101-08 THE BEAST WITHIN AND WITHOUT**

**TTh 3:05-4:20 pm Carol Stewart**

In this course, students will consider our cultural relationships with animals, both wild and domesticated, and the types of institutions we have developed around them: rescue, rehabilitation, specialized training, education, conservation, agriculture, and population management. There is a significant academic challenge in learning to set aside our sentimental, "Oh, how cute!" response to animals in order to analyze what we have determined to be our responsibilities to them, and the social, financial, community and personal costs – to both humans and animals – that are coupled with those responsibilities. Students will define and critique concepts associated with different animal populations through direct engagement with local volunteer, non-profit, government, and business organizations.

### **IDC-101-09 FREEDOM'S SONG – CIVIL RIGHTS AND 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.

**The following IDC-101 sections are restricted to students in the indicated learning community**

**IDC-101-LC01 DEATH & THE CORPSE**

**TTh 9:25-10:40 am 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-LC02 DEATH & THE CORPSE**

**MW 12:00-1:15 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-LC03 DEEP ECOLOGY**

**TTh 9:25-10:40 am 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.

**IDC-101-LC04 PLACES OF SCIENCE****MW 4:30-5:45 pm Lisa Catron****[Eureka Learning Community students only]**

Where knowledge happens can determine who can participate and how that knowledge will be used. This course will explore where experimental science takes place. Our exploration will trace how experimental spaces have evolved from the 17<sup>th</sup> century to our 21<sup>st</sup> century. We will discover how places of science function to create knowledge and to create community. The course project will allow students to discover how their discipline's spatial organization has evolved (and why) and examine current spaces and how they function in the pursuit of knowledge and community.

**IDC-101-LC05 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-LC06 DIAGNOSING THE SOUL****MW 1:30-2:45 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-LC07 CALLING AND PURPOSE****TTh 1:40-2:55 pm Lee Remington****[Explore Learning Community students only]**

***Finding Your Purpose Through Words: How Lyrics, Speeches, and Writings Have Shaped the American Identity.*** Through exploration of famous lyrics, speeches, and other writings, this course will focus on the impact that words have had upon American political and cultural history. Using original sources from Howard Zinn's *Voices of a People's History* and Myles Horton's *The Long Haul*, students will be able to explore their calling and passion and learn how to make their own impact on issues they care about.

## **IDC-101-LC08 ENGAGING WITH COMMUNITY**

**TTh 9:25-10:40 am Dave Clark**

**[Compassio Learning Community students only]**

### ***Engaging with the Community: Music, Community, & Healing***

Music reflects the people who create it and serves as a sounding board of the human condition. Hence, music not only exposes the stunning rhythms, sounds, and musical practices of the community in which it is created, it also reveals the rich complexity of its people, culture, history, and struggles for social justice. These revelations are traced via a myriad of genres such as blues, jazz, gospel, soul, hip-hop, rock, reggae, punk and avant-garde. The characteristics of the genres are studied as to how they reflect and communicate the political, philosophical, social, and overall cultural beliefs of the people who created it. This course will help you understand music as a cultural phenomenon, gain an appreciation for various musical genres, & come to understand how music is/was used to promote social justice. In addition, hopefully you will be stimulated to further investigate some new aspect of the music that you currently listen to. This course will also include a community service project at the Nativity Academy of Louisville. 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.

***The following IDC-101 sections are restricted to students in the Honors program***

## **IDC-101H-01 CLASSIC FOUNDATIONS OF JUSTICE**

**MW 12:00-1:15 pm Evanthia Speliotis**

**[Honors Program students only]**

Justice is a concern to us in every aspect of our lives, personal and political. We care how we are treated, what furthers our good, whether others gain at our expense, etc. Today, we often appeal to our “rights,” insisting that they be upheld, or protesting that they have been violated. But what *is* justice, or perhaps more precisely, what is the origin or foundation of justice?

The Ancient Greeks, whom many credit with founding democracy, were cognizant of living in a revolutionary time—a time when human communities were evolving out of the traditional family-based tribe (or kingdom) and into a new political arrangement. Confronting and reflecting on this new world order, several of the best thinkers started wondering and investigating what justice—the ruling guide and principle of political life—was, on what it was founded, what distinguished a just state from an unjust state and a just ruler from an unjust ruler. And, as they reflected on these questions, they identified the range of possibilities—god/gods, the family, nature, authority/will—that are still discussed and debated today.

In this course we will read several seminal Greek authors on the question of justice. The texts we will read, which include Sophocles’ *Antigone* and Plato’s *Republic*, are worthy of reading for their own sake. But they also put forth ideas and problems that every subsequent discussion about justice has had to face. And as we read them, we will examine and interrogate their claims and seek to arrive at a better understanding of this perennial question.

**IDC-101H-02 HOLOCAUST MEMOIR****TTh 1:40-2:55 pm Fejda Buric****[Honors Program students only]**

In this course we will read five memoirs of Holocaust survivors: *Five Chimneys*, a memoir by the Romanian Jewish survivor Olga Lengyel; Elie Wiesel, *Night*, an arguably the most famous memoir of the Holocaust; the Italian Communist Primo Levi's gut wrenching *Survival in Auschwitz*; the terrifying testimonies of a non-Jewish Polish prisoner from Auschwitz, Tadeusz Borowski (*This Way for the Gas, Ladies and Gentleman*); and finally, the innovative and controversial, graphic memoir *Maus* by the son of a Polish-Jewish survivor.

We will approach these haunting works with several questions in mind: what are the common images, themes, jargons, and memories of this factory of death?; how do the remembrances of the Holocaust, and in Auschwitz in particular, differ on the basis of the survivors' background?; more specifically, what was the role of religion in helping the victims survivor and cope with its aftermath?; is there anything new, and if so what, that we can learn from these testimonies? The overarching question guiding us will be: what does it mean to remember, to write down, and to tell the stories of the Holocaust?

We will integrate our discussions of the readings within the larger context of the Holocaust in Europe as well as its memory and its place in the American society. You will leave the course enriched not only by an intense experience of reading these works of trauma art, but with a more nuanced understanding of human behavior at times of profound social disruption.

**IDC-101H-03 SOCIAL JUSTICE IN CHILDREN'S LITERATURE****M 9:30 am - 12:00 pm Caitlin Murphy****[Honors Program students only]**

This course examines societal issues through children's and young adult literature. Students will analyze works by diverse authors in multiple genres, including fiction and nonfiction, poetry, picture books, non-fiction, and traditional literature. Focus will be on critical reading of materials appropriate for grades K-6 as well as analysis of literary elements, structural features, and the author's craft.

**IDC-101H-04 THE KENTUCKY DERBY****Th 6:00-8:45 pm Emily Bingham****[Honors Program students only]**

Officially, the Kentucky Derby is a Grade 1 stakes race for three-year-old thoroughbred horses over a mile and a quarter course. It is also the oldest continuously held sporting event in the United States. But the race has grown into much more—a weeks' long festival, a tourism juggernaut, and an annual event that has brought Louisville ("Derby City") national and worldwide fame. The "Run for the Roses" also packs an economic impact of some \$217 million in a "normal" year—more than the Superbowl. And don't forget the hats! With its significance sufficiently established, "the greatest two minutes in sports," clearly deserves study. This seminar gives students the chance to trace how we got here. We will approach the Kentucky Derby from historical, economic, and cultural perspectives. In addition to assigned texts, the students will encounter experts such as scholars, sportswriters, racetrack executives, racing and breeding insiders, economic development officers, and even milliners, to help uncover the complexities of a race run since 1875—including some touching on race, gender, class, and even national and international politics. By the end of the seminar, students will be familiar with matters ranging from parimutuel wagering to PETA, from Bob Baffert to the "backside," Sheikh Muhammad bin Rashid Al Maktoum, Larry Birkhead, and the secondary market in Derby glasses. Each student will select a Derby prospect (aka horse) to analyze and follow through the early 2022 racing season. COVID permitting, we will experience the storied racetrack up close with a field trip to Churchill Downs. To cap the course, each student will

complete a project on an aspect of the Derby's history, economy, or culture (past, present, or prospective).  
Riders up!

## **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                      CREATIVE WRITING AND COMMUNITY**

**TTh 12:15-1:30 pm      Brian 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 may involve a service-learning component through a community partnership.*

#### **IDC-401-02                      CONTROVERSIES IN THE U.S.**

**MW 12:00-1:15 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-401-03                      FINANCIAL EMPOWERMENT**

**T 6:00-8:45 pm              Joe Cecil**

*This course will cover a basic introduction to financial empowerment and the different tactics associated with it: Financial education, financial coaching, etc. Students themselves will be receiving financial education around the topics of banking, budgeting, credit, etc. We will look at what local and national agencies provide what services. We will look at emerging trends and technologies, as well as study demographically who is seeking these services, and why? We will look at local, state, and federal policy towards the field. We will analyze what national-level empowerment efforts there are. We will also be looking at case studies of what other cities are doing. We will be looking at themes of inclusion, access, and community. We will look at what barriers exist to asset building. This course will have a Louisville-first*

focus but will also identify what is going on in the field nationally. Students completing this course will achieve their Level 1 certification in the Community Financial Empowerment Certification program offered through Louisville Metro Government.

**IDC-401-04                      QUALITY OF LIFE**

**TTh 9:25-10:40 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-401-05                      THE MOST SEGREGATED HOUR**

**TTh 1:40-2:55 pm              A. T. Simpson**

***"It is appalling that the most segregated hour of Christian America is eleven o'clock on Sunday morning."***

*Various versions of this quote have been attributed to Dr. Martin Luther King Jr. His feelings on this matter are, indeed, well-documented and, decades after his death, the situation may have evolved . . . even if, in many areas of the US, much remains the same. There are, additionally, those who state that whatever progress may have been made, has, at least for the moment, become derailed due to our nation's increasingly troubling ethnic and racial tension.*

*This seminar will utilize the prism of 'Catholic Social Teaching' to examine the perhaps-now-widening chasm between black and white cultures in America through a study of differences between 'The Black Church' and 'The White Church' (since these are the opposite polls of that "most segregated hour")!*

*Among the questions to be addressed are:*

- 1. How do these two institutions (i.e., the Black Church and the White Church) differ?*
- 2. How do their manifested differences express the institutions' Cultural Outlook, Political Positions and/or their ideas on 'Social Teaching'?*
- 3. Are there 'points of intersection' between the 'politics' of the 'Social Teachings' of the 'Black Church' and the Catholic Church? and*
- 4. If there are not such 'points of intersections,' are Black, Catholic Churches more in line with the traditions of the 'Black Church' or the traditions of the Catholic Church on issues of importance?*

*In addition to traditional reading assignments, in-class discussions, tests and a research paper, members of this seminar will:*

- 1. attend churches (Black, White and Blended) to viscerally experience the nuances and differences that mere descriptions cannot accurately represent and*
- 2. engage in a Community Service Activity of importance to a local, Black Congregation.*

***[This seminar has a course fee of \$50 to cover guest lecturers and performers.]***

**IDC-401-06 JUSTICE: WHOSE AND HOW?**

**MW 1:30-2:45 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?*

**IDC-401-07 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-401-08 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                      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-401-10                      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 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-ON                      THE IMPOSSIBLE WILL TAKE A WHILE**

**Online (asynchronous)**

**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.*

***The following IDC-401 section is restricted to students in the Honors program***

**IDC-401H-01**

**THE GLOBAL DIMENSIONS OF SOCIAL JUSTICE**

**T 6:00-8:45 pm                      Kristen Wallitsch**

**[Honors Program students only]**

*This course is an academic inquiry into global issues of social justice vis-à-vis themes derived from literature with a global perspective. In the context of cultures of the world, specific topics discussed in the course include community, values, gender, race, religion, and class. Through in-class simulations, students will discover their own, often hidden, cultural values thus creating a platform for the critical analysis of global cultural themes related to social justice. Books, journal articles, documentaries, small-group discussions, and whole-class discussions, are used to gain a better understanding of the selected topics. Students will be expected to develop well-supported critical arguments for short essays and writing assignments throughout the semester and will be responsible for leading a class discussion on a global issue or individual relevant to the course.*