

Knigh 102 Course Descriptions for Fall 2025

Knigh 102: Liberal Arts and Sciences in Society

Knigh Life II offers the opportunity to delve deeply into a topic while continuing to develop skills built in KNGT I such as critical thinking, critical reading, information fluency, and reflective learning. Bellarmine's KNGT II is a Writing Intensive course, building from English 101, and it serves as Bellarmine's First-Year Seminar. Concepts of Human Dignity will be central to content, under one of 5 central topics in which students may enroll: Meeting Basic Needs: Poverty and Privilege · Racial Justice · Environmental Sustainability · Ethics and Technology · Wellness

Holocaust: A Study of Hate

Instructor: Penner

Section 01 T/Th 12:15-1:30

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.

Care of Our Common Home

Instructor: Bell

Section 02 T/Th 4:30-5:45

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, 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.

Global Dimensions of Social Justice

Course is restricted to Honors Students

Instructor: Wallitsch

ON – Online asynchronous

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.

Knight 401 (IDC 401) Course Descriptions for Spring 2025

Catalog Description

KNGT 401: Merici Senior Seminar (3 credit hours)

The Merici Community Engaged Seminar is the culminating experience in the Core. It provides an interdisciplinary setting for students to utilize their knowledge from the core and their major to explore a current issue relevant in society. Through collaboration with students from other majors and relevant community partners, students will explore an issue to create a meaningful, multifaceted, and multidisciplinary analysis and proposal in response. This collaborative and integrative experience provides students the opportunity to recognize the multidimensionality of real-life problems.

FINANCIAL EMPOWERMENT

Section 01 T 6:00-8:45 pm

Instructor: 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.

JUSTICE: WHOSE AND HOW?

Section 2 MW 1:30-2:45 pm

Instructor: 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 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, despite 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?

PEOPLE, POWER, and PLACE

Section 4: W 6:00-8:45 pm

Section ON – online asynchronous

Instructor: Spalione

Land simultaneously unites communities and divides societies thereby entwining people and power with place. A survey of some of the most pressing concerns of social ethics in the modern world – such as the Syrian refugee crisis, the United States’s deportation of immigrants, the Israeli-Palestinian conflict, along with numerous issues of the environmental crisis – demonstrates the moral significance of the way humans interact with land. This inescapable connection between people, power, and place is reflected in Pope Francis’s 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 discuss the ecological and social ethics of land dealing with challenging questions such as the following: What ecological responsibilities do societies have in the use of natural resources? What are the political ethics of national borders? What are the inalienable rights of displaced persons seeking a homeland? How can local communities care for their immediate environment in an effective and sustainable ways? This course will include a community engagement component.

Quality of Life

Section 5 TTH 8:00 – 9:15

Instructor: 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. 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, despite 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?

Stigma and Disease

Section 06 TTh 9:25- 10:40

Instructor: McCandless

Disease has emerged as important topic in the study of deviance. In contrast to traditional forms of deviance with strong moral underpinnings (e.g., tattoos, crime), health conditions are generally perceived to be biological in origin. Despite this, many health conditions (e.g., HIV/AIDS, cancer, STDs, hepatitis, leprosy, and gastrointestinal disorders) are stigmatized. Drawing on readings from a wide range of professional literature, we will study the meaning, impact, and management of health-related stigmas to illustrate how and why certain diseases are viewed and experienced as stigmatizing. We will also learn the steps that individuals take to reject or minimize health-related stigmas. This course will include a community engagement component.

Theatre and Prison

Section 08 TTH 4:30 – 5:45

Section ON2 - Online asynchronous

Instructor: 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. This course will include a community engagement component.

Designing Community-Based Programs

Section 9, Thursday, 6:00 PM - 8:45 PM

Instructor: Readus

Ever wonder how impactful programs that change lives and inspire communities are actually created? This course pulls back the curtain to show you exactly how the sausage is made when it comes to building effective, game-changing community programs.

Whether you're a budding social entrepreneur or just passionate about creating real-world impact, you'll learn to take an idea and turn it into a program that inspires action and drives results. We'll cover it all—how to craft a mission and vision that people rally behind, engage key stakeholders, design systems to measure success, and build strategies to recruit and retain participants. Plus, you'll gain insider knowledge on using data and program evaluation to ensure your ideas deliver meaningful, measurable outcomes.

This isn't just theory—it's your chance to tackle real-world challenges, work with peers who share your passion for social change, and develop the skills to lead in any community-driven space. If you're ready to think big, learn how programs are built from the ground up, and make your mark as a social innovator, this course is your blueprint for success.

Dignity & Voice

Section 10 MW 12:00 – 1:15

Instructor: Jeanette Bahouth

In this course, students will explore the role of one's voice as a powerful force for both internal growth and social influence. Students will have the opportunity to consider writing and storytelling, especially in this Age of Attention, and the tension between our culture's value to share ideas freely and the balance of power that freedom requires. A portion of the class will be dedicated to students' own practice of writing as a form of self-expression and discovery and a look at the work of organizations within Louisville committed to elevating and amplifying important stories in our community.

Questions covered in this course: How do we create our own life-narrative? How does culture help or hurt this process? What, how, and whose stories do we share? How do the stories we tell ourselves change us? What environmental characteristics enable the exchange of stories, ideas, and opinions with honesty and human dignity? What ethical responsibility do we have when creating, sharing, and/or amplifying a narrative?

This course is taught by the co-founder and co-Executive Director of Young Authors Greenhouse, a nonprofit with a mission to inspire young people to recognize the power of their voices and stories.

Honors 401H-01 Story and Community

401H-01 TTh 12:15-1:30

Instructor: Weinberg

This course will encourage graduating seniors to consider “story” as a positive force for change—both their own stories and the stories of others. How might storytelling go hand-in-hand with social action? What are some of the most effective forms of storytelling? What are some of the ethical considerations when telling stories? We’ll take a close look at what kinds of important stories are being told, from the work of best-selling authors and popular podcasters to local work being published and broadcast on a grassroots level. Students can expect to explore their own stories and life-trajectories through progressive writing assignments and a supportive classroom dynamic. A community engagement component, currently being planned, will likely involve a creative arts nonprofit.