

# Summer 2017

## IDC Course Descriptions

### Summer Session I (three weeks: 5/08/17 through 5/25/17)

#### **IDC 200-01: Homelessness and Our Nation's Health**

**Chelsey Franz**

**MTWTh 8:30 am – 11:30 am**

**Course Description:** *This course explores emerging trends and issues in homelessness from a social determinant of health perspective with a focus on interventions designed to improve community, family and individual health outcomes. Relevant research will be examined and discussed to understand the incidence and prevalence of various chronic and acute issues, recognize risk factors, explore the cultural and socioeconomic impact of such issues, and identify the strengths and weaknesses of current preventative and intervention strategies. Visits to local programs designed to alleviate homelessness in Louisville will provide students with firsthand knowledge and accounts of the various issues faced by this population.*

#### **IDC 301-01: Fandom and Geek Culture**

**Renee Culver**

**MTWTh 3:00 pm – 6:00 pm**

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

#### **IDC 401-01: Thomas Merton & Social Justice**

**Greg Hillis**

**MTWTh 11:45 am – 2:45 pm**

**Course Description:** *Thomas Merton, a monk at the Abbey of Gethsemani in Kentucky, was an influential figure in 20th-century American Christian history, and is of immense importance to Bellarmine University. In this course, we will look at Merton's writings on issues of social justice, writings that continue to have a world-wide influence. We will explore particularly his writings on war and peace, race, and inter-religious dialogue. The course will involve field trips to the Thomas Merton Center at Bellarmine University, to the famous corner of Fourth & Walnut in downtown Louisville, as well as to the Abbey of Gethsemani to speak to monks who knew Merton.*

#### **IDC 401-02: Death and the Corpse**

**Amy Tudor**

**MTWTh 3:00 pm – 6:00 pm**

**Course Description:** *In this course, students will use interdisciplinary study in such disciplines as history, anthropology, photography, anatomy, theology, and architecture to explore the changing cultural meanings of death and the human corpse. Students will first be introduced to the concept of liminality and*

how this state creates our sacred and taboo cultural meanings surrounding death and human bodies. Students will then explore this issue in such artifacts as the memorials, historical and contemporary anatomical drawings, historical texts on war and funerary practices, and visual representations such as paintings and films that feature human bodies. Contemporary theological and political issues surrounding death and the human body—including the Right to Die controversy and the public display of Iraq and Afghanistan war dead—will also be explored, both in class and in the form of student research.

## **IDC 401-05: Ethnic Health Equality in Australia**

**Thomas Wojcicki**

**This course is in Australia from 5/5/17 through 5/22/17 and includes some on-line post-trip modules. The cost of the trip is extra. Instructor permission is required.**

**Course Description:** *This course will focus on the oppression of the Indigenous Australian population throughout history and the significant disparities in health, income, and education that Australian Aborigines face today. Students will investigate these disparities in relation to Indigenous Australians' access to healthcare and values surrounding health behaviors, relative to those of the predominant Anglo-Australian population. The role of racism and other sociocultural and economic barriers will also be discussed. Students will integrate their findings with a critical assessment of the social responsibility of those in power to lead positive change and address Aborigines' plight of inequity.*

## **Summer Session II (five weeks: 5/30/17 through 6/29/17)**

### **IDC 200-02: The Nuclear Age**

**Pat Holt**

**TWTh 12:00 pm – 2:30 pm**

**Course Description:** *The word nuclear summons many emotions (and pronunciations—"nuclear," for example) -- fear, confusion, anger, to name just a few. It induces such passion that the use of this term is avoided whenever possible. For example, consider MRI (magnetic resonance imaging) scanners, a widely used medical diagnostic tool. These instruments are based on a phenomena known by scientists as nuclear magnetic resonance (NMR spectrometers have been used for decades to discern molecular structures). When the medical community began to use these instruments for imaging, the term nuclear was removed because of the negative connotations associated with it. Why does this term evoke such an intense response?*

*In this course, we will explore the science, history, and politics of nuclear technology. Are there any benefits to nuclear technology? Or does every aspect of nuclear phenomena impact us and our planet negatively?*

### **IDC 301-02: Native American Culture and Literature**

**Kathy West**

**TWTh 12:00 pm – 2:30 pm**

**Course Description:** *Our course this session will focus on Native American and First Nations Cultures (North and South American), looking particularly at Literature by Native Americans, the depiction of American Indians in film, and the history and anthropology of Native American Cultures. We will explore recent scholarship that provides a very different picture of ancient Native American History and Culture from what was believed for centuries; we'll look at the late-nineteenth century end of the Indian Wars, the push for reservations, and the allotment system; and we will explore issues facing contemporary Native*

American peoples, on and off reservations. In terms of literature, we'll read in ancient and traditional stories, myths, and songs; examine a sampling of what was recorded of American Indian composition from the arrival of the Europeans through the early 20<sup>th</sup> century; and spend some time on writings from the contemporary Native American Literary Renaissance. We'll engage stories, songs, myths, poems, essays, memoirs, films, novels, history, and anthropology. We will pay particular attention to **storytelling** (the oral tradition as it works its way into the written; how narration creates, organizes, even manipulates understanding); **identity** (as fluid and organic; as simultaneously individual and communal; how race, gender, class, sexual orientation, and other factors both intersect and collide to create a sense of identity); **difference and conflict** through the clashes of cultures on this continent.

## **IDC 401-03: Senior Seminar**

**Isaac McDaniel**

**TWTh 9:00 am – 11:30 am**

**Course Description:** *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 small groups with a faculty member to reflect on critical issues facing contemporary society, such as racism, economic and social justice, environmental concerns, national and international crises, and ethical issues arising from developments in science, medicine and technology. Students are also expected to bring the knowledge and skills gained in their major field of study and their other general education courses to the seminar as appropriate.*

## **Summer Session III (five weeks: 7/05/17 through 8/08/17)**

### **IDC 200-ON: Lessons from NBC's "The Office"**

**Michael Strawser**

**Lecture: W 9:00 am – 11:30 am (7/05/17 – 8/02/17)**

**On-line: MTWThF (7/05/17 – 8/08/17)**

**Course Description:** *NBC's The Office, starring Steve Carrell, became a cultural phenomenon. While the entertainment value is obvious, The Office also presents a view of U.S. corporate and organizational culture that, while exaggerated at times, is often an accurate portrayal of some business and professional settings. Using foundational organizational communication theories and principles centered on organizational climate, this hybrid course would introduce students to American workplace culture through themes present in the show.*

### **IDC 301-ON: Health in Global Cinema**

**Katie Wagner**

**On-line course: MTWThF (7/05/17 – 8/08/17)**

**Course Description:** *Health. Contained within this deceptively simple, six-letter word is a world of meanings, interpretations, and topics. How do we define such a concept that is so complex and yet so ubiquitous to our understandings of life, death, identity, and culture? This online course encourages students to question the ways that differing cultural representations shape our understandings of health, in all of its facets. Looking specifically at cinema from outside of the U.S., this class explores a range of cinematic portrayals in an effort to see how these depictions mirror, challenge, and engage with each other. Throughout the term, students will search for how the assigned films provide meaning not only as*

cultural artifacts but also through their unique narratives and visual elements. Required films—to be screened independently by the students—will cover a wide-range of health-related topics including death, mental illness, healthcare systems, images of caretakers and patients, and the “necessary requirements” needed to promote and produce a healthy existence. Possible films may include *Ikiru* (1952), *The National Health* (1973), *Shine* (1996), *Talk to Her* (2002), *Motorcycle Diaries* (2004), and *Yesterday* (2004). Coursework will include active participation in weekly online discussions and a number of informal assignments as well as formal projects, including a formal research paper driven by an argumentative thesis statement and supported by scholarly and other critical sources.

## **IDC 401-ON: Sustainable Action Workshop**

**\$20 course fee**

**Brian Barnes**

**Lecture: W 9:00 am – 11:00 am (7/12/17-8/02/17)**

**On-line: MTWThF (7/05/17 – 8/08/17)**

**Course Description:** *Urban Agriculture and Sustainable Action*

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

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

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

## **Other Summer Session (5/19/17 through 6/11/17)**

### **IDC 301-04: Education: Comparing the U.S. and South African Systems**

**Belinda Richardson and Corrie Block**

**This course is in South Africa from 5/19/17 through 6/11/17. The cost of the trip is extra. Instructor permission is required. Students must register for IDC 401-06.**

### **IDC 401-06: Equality and Social Justice**

**Belinda Richardson and Corrie Block**

**This course is in South Africa from 5/19/17 through 6/11/17. The cost of the trip is extra. Instructor permission is required. Students must register for IDC 301-04 or EDUC 436-01**

**Course Descriptions:** *Engaging teacher candidates and other interested students in comparative educational studies facilitates study into the intentional daily work of educators as well as the implicit or unintended consequences of education. Expanding students’ consideration to international educational systems enables them to identify similarities and differences between educational systems as well as strengths and weaknesses within each system. This consideration prepares them*

*to take informed action as educators in their intentional daily work as well as become cognizant of the implicit or unintended consequences of their work as educators.*

*These courses give students the opportunity to engage in a comparative analysis of the educational system in Port Elizabeth, South Africa, to the educational system in Louisville, Kentucky, USA. Beyond this, students will also view the systems through the lens of Social Justice and Equity. We begin discussing social justice and equity by exploring bias as a prejudice in favor of or against one thing, person, or group compared with another. Equitable education and access to equitable education will be investigated as elements of social justice. Components of the comparative analysis include, distinguishing student characteristics in Port Elizabeth and Louisville schools in terms of; ages at each grade, ethnicity, special education, inclusiveness and evaluating immediate and longer term outcomes of education.*