

IDC COURSE DESCRIPTIONS – FALL 2018

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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.

IDC. 101-01 HOLOCAUST: A STUDY OF HATE

TTh 12:15-1:30 pm Dan Penner

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

IDC. 101-02 MEDIA & COMMUNITY

MW 12:00-1:15 pm Renee Culver

Digital media technologies have taken deep root in our personal and social environments. For example, it's likely that you're reading this right now from a computer or from your phone, rather than from a printed catalog. In addition to such conveniences, this shift in media technologies has also changed what it means to be a part of a community. In this course, we will examine the concept of "community" in media and data. In particular, we'll examine how media is used to promote social transformation, and how it addresses issues like identity construction, social networks, community organization, and the empowering of self-representation through media production. We'll also examine civic media in comparative and historical perspectives, and learn various theoretical tools, research approaches, and project design methods all while considering organizations like Moveon.org, as well as fan communities, social media, and data analytics. Students will engage with multimedia texts on concepts such as citizen journalism, transmedia activism, and civic, public, and tactical media.

IDC. 101-03 MUSIC IN LOUISVILLE

TTh 1:40-2:55 pm

A. T. Simpson

\$100 course fee

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

1. **attended** (individually, in small groups, and in all-class groupings)
2. **discussed** in class (in both pre-performance, introductory dialogues and in post-performance analytical evaluations) and
3. **previewed and reviewed** (in the form of both informal and formal essays)

Students are, additionally, required to become 'actively involved' in some aspect of the 'music scene' in Louisville (either off-campus and/or on-campus). The level and type of involvement can take many forms, including, but not limited to, performance, administrative, and volunteer components of the production of the artistic event at hand.

Course fee of \$100 pays for tickets to various musical events as well as honoraria for guest musicians.

IDC. 101-04 TRENDING STORIES, REAL LIVES

MWF 2:00-2:50 pm

Mary Nebelsick

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

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

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

IDC-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 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. 401-02 INTEGRAL APPROACHES TO CHANGE

TTh 1:40-2:55 pm

Jud Hendrix

The focus of this seminar will be to address creatively the critical issues of our contemporary society from an integral and holistic perspective, utilizing the resources of the mind, body, soul and spirit in self, community, and nature. A goal of this seminar is to develop both a holistic and critical understanding of complex social issues and utilize integral solutions to address them. 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. The Metro Louisville area will be a primary context for the student's reflection, discernment and engagement, but will also function as a local context for broader learning and global engagement. Leaders from a variety of local organizations and fields will provide us with personal stories and educated perspectives on the major and critical issues facing the Louisville area.

IDC. 401-03 EQUIPPING & 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, organization and advocacy. Methods of helping population groups develop and gain meaningful participation in community decision-making processes will be explored. Processes of planning and community development will be analyzed with particular emphasis on the role and influence of the political economic process on social priority determination, and policy and resource development. The course

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

IDC. 401-04 EVIL AND RESISTANCE

MWF 12:00-12:50 pm Mary Nebelsick

Heroes and Villains! Good Guys and Bad Guys! We live in a world where it is very difficult to tell the difference between good and evil. What is good? How should we resist evil? In this course, we will take the United Nations Universal Declaration of Human Rights, adopted in 1948, as our guidepost. The Declaration states, "the recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world" (United Nations 1). On the eve of the 70th anniversary of the Declaration we must ask, "Have we lived up to the words and spirit of the Declaration?" We will reflect on the following questions: What is evil? What is good? Is war just? Is terrorism the same as war? What are the rights of the victims? What are the responsibilities of the victors? Can the victors and those who they defeated live together peaceably? What is our responsibility as leaders in our complex multi-cultural world?

United Nations. United Nations Universal Declaration of Human Rights 1948.

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

IDC. 401-05 EXPLORING SOCIAL JUSTICE

TTh 4:30 – 5:45 pm Brian Barnes

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

IDC. 401-06 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?

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

IDC. 401-07 QUALITY OF LIFE

MW 12:00-1:15 pm 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. 401-08 RACE, GENDER, AND CLASS DISCRIMINATION IN THE U.S.

TTh 9:25-10:40 am Donna Morton

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

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

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

- *How was the struggle for freedom, for liberty and for independence different for a colonist or free black person, or a slave? Man / woman.*
- *How did the civil rights movement / woman's movement differ for someone in an urban setting and one in a rural or a north or south setting?*
- *How does a Native American's view the land upon which he/she was born differ from someone with a different religious or cultural upbringing? What does a summer in the south mean for an African American growing up in Brooklyn who is sent yearly to spend time with family in Mississippi? How do*

experiences of an Asian American living in a community in California where his/her mother never had to speak English to get through daily activities differ from someone who is the only Asian in a town in the Midwest?

IDC. 401-09 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. 401-10 SENIOR SEMINAR

MW 1:30-2:45 pm Isaac McDaniel

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

IDC. 401-11 SUSTAINABLE ACTION WORKSHOP

\$20 course fee

Tu 6:00 – 8:45 pm Brian Barnes

Urban Agriculture and Sustainable Action

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

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

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

IDC. 401-12 THEATRE AND PRISON**TTh 4:30-5:45 pm Carol Stewart**

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

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

IDC. 401-13 THE NEW GOOD DEATH**TTh 12:15 – 1:30 pm Amy Tudor**

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

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.