

# Summer 2018

## IDC Course Descriptions

### Summer Session I (three weeks: 5/7/18 through 5/24/18)

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

**Chelsey Franz**

**Hybrid course: meets twice a week on campus (MW 8:30 am – 11:30 am) with remainder online**

**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 200-02: *Foundations of the U.S. Experience***

**Corrie Block and Bob Pfaadt**

**TWTh 8:30 am – 11:30 am**

**Recommended for elementary education majors (instructor's permission required)**

**Course Description:** *Foundations of the U.S. Experience is an interdisciplinary course that integrates History, Human Geography, Political Science, Economics and Sociology. This course is designed to relate social studies content taught in elementary schools to the foundations of the United States of America. Assessment methods include, document based questions, map and chart interpretations, primary source analysis and multiple choice questioning.*

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

**Renee Culver**

**MTWTh 11:45 am – 2:45 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 8:30 am – 11:30 am**

**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.*

## **Summer Session II (five weeks: 5/29/18 through 6/28/18)**

## **IDC 200-ON: Soul of a Citizen (U.S. Values and Hopes)**

**Gail Henson**

**Online course**

**Course Description:** *Values have shaped U. S. history since Colonial times. Belief in progress and hope for the future are values that have led everyday citizens to make a difference in U. S. life and culture. This class will examine how values, action, and social change on the part ordinary American people can be a model for addressing current issues in U. S. life.*

## **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-ON: *The Impossible Will Take a While (Living with Hope and Justice)***

**Gail Henson**

### **Online Course**

**Course Description:** 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.

## **Summer Session III (five weeks: 7/2/18 through 8/2/18)**

## **IDC 200-ON2: *Lessons from NBC's "The Office"***

**Michael Strawser**

### **Online course**

**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 online course would introduce students to American workplace culture through themes present in the show.

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

**Katie Wagner**

### **Online course**

**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.