

IDC COURSE DESCRIPTIONS – FALL 2022

Scroll down for IDC-401 course descriptions

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 sections 03, 04, and 05 are focused on exploring community as part of our Quality Enhancement Plan (QEP), *Exploring Self, Exploring Community*. Complementing the BU-100 First-Year Focus concentration on *Exploring Self*, these IDC-101 section 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 though some sections may include fieldtrips.

******Please note that community partners may be subject to change******

IDC. 101-03 EXPLORING COMMUNITY – Family Scholar House

MW 4:30-5:45 pm Sneha Thapa

IDC. 101-04 EXPLORING COMMUNITY – Louisville Olmstead Parks Conservancy

MW 1:30-2:45 pm Timothy Darst

IDC. 101-05 EXPLORING COMMUNITY – Louisville Free Public Library

TTh 4:30-5:45 pm Alicia Fuller

IDC-101-01 *At Ease (required for Valor LC students but open to all other interested students)*

MW 4:30-5:45 pm Lindsey Gargotto

Military affiliated students bring unique experiences and skills to college campuses. Sometimes these skills are misunderstood or overlooked. This course will provide academic readings, coursework, speakers, workshops, and co-curricular activities to demonstrate how military service enhances our academic careers. The term “transition” can become problematic when military affiliated students feel they must choose between one identity or the other: student vs. military member. This course will dispel that myth and provide military students with tools to enhance their academic careers.

IDC-101-02 DEATH AND THE CORPSE *(restricted to Galileo LC students only)*

MW 3:00-4:15 pm Amy Tudor

This course focuses on the history of death in America and the culture's struggle with what constitutes a "good" and "bad" death. To that end, we will look at death, dying, and the treatment of the corpse throughout history in an attempt to trace the cultural mechanisms that have altered their sacred and spiritual meaning, considering such issues as physician-assisted dying, ancient and modern burial practices, the use of death in entertainment. These explorations will help students understand how and why death has become a taboo subject in modern society and how this affects the ways people choose to live.

IDC-101-06 FREEDOM'S SONG – CIVIL RIGHTS AND THE CHURCH

TTh 3:05-4:20 pm 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.

IDC-101-08 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-101-10 LIVING YOUR CALLING

TTh 3:05-4:20 pm Jud Hendrix

The course is designed to help first-year students reflect on the concept of "calling, meaning and purpose" and facilitate its exploration and expression within their own lives. The course will utilize the concept and structure of the mythological journey as expressed in the patterns and stages of the hero's and heroine's journey. Students will learn to analyze pop-culture (movies, TV shows, books, video games) and their own lives through the lens of a mythological journey. The course will end with students presenting on their own mythical journey.

IDC-101-11 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-101-12 DEEP ECOLOGY**MW 12:00-1:15 pm Michele Abee**

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.

IDC-401 COURSE DESCRIPTIONS**Catalog Description****IDC-401: Senior Seminar (3 credit hours)**

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 CONTROVERSIES IN U.S. SOCIETY**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 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-401-02 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-401-03 JUSTICE: WHOSE AND HOW?

MW 1:30-2:55 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 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?

IDC-401-04 PEOPLE, POWER, & PLACE

W 6:00-8:45 pm Michael 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?

IDC-401-05 QUALITY OF LIFE

TTh 8:00-9:15 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-401-06 STORY & COMMUNITY

TTh 12:15-1:30 pm Brian Weinberg

Story and Community 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 and creative writing 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. An optional service-learning component will allow interested students to work with Young Authors Greenhouse, a nonprofit that tutors kids in creative writing to encourage creativity and personal growth, focusing on under-resourced communities and schools.

IDC-401-07 THEATRE & 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-401-08 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 THE NEW GOOD DEATH

TTh 1:40-2:55 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 change makers, 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.