

IDC COURSE DESCRIPTIONS – SPRING 2023
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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.

The following IDC-101 sections (01, 02, and 03) are all focused on exploring the community as part of our Quality Enhancement Plan (QEP), *Exploring Self, Exploring Community*. Following on from BU-100, which concentrated on *Exploring Self*, these IDC-101 sections 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.

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

IDC-101-01 EXPLORING COMMUNITY – Family Scholar House
MW 4:30-5:45 pm Elizabeth Cassidy

IDC-101-02 EXPLORING COMMUNITY – Louisville Olmstead Parks Conservancy
TTh 4:30-5:45 pm Timothy Darst

IDC-101-03 EXPLORING COMMUNITY – Louisville Free Public Library
TTh 4:30-5:45 pm Staff

IDC-101-04 HOLOCAUST: A STUDY OF HATE
TTh 1:40-2:55 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.

Foundations of Leadership is designed to introduce students to leadership theory and help them come to understand their unique role in leadership on campus, in their academic discipline, and within our larger society. The course will be highly interactive and provide tangible skills, preparing students to effectively work with individuals, groups, and organizations.

IDC-101-05 AMERICAN FAMILY

TTh 12:15-1:30 pm Lisa Catron

*The family stands as a cornerstone of our society. Our families teach us the lessons we need to navigate the world and society. Over the years the notion of family has changed to encompass not just blood relations, but neighborhood/community members, friends, and even colleagues. This course aims at exploring how American families are represented in various mediums – from novels, movies, and television. We will explore how region, ethnic heritage, and time period mold families in the United States and how particular mediums both reflect and shape our views of family. Taking a cultural studies approach, we will work toward defining the modern American Family. We will read literary texts including: Amy Tan's **Joy Luck Club**, Norman McLean's **A River Runs Through It**, Rudolfo Anaya's **Bless Me, Ultima**, and Daniel Woodrell's **Winter's Bone**. We will view visual interpretations of the American family to include a variety of television shows to explore how medium effects – either changes or reinforces – our views of family. Students will write one short paper relating to a concept of the course. The extended research project will require students to choose a book, movie, or television series not covered in class (in consultation with the instructor) and explore its representation of family using the concepts learned in class.*

IDC-101-06 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.

The following IDC-101 sections are restricted to students in the indicated learning community (with some exceptions: see LC-02 and LC-06)

IDC-101-LC01 DIAGNOSING THE SOUL

TTh 9:25-10:40 am Jessica Hume-Moore

[Galileo Learning Community students only]

Often, healthcare professionals hear the expression, "treat the disease, not the patient." But why? And what happens when healthcare focuses on treating the patient, instead of the disease? In what ways do

connections between the physical body and the mind & spirit shape patients, treatment, and healthcare providers? What stories can patients tell us about their lives that could help improve treatment and increase compassion? In what ways can bearing witness to those stories improve the lives of healthcare providers and caregivers? This course combines several disciplines--literature, the history of medicine, illness narrative theory, and ethics--in order to investigate these questions. The course is divided into three units--illness, death, and healing--so that students have the opportunity to discuss these questions in the context of each of those situations. Students will have the opportunity to participate in Galileo Community activities such visits to the Gross Anatomy Lab and/or the coroner's office, as well as a tour of Cave Hill cemetery (among other possible events) in order to deepen their reflection on these questions.

IDC-101-LC02 DEEP ECOLOGY

TTh 9:25-10:40 am Beth Bell

[Required for Terra Learning Community students but open to all students interested in environmental issues]

Primarily for the Terra Learning Community, 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, Terra 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-101-LC03 DIAGNOSING THE SOUL

MW 3:00-4:15 pm Jessica Hume-Moore

[Galileo Learning Community students only]

Often, healthcare professionals hear the expression, "treat the disease, not the patient." But why? And what happens when healthcare focuses on treating the patient, instead of the disease? In what ways do connections between the physical body and the mind & spirit shape patients, treatment, and healthcare providers? What stories can patients tell us about their lives that could help improve treatment and increase compassion? In what ways can bearing witness to those stories improve the lives of healthcare providers and caregivers? This course combines several disciplines--literature, the history of medicine, illness narrative theory, and ethics--in order to investigate these questions. The course is divided into three units--illness, death, and healing--so that students have the opportunity to discuss these questions in the context of each of those situations. Students will have the opportunity to participate in Galileo Community activities such visits to the Gross Anatomy Lab and/or the coroner's office, as well as a tour of Cave Hill cemetery (among other possible events) in order to deepen their reflection on these questions.

IDC-101-LC08 ENGAGING WITH COMMUNITY

TTh 9:25-10:40 am Dave Clark

[Compassio Learning Community students only]

Engaging with the Community: Music, Community, & Healing

Music reflects the people who create it and serves as a sounding board of the human condition. Hence, music not only exposes the stunning rhythms, sounds, and musical practices of the community in which it is created, it also reveals the rich complexity of its people, culture, history, and struggles for social justice. These revelations are traced via a myriad of genres such as blues, jazz, gospel, soul, hip-hop, rock,

reggae, punk and avant-garde. The characteristics of the genres are studied as to how they reflect and communicate the political, philosophical, social, and overall cultural beliefs of the people who created it. This course will help you understand music as a cultural phenomenon, gain an appreciation for various musical genres, & come to understand how music is/was used to promote social justice. In addition, hopefully you will be stimulated to further investigate some new aspect of the music that you currently listen to. This course will also include a community service project at the Nativity Academy of Louisville. Social justice is the view that everyone deserves equal economic, political, and social rights and opportunities. In essence, this class will act as an introductory gateway into exploring human rights issues such as racism, sexism, and poverty by studying the music "of the people." Often, many of the songs we study will address multiple issues inside the same song. Because music provides a "snapshot" of the human condition in sound, we will also be able to explore several aspects of society/culture within various eras throughout history and across continents, as well as the artists themselves.

IDC-101-LC05 EUREKA SEMINAR (GOD, EINSTEIN, AND BABY YODA)

MW 4:30-5:45 pm Pat Holt

[Eureka Learning Community students only including Career Pathway Scholars]

What is time? What is space? What is the Force? What is real? Are we part of a gigantic simulation? How does this relate to mind, consciousness, and ideas about God? Is the universe the result of accident or design? Why does the World exist? Which is better: Star Trek or Star Wars? And, what, exactly, is a baby Yoda? Can modern science provide answers, or will recent developments generate more questions? Ultimately, this is course about questions. It's a course about curiosity. So, join us and ask away.

IDC-101-LC06 CALLING AND PURPOSE

TTh 4:30-5:45 pm Chris Coyle

[Explore Learning Community students but open to all interested students]

*Finding Your Purpose Through Words: How Lyrics, Speeches, and Writings Have Shaped the American Identity. Through exploration of famous lyrics, speeches, and other writings, this course will focus on the impact that words have had upon American political and cultural history. Using original sources from Howard Zinn's **Voices of a People's History** and Myles Horton's **The Long Haul**, students will be able to explore their calling and passion and learn how to make their own impact on issues they care about.*

The following IDC-101 sections are restricted to students in the Honors program

IDC-101H-01 EXPLORING SCIENTIFIC CONTROVERSIES

MW 1:30-2:45 pm Kate Bulinski

[Honors Program students only]

The process of science uncovers new ideas and scientific concepts which may be initially controversial, even within scientific circles. Given enough time and research, and evidence, scientists are able to draw conclusions and verify results, leading to adopting new ideas and understandings through scientific consensus. For the general public however, new knowledge obtained through scientific discovery is not always accepted, even in the face of overwhelming evidence.

In this course, we will examine how new scientific ideas are proposed, received, and accepted as established knowledge. In addition to examining the scientific merit of different ideas, we will also examine these case studies through a multitude of lenses including the philosophy of science, psychology, theology, politics, science communication, and more. Specific case studies will include the Galileo affair,

evolution and creationism, the theory of plate tectonics, the anti-vaccination movement and climate change among others. The course will include guest speakers and local field trips.

IDC-101H-02 HOLOCAUST MEMOIR

TTh 9:25-10:40 am Fejda Buric

[Honors Program students only]

*In this course we will read five memoirs of Holocaust survivors: **Five Chimneys**, a memoir by the Romanian Jewish survivor Olga Lengyel; Elie Wiesel, **Night**, an arguably the most famous memoir of the Holocaust; the Italian Communist Primo Levi's gut wrenching **Survival in Auschwitz**; the terrifying testimonies of a non-Jewish Polish prisoner from Auschwitz, Tadeusz Borowski (**This Way for the Gas, Ladies and Gentleman**); and finally, the innovative and controversial, graphic memoir **Maus** by the son of a Polish-Jewish survivor.*

We will approach these haunting works with several questions in mind: what are the common images, themes, jargons, and memories of this factory of death?; how do the remembrances of the Holocaust, and in Auschwitz in particular, differ on the basis of the survivors' background?; more specifically, what was the role of religion in helping the victims survivor and cope with its aftermath?; is there anything new, and if so what, that we can learn from these testimonies? The overarching question guiding us will be: what does it mean to remember, to write down, and to tell the stories of the Holocaust?

We will integrate our discussions of the readings within the larger context of the Holocaust in Europe as well as its memory and its place in the American society. You will leave the course enriched not only by an intense experience of reading these works of trauma art, but with a more nuanced understanding of human behavior at times of profound social disruption.

IDC-101H-03 SOCIAL JUSTICE IN CHILDREN'S LITERATURE

M 1:00 am - 3:30 pm Caitlin Murphy

[Honors Program students only]

This course examines societal issues through children's and young adult literature. Students will analyze works by diverse authors in multiple genres, including fiction and nonfiction, poetry, picture books, non-fiction, and traditional literature. Focus will be on critical reading of materials appropriate for grades K-6 as well as analysis of literary elements, structural features, and the author's craft.

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 CREATIVE WRITING AND COMMUNITY

TTh 12:15-1:30 pm Brian Weinberg

*Offered by the former co-director of the **Louisville Story Program**, this would be a hybrid literature/craft course that would encourage impending graduates from Bellarmine to consider not only how their fiction, poetry and nonfiction prose might be improved on the level of craft, but why and how their work might matter as a positive force for change in the world. How does the writing life go in hand-in-hand with community, both locally and globally? The course would take a critical look at what kinds of important stories are being told these days, and who is telling them, from the best-seller list to local work being published on a grassroots level by Sarabande Writing Labs, the Louisville Story Program, and others. This course may involve a service-learning component through a community partnership.*

IDC-401-02 CONTROVERSIES IN THE U.S.

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 the 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, as well as principles of Catholic social justice, including the recently published papal encyclical **Laudato Si**. 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-401-03 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-401-04 QUALITY OF LIFE

TTh 9:25-10:40 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-401-05 THE MOST SEGREGATED HOUR

TTh 1:40-2:55 pm A. T. Simpson

"It is appalling that the most segregated hour of Christian America is eleven o'clock on Sunday morning."
Various versions of this quote have been attributed to Dr. Martin Luther King Jr. His feelings on this matter are, indeed, well-documented and, decades after his death, the situation may have evolved . . . even if, in many areas of the US, much remains the same. There are, additionally, those who state that whatever progress may have been made, has, at least for the moment, become derailed due to our nation's increasingly troubling ethnic and racial tension.

This seminar will utilize the prism of 'Catholic Social Teaching' to examine the perhaps-now-widening chasm between black and white cultures in America through a study of differences between 'The Black Church' and 'The White Church' (since these are the opposite polls of that "most segregated hour")!

Among the questions to be addressed are:

- 1. How do these two institutions (i.e., the Black Church and the White Church) differ?*
- 2. How do their manifested differences express the institutions' Cultural Outlook, Political Positions and/or their ideas on 'Social Teaching'?*
- 3. Are there 'points of intersection' between the 'politics' of the 'Social Teachings' of the 'Black Church' and the Catholic Church? and*
- 4. If there are not such 'points of intersections,' are Black, Catholic Churches more in line with the traditions of the 'Black Church' or the traditions of the Catholic Church on issues of importance?*

In addition to traditional reading assignments, in-class discussions, tests and a research paper, members of this seminar will:

- 1. attend churches (Black, White and Blended) to viscerally experience the nuances and differences that mere descriptions cannot accurately represent and*
- 2. engage in a Community Service Activity of importance to a local, Black Congregation.*

[This seminar has a course fee of \$50 to cover guest lecturers and performers.]

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?

IDC-401-07 PEOPLE, LAND, AND POWER

W 6:00-8:45 pm Michael Spalione

*Place simultaneously unites communities and divides societies thereby necessarily entwining land and people. This inescapable connection is made manifest in a host of current and urgent ecological and social justice concerns such as the Syrian refugee crisis, America's deportation of immigrants, the Israeli-Palestinian conflict, and the Dakota Access Pipeline, just to name a few. As Pope Francis said in his 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 inquire into the ecological ethics and social justice of land. What economic and environmental responsibilities does a society have in the use and care for its natural resources? What are the ethics of private property and national borders? What are the rights of displaced peoples seeking a homeland?*

(Please note: Unique to this area of Kentucky is an excellent ecological moral exemplar and one of the greatest environmental activists in the world – Wendell Berry. As a class, we will make every effort to plan and organize a class outing to visit Mr. Berry at his farm in Henry County, Kentucky.)

IDC-401-08 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. Wedding 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-ON

PEOPLE, LAND, AND POWER

Online

Michael Spalione

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IDC-401H-01

CHILDHOOD IN THE US

T 6:00-8:45 pm

Emily Bingham

[Honors Program students only]

Our culture and media are saturated with children and young people --as precious innocents, dangerous risk-takers, victims of inequity or violence, consumers, and sources of hope. As a young nation, the country's aspirations have been wrapped in anxiety about the generations expected to fulfill its destiny. But the function, experience, and meaning of childhood and youth in America have undergone dramatic shifts since the colonial era, shaped by forces including industrialization, immigration, family size, divorce, and scientific and psychology-based theories of parenting. This course introduces students to a field of historical inquiry and to questions of how we know what we know. For instance, what does it mean to write histories of a population whose voices are often absent from the historical record? Students have the opportunity to trace the social and historical construction of an experience they have in some form lived out themselves.

To better understand the history of growing up in America, we will examine primary texts (including written documents, physical items relating to children and youth, art, fiction, film, memoir, oral history, and autobiography) alongside works of history. Key themes include the material culture of childhood (toys, clothes, furniture), youth as workers and dependents, the framing of childhood by adults, and youth culture and political action.? Students will learn to apply historical thinking across visual, material and written texts with their own interpretive methodologies.