

**IDC COURSE DESCRIPTIONS – Spring 2024**  
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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 Speeches, Songs, and Politics**

**TTh 9:25-10:40 Lee Remington**

This IDC course will focus on how famous speeches, lyrics, and other writings have impacted American politics. Using original source materials, students will discuss the interrelationship between these important works and the surrounding political environment at the time.

**IDC-101-02 Exploring Urban Ecology**

**MW 1:30-2:45 pm Tim Darst**

This course will explore community as both a social and ecological phenomenon. By restoring urban areas with more intention to incorporate and restore ecological communities, we may begin to view the city as a socio-ecological community, formed by its human residents and non-human organisms. In collaboration with our partner, the Louisville Olmsted Parks Conservancy, we will interact with community members - human, animal, plant, and fungus alike. Students will forge personal relationships with these communities through direct experience and reflective assignments. The class will take regular field trips to become familiar with the different components of communities surrounding Louisville's natural areas. Previous experience with outdoor activities is not necessary, but students should be open to learning how to comfortably spend one hour outdoors, walking up to two miles, with breaks, at a slow pace on uneven surfaces. This course also includes an in-class service-learning component that will involve park restoration work with the Olmsted Parks Conservancy.

**IDC-101-03 Global Dimensions of Social Justice**

**TTh 12:15-1:30 pm Kristen Wallitsch**

This course is an academic inquiry into global perspectives of systemic injustice and social inequalities. The course will examine marginalized populations across the globe, with a focus on

people in the UK, the EU, and those impacted by British colonization. The course will address issues of race, gender, sexuality, class, religion, and forced migration to be compared and analyzed against the systems of oppression that have been constructed in the United States. Books, journal articles, documentaries, small-group discussions, and whole-class discussions are used to gain a better understanding of the topics. Students will be expected to develop well-supported critical arguments for short essays and writing assignments throughout the semester, will be responsible for leading a class discussion on a global issue or individual relevant to the course, and will participate in a group project in which the group will develop a social justice action plan that will educate the class and others in the Bellarmine Community about a selected topic of importance from the course. This class offers students an opportunity to gain a deeper understanding of systems of oppression and injustice in the world without leaving the classroom, and to share new knowledge with members of our community.

### **IDC-101-04 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-101-05 AMERICAN FAMILY**

**TTh 12:15-1:30 pm Lisa Catron**

The 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 towards defining the modern American Family. We will read literary texts including Norman Maclean's *A River Runs Through It*, Amy Tan's *The Joy Luck Club*, Rudolfo Anaya's *Bless me, Ultima*, and Octavia Butler's *Kindred*. We will also supplement these literary texts with readings from scholarly texts and popular periodicals.

Our formal writings will revolve around an extended research project which will culminate in a final argumentative research paper. This extended research project will require choosing a book

or television series and explore its representation of the American 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.

### **IDC-101-07 The History of Race in Education**

**TTh 9:25 – 10:40 am Tomorra Adams**

### **IDC 101-08 Folktales, Fairytales, Urban Legends, and Creepypasta:**

**TTh 1:40-2:55 pm Lisa Catron**

Most of us remember the stories our parents read to us about Little Red Riding Hood, Jack and the Beanstalk, or Puss in Boots, and we still see these characters in films such as Hoodwinked, Shrek, Puss in Boots, Enchanted, Frozen, The Little Mermaid, and Maleficent. But did you know tales that many of these tales were originally told for adult audiences and not for children? The roots of our fairytales reside in the tales peasants told each other after their children were safely tucked into bed. So how did stories to entertain adults become stories for children? We will explore this question and explore how these stories changed for different societies and different audiences. We will look at these tales as historical and cultural texts. We will touch on the stable structure of the tales, but the class will look at what the variations in the details tells about the people living in different times and different cultures and how these tales reflect their world, their hopes, and their fears.

Our modern folktales, the urban legend and creepypasta, will come in the second half of the semester. We will assess what these modern tales and methods of storytelling say about our world and how we try to navigate through it. We will explore modern legends about the Jersey Devil and the Mothman and urban legends about babysitters getting phone calls from inside the house, gang initiations, and kidneys being stolen. We will study the emergence of creepypasta and the role of the technology in the growth of this new form of storytelling. We will explore the origins of Slender Man, Candle Cove, and Sonic.exe. What do these modern tales and methods of storytelling say about how we see our modern world? What do they say about our hopes and fears? The final paper for the course will be a researched based argumentative paper analyzing an urban legend or creepypasta.

### **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 as 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**

**Required for Terra Learning Community but open to all students**

**TH 4:30-4:15 pm Beth Bell**

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-101-LC03 Foundations of Global Health (Galileo Learning Community students only)**

**TTH 12:15-1:30 pm Madeline Tomlinson**

This course will provide an overview of global health disease challenges, and the factors that can affect these issues including demographic changes, conflict, human rights abuses, migration, travel, food production and distribution, water resources, and market forces and economic factors. Students will become familiar with the role of governmental and non-governmental organizations in identifying, understanding, and addressing global health issues.

### **IDC-101-LC04 Eureka Seminar (Eureka Learning Community students only)**

**MWF 9:00 – 9:50 am Jennifer Miller**

**IDC-101-LC05 Clothes Make the Person (Compassion Learning Community Students only)**

**MW 1:30-2:45 Laura Ping**

Fashion designer Miucca Prada once said that "Fashion is instant language." Social scientists too have described clothing as a language, but is it? This course explores the ways that fashion is a means of self-expression. How are clothing and identity linked? How is clothing viewed as a symbol of poverty or privilege? How has fashion been used as a visual tool to fight oppression and as a symbol of resistance? How does fashion reflect current events and popular culture? We begin by examining the clothing worn during the American Revolution and end by examining the role that fashion plays in contemporary popular culture and the media. Major themes considered will be gender and sexuality, race, ethnicity, and social class.

**IDC-101H-01 The Kentucky Derby (Restricted to Honors Students)**

**TH 6:00-8:45pm Bingham**

Course description forthcoming.

Officially, the Kentucky Derby is a Grade 1 stakes race for three-year-old thoroughbred horses over a mile and a quarter course. It is also the oldest continuously held sporting event in the United States. But the race has grown into much more—a weeks' long festival, a tourism juggernaut, and an annual event that has brought Louisville ("Derby City") national and worldwide fame. The "Run for the Roses" also packs an economic impact of some \$217 million in a "normal" year—more than the Superbowl. And don't forget the hats! With its significance sufficiently established, "the greatest two minutes in sports" clearly deserves study. This seminar gives students the chance to trace how we got here. We will approach the Kentucky Derby from historical, economic, and cultural perspectives. In addition to assigned texts, the students will encounter experts such as scholars, sportswriters, racetrack executives, racing and breeding insiders, economic development officers, and even milliners, to help uncover the complexities of a race run since 1875—including some touching on race, gender, class, and even national and international politics. By the end of the seminar, students will be familiar with matters ranging from parimutuel wagering to PETA, from Bob Baffert to the "backside," Sheikh Muhammad bin Rashid Al Maktoum, Larry Birkhead, and the secondary market in Derby glasses. Each student will select a Derby prospect (aka horse) to analyze and follow through the early 2022 racing season. We will also experience the storied racetrack up close with a field trip to Churchill Downs. To cap the course, each student will complete a project on an aspect of the Derby's history, economy, or culture (past, present, or prospective). Riders up!

**IDC-101H-01 American Skin (Restricted to Honors Students)**

**MW 1:30-2:45 Connor Picken**

Course description forthcoming.

Using fiction, memoir, sociology, and investigative journalism, this interdisciplinary course explores race in America through the tenuous relationship between our American identity and what Bruce Springsteen once called our "American Skin." The question we will ask (and hope to

answer) is How and why do the arbitrary differences in pigmentation bear such profound weight on American identity? This course reads contemporary social-cultural issues through the complex prism of race. It also traces how, when, and why constructions of race work within a broader American ideology that rests upon racial disparity.

## **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 Story and Community**

**TTh 12:15-1:30 Brian Weinberg**

This course 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 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 involves a partnership 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-401-02 CONTROVERSIES IN U.S. SOCIETY**

**MW 12:00-1:15 Isaac McDaniel**

The topics examined in the Seminar focus on critical issues facing contemporary society. The selected readings are designed to illuminate these topics. They represent diverse points of view and are drawn from a variety of disciplines in the humanities and social sciences. These readings are designed to assist students in developing an enlarged and integrated understanding of the ideas and values at issue in the topics under discussion.

In a seminar, each participant is co-responsible for his or her own learning, as well as for the learning of the other participants. Each student will lead two discussions during the semester and functions simultaneously as teacher and learner: a teacher by contributing insights that assist others in developing an understanding of the topics under discussion, and a learner by profiting from the contributions of others, from the readings and other educational experiences incorporated into the course.

### **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 – 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. 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-401-05 and 401-06 THE MOST SEGREGATED HOUR**

**TTH 12:15 – 1:30 (Section 5) TTh 1:40-2:55 (Section 06) 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-401-07 PEOPLE, LAND, & POWER**

**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-401-08 Vulnerabilities in Forensic Care****TTH 9:25-10:40 Alan C Ryan**

This community engaged course introduces forensic health sciences and the collaborative, interdisciplinary healthcare, government, and social science professions involved in providing comprehensive care in the forensic setting; mental health issues related to victimization and perpetration; forensic mental health professional roles; diminished capacity and competence to stand trial; addiction and crime; current issues in forensic mental health; judicial system overview.

**IDC-401-ON1 Senior Seminar (For Degree Completion Students Only)****Online lecture Carol Stewart****IDC-401-ON2 THEATRE & PRISON****Online lecture 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.

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-401H-03 Honors Senior Seminar: Social and Scientific Dimensions of Natural Disasters****MW 12:00 - 1:15 Kate Bulinski**

Natural disasters are among most traumatic experiences that a human can experience. Sometimes these events are unavoidable, but other times there are ways to minimize or even prevent their effects altogether. In this class, we will explore the scientific and social dimensions of a variety of natural disasters. This class will be enhanced by the contributions of Matt Milosevich, meteorologist at WLKY who will speak to the scientific aspects

of weather-related natural disasters and the importance of communicating accurately about hazard risks to the public.

We will examine historical case studies to learn from past mistakes and what works best for hazard management. We will also examine hazards through a multitude of lenses like poverty and inequity, the global refugee crisis, government decision-making, and whether and how communities should rebuild after a disaster.

By the end of the semester, we will be able to think broadly and critically about how we can prepare for a future with more frequent and severe hazards in light of an increasingly populated planet during a time of climate change.