

# IDC COURSE DESCRIPTIONS – FALL 2020

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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, 06, 09, 12, & 14) are all 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-101-01 EXPLORING COMMUNITY – Louisville Olmstead Park Conservancy**

**MW 1:30-2:45 pm Carolyn Waters**

### **IDC. 101-06 EXPLORING COMMUNITY – Family Scholar House**

**MW 4:30-5:45 pm Elizabeth Cassady**

### **IDC. 101-09 EXPLORING COMMUNITY – Louisville Youth Group**

**TTh 12:15-1:30 pm Caitlin Simpson**

### **IDC. 101-12 EXPLORING COMMUNITY – Facilities Management Services**

**MW 4:30-5:45 pm Liz Amick**

### **IDC. 101-14 EXPLORING COMMUNITY – YMCA Safe Place**

**TTh 4:30-5:45 pm Lory King**

**IDC-101-02 MUSIC IN WORLD CULTURES****MW 1:30-2:45 pm Samantha Barnsfather**

*This course provides students a global sense of music and its significance across cultures by introducing them to a diverse repertoire (traditional, popular, and classical music) and developing listening skills applicable to all music. The organization of the course consists of familiar cultural themes and scenes and will feature a selection of major case studies. Students will engage in fieldwork assignments, both digitally and within their own communities, and participate in exercises that bring music to life through interaction with various traditions.*

**IDC-101-03 DEATH AND THE CORPSE****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-101-04 THE BEAST WITHIN AND WITHOUT****MW 3:00-4:15 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-101-05 REFUGEES IN LOUISVILLE****MW 4:30-5:45 pm Kristin Wallitsch**

*This course is an academic inquiry into human displacement, resettlement to the United States and, more specifically, how refugees intersect with our local community. Books, journal articles, documentaries, small-group discussions, and whole-class discussions, are used to gain a better understanding of the selected 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 and will work on a collaborative project that encourages cross cultural exchange and understanding.*

**IDC-101-07 URBAN AGRICULTURE & COMMUNITY DEVELOPMENT****TTh 9:25-10:40 am Yani Vozos**

*Urban Agriculture is field which consists of many subjects including biology for farming, community development, business and economics, landscape design, local politics, and beyond. This class will focus on three main areas for teaching students about Urban Agriculture and Community Development. First, the class will give students real world skills in growing food with an introduction to urban agriculture approaches, practices, and techniques. Second, the class will give students an introduction to basic community development and planning skills and techniques. Third, the class will feature discussion and analysis about how urban agriculture has been and can be impactful regarding community development, education, public health, social justice, and economic opportunity. The course features multiple field trips, a service-learning*



*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-101-13                    AMERICAN FOLKLORE STUDIES**

**TTh 4:30-5:45 pm                    Tami Harbolt**

*American Folklore Studies introduces students to American traditional cultural expressions, such as storytelling, textiles, folk architecture, medicine, costume, art, and music. These often more conservative forms of cultural expression may seem to be fading away but have actually changed only in the means of transmission. Urban legends that once relied on print media can now reach larger groups through social media. Aspects related to the experience of oral and visual culture as it changes from traditional forms to popular forms will also be analyzed.*

*American Folklore studies are by virtue of their definition embedded in community. Any form of cultural expression that is transmitted orally or by example qualifies as "folklore." Students will examine how folklore functions within their own families, their churches and schools, workplace and sites of leisure. They will examine how traditional culture is expressed in terms of gender, ethnicity, and region- and will contact practitioners who actively promote traditional cultural forms in our community.*

*This class will also challenge students to examine how folklore can be exploited to promote nationalism, fascism, and cultural colonialism. Students will be responsible for examining their own practices of cultural consumption and make judgements about cultural imperialism.*

### **IDC-101-15                    REPARATIONS FOR BLACK AMERICA**

**W 6:00-8:45 pm                    Kathleen Parks**

*Utilizing Louisville, Kentucky as a model city, as appointed First Lady of Reparations for Slavery, this introductory course will introduce historical evidence and perspectives on how and why the reparations movement is necessary and long overdue in America.*

*Understanding that Black Americans have been historically mis-identified as African Americans instead of Descendants of American Slaves, this course examines the causes which continually contribute to systemically structured economic urban communities which perpetuates crime, gun violence and genocide.*

### **IDC-101-16                    ANIMAL STUDIES**

**T 6:00-8:45 pm                    Tami Harbolt**

*Animal Studies introduces students to the multitude of ways that animals are embedded in our lives, from the food we eat the clothes we wear, the source of our medicines and cosmetics, our entertainment and employment, as well as our companions. Animals also figure prominently in the experiences of the disabled, homeless, veterans, marginalized, and displaced through service and therapy. The course will discuss how we construct cultural categories for specific species of animals and use those structures to shape our interactions with other people. Finally, this class will discuss our ethics and responsibilities towards animals and the environment.*

*Students will be expected to perform service work with an animal-related agency which serves people experiencing socio-economic duress in the local community. Animal shelters, advocacy groups, and rescue organizations all provide resources for individuals and families who struggle to maintain adequate housing and access with companion and service animals. Groups like WAGS and Paws With Purpose train and foster animals for use in hospitals, nursing homes, prisons, and rehab facilities. In addition, homelessness and disaster or domestic violence displacement can be the result of a desire to maintain a pet or animal companion. They teach children empathy and kindness. Finally, wildlife rehabilitation and zoo conservation efforts intervene to maintain populations of animals for the enjoyment of future generations. In order to explore*

these situations, students will partner with an agency to examine how animals assist in providing prosocial benefits.

## **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                    THE MOST SEGREGATED HOUR**

**\$100 course fee**

**MW 12:00-1:15 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 poles 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 \$100 to cover a variety of community engagement activities.***

### **IDC-401-03                    STORY & COMMUNITY**

**MW 3:00-4:15 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-401-04                    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-401-05                    TRAUMA-INFORMED SERVICE & CARE**

**TTh 9:25-10:40 am                    Caitlin Simpson**

*In this course, students will explore what it means to show up and be social change agents in the context of their chosen vocation. Each student will have the opportunity to imagine social justice work in their own professional context and develop the necessary skillsets to engage with members of oppressed, marginalized, and vulnerable populations using a trauma-informed approach. Students will explore the concept of toxic charity and alternate methods of giving to those in need. This course will consist primarily of discussions and activities in class, presentations on selected social justice topics, in-class participation, and reflective journaling.*

### **IDC-401-06                    SCIENCE & SOCIAL JUSTICE**

**TT 9:25-10:40 am                    Stephen Davis**

*Science is the systematic process of observing the physical world to identify objective truth with emphasis on describing natural phenomena. Typically, the acquired scientific knowledge is translated to practical applications through technology and commercial ventures. But do scientists have a responsibility to*

*understand the social implications of their studies? Is any discovery or experiment acceptable so long as furthering knowledge is the goal? Or does social justice require limits on even objective studies? In this course we will explore the impact of science on race, poverty, wealth distribution, health care, colonialism, and other social justice issues. And also, the impact of social justice criterion on science.*

### **IDC-401-07 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 15<sup>th</sup> 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-401-08 POVERTY & HOMELESSNESS IN LOUISVILLE**

**TTh 3:05-4:20 pm Bill Donovan**

*This class examines homelessness in Louisville through the lens of History, the social sciences, and Catholic Social teaching. Who are the homeless and the poor? What are the politics of poverty? To what extent do the poor have a political and social voice? Do the affluent owe anything to the poor? We examine the historical roots of urban poverty highlighting the so called ‘deserving’ and ‘undeserving’ poor. We will look at poverty on the individual level and as part of the larger social structure, as well as governmental and private attempts to eliminate or at least alleviate poverty. We will also discuss Catholic Social teaching on poverty focusing not only on theology but on specific Catholic reformers such as Dorothy Day as well as the Church’s specific efforts in Louisville. The course is discussion based focusing on weekly readings and student experiences. We will have in class speakers on specific aspects of Louisville’s homeless population together with speakers on the wider theological and political issues. The class will end with a discussion of what can we do and what should we do to alleviate poverty in Louisville and in the wider national community.*

*The work for class consists of short replies to weekly readings together with a semester paper. There is a Service-Learning component to this course. You will have a choice of working 15-20 hours during the semester at one or more sites chosen by the instructor and then write an eight to ten-page analytical paper incorporating your service to the readings. Students who can’t do the service component will write a twenty-page research paper based on a related topic approved by the instructor.*

### **IDC-401-09 HOW TO CAUSE A RUCKUS**

**TTh 3:05-4:20 pm Cody Nygard**

*We all want to make an impact on the world around us. But how? The goal of this course is to empower students to think creatively about their involvement in society, and to engage social change in an informed and impassioned manner. Together, we will discover how to cause a ruckus, namely how to envision a more equitable, free society, and the steps we must take to make our ideals a reality. Students will participate in active discussion around topics and tactics of social change theories and put these theories into practice through community engagement in local organizations. We will hear from guest speakers who are causing a ruckus in our region and develop strategies for real world cases of societal change. Topics to be surveyed include: past and present social movements and where US and global society may be headed in the future; questions regarding motivations for change, societal power, authority, rights and responsibilities; propaganda and communications studies; strategies for being a “change agent.”*

*Course Texts: Rules for Radicals by Saul Alinsky; Selected articles from various authors in the field of social change such as Tom Paine, Henry David Thoreau, Martin Luther King, Jr., Stokely Carmichael, and others.*

## **IDC-401-10 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-401-11 SENIOR SEMINAR: INDIA**

**M 4:00-6:00 pm**

**John Pozhathuparambil**

***(NOTE: This section is for students travelling to India 12/10/2020 through 12/22/2020. Cost of trip is extra – instructor approval required)***

*The religions/spiritualties, culture, education, and healthcare system of India provides a complex, modern setting for an examination of Catholic social teaching in action. Understanding the historical context of Indian society, we will examine how these contemporary issues are continuing to play out, and explore the intersection of justice within that context.*

*As one of the ancient civilizations, India has great stories to share. It is a melting pot of cultures and religious beliefs and practices. In many ways, India provides examples to the rest of the world for how such diversity can coexist peacefully and respectfully. This course will spend time exploring some of the critical environmental, political, cultural, religious, and healthcare issues that continue to arise within the country.*

*Students will then learn to:*

- *appreciate the diversity of Indian culture, and explore the justice issues this diversity presents*
- *explain the impact of diverse religions in India and their influence on India's culture*
- *analyze the political, economic, education, and healthcare systems of India through Catholic Social Teaching lens and develop strategies to address inequities*

## **IDC-401-12 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-401-13**                    **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 State’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?*

*(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-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.*