

**IDC COURSE DESCRIPTIONS – SPRING 2020**  
*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-101-01 DEATH & THE CORPSE**

**MW 12:00-1:15 pm Amy Tudor**

**[Galileo Learning Community students only]**

*In this course, we will use interdisciplinary study in such fields as history, anthropology, photography, conflict studies, anatomy, and literature to explore the changing cultural meanings of death and the human corpse. We will then apply this foundational study to such contemporary issues as the Right to Die controversy, the abuse of corpses in Afghanistan, and the prevalence of “undead” characters in popular culture. Students may also elect to further explore course topics through co-curricular trips to the Bellarmine gross anatomy lab, the Louisville Coroner’s office, and Cave Hill Cemetery.*

**IDC-101-02 DEATH & THE CORPSE**

**TTh 9:25-10:40 am Amy Tudor**

**[Galileo Learning Community students only]**

*In this course, we will use interdisciplinary study in such fields as history, anthropology, photography, conflict studies, anatomy, and literature to explore the changing cultural meanings of death and the human corpse. We will then apply this foundational study to such contemporary issues as the Right to Die controversy, the abuse of corpses in Afghanistan, and the prevalence of “undead” characters in popular culture. Students may also elect to further explore course topics through co-curricular trips to the Bellarmine gross anatomy lab, the Louisville Coroner’s office, and Cave Hill Cemetery.*

**IDC-101-03 DEEP ECOLOGY**

**TTh 1:30-2:45 pm 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-101-04      DIAGNOSING THE SOUL**

**MW 12:00-1:15 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-101-05      CALLING AND PURPOSE**

**TTh 1:40-2:55 pm      Hoon Choi**

**[Explore Learning Community students only]**

*This course examines vocational questions in the context of liberal arts educational framework. As such, it will not only attempt to find majors and career paths appropriate for each student, but also to uncover and discover who they are so that they can discern that path in this ever changing and evolving world. Through sharing their life journeys, passions, duties, expectations, multiple identities, social locations and constructions, students will be challenged to discern their vocation in the broader context of human community via cura personalis. A part of this process will include a service-learning model where they are expected to get real life exposures to a field of their choice.*

**IDC-101-06      DIAGNOSING THE SOUL**

**MW 1:30-2:45 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-101-07      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.*

The following IDC-101 sections (08 -11 and -14) 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-101-08      EXPLORING COMMUNITY – Family Scholar House**

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

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

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

**IDC-101-10      EXPLORING COMMUNITY – Facilities Management Services**

**TTh 4:30-5:45 pm      Liz Amick**

**IDC-101-11      EXPLORING COMMUNITY – Louisville Olmstead Parks Conservancy**

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

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

**MW 4:30-5:45 pm      Lory King**

**IDC-101-12 WHO IS AN AMERICAN?****TTh 9:25-10:40 am Cathy Sutton**

*When did your ancestors come to the U.S? Where did they come from; why did they come to America? What were their hopes for their futures and for their children fulfilled? Did they sacrifice a part of their identity in order to assume a new one? (If your ancestors had no choice about coming to America or if you're descended from native people how does your story relate to the immigrant experience?)*

*Virtually everyone in both major political parties agree that our current immigration policy is "broken." Despite this recognition, we as a country seem incapable of creating any change. Is this issue insurmountable? In this class we will familiarize ourselves with the major laws in the history of immigration, but more important, we will study in depth the current state of immigration as it affects our political, social, economic, and moral identity as Americans. With an emphasis on contemporary publications regarding the major aspects of immigration, we will begin to formulate some solutions to the immigration conundrum. In addition, we will interview a number of professionals involved in refugee resettlement, immigration law, the Sanctuary movement, and others who can share their expertise with us. Finally, we will interview recent immigrants and refugees in the hope of understanding their motivations for coming to the U.S., their experiences, their reflections on their lives in America.*

*This class will challenge everyone to consider their previous thinking. We will all do our best to de-politicize this issue, concentrating on the facts, the laws, and the opinions of authorities on both side of the debate about the ways to solve our immigration system. The class will demand that we all keep an open mind and engage in thoughtful discussion.*

**IDC-101-15 ENGAGING WITH COMMUNITY****TTh 9:25-10:40 am Conor Picken****[Compassio Learning Community students only]**

*Social inequalities, including those of class, race and gender, and the contentions around these divisions, are central to debates about American identity. Contemporary discourse about inequality in the economy, education, the workforce, health care, and racial justice are the latest episodes of a long-running and highly contested series of conversations in American culture about the relationship between the haves and the have-nots.*

*Some questions that the course will consider are: How does the American Dream avail itself more readily to some and not others? Why is this the case? How have policies surrounding the "war on drugs" adversely affected the infrastructure of at-risk urban communities? How have economic policies shifted the ways in which the urban poor make their living? This course tackles these and other questions to show how social inequality reflects an American Dream that remains fleeting to society's marginalized. This course illuminates issues that relate to the thematic pillars of the Compassio Learning Community, specifically how social justice functions conceptually when applied to conversations about social inequality. Using fiction, history, sociology, and a direct community engagement, this course charges that, in order to be more informed and responsible citizens of the world, we must first comprehend more deeply how we live in relation to others.*

*The course will combine in-class learning with field experiences working with various nonprofit agencies.*

**IDC-101-16 ENGAGING WITH COMMUNITY****MW 12:00-1:15 pm Conor Picken****[Compassio Learning Community students only]**

*Social inequalities, including those of class, race and gender, and the contentions around these divisions, are central to debates about American identity. Contemporary discourse about inequality in the economy, education, the workforce, health care, and racial justice are the latest episodes of a long-running and*

*highly contested series of conversations in American culture about the relationship between the haves and the have-nots.*

*Some questions that the course will consider are: How does the American Dream avail itself more readily to some and not others? Why is this the case? How have policies surrounding the “war on drugs” adversely affected the infrastructure of at-risk urban communities? How have economic policies shifted the ways in which the urban poor make their living? This course tackles these and other questions to show how social inequality reflects an American Dream that remains fleeting to society’s marginalized. This course illuminates issues that relate to the thematic pillars of the Compassio Learning Community, specifically how social justice functions conceptually when applied to conversations about social inequality. Using fiction, history, sociology, and a direct community engagement, this course charges that, in order to be more informed and responsible citizens of the world, we must first comprehend more deeply how we live in relation to others.*

*The course will combine in-class learning with field experiences working with various nonprofit agencies.*

### **IDC-101-17 FOUNDATIONS OF LEADERSHIP**

**MW 4:30-5:45 pm Brooke Wilson**

*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-101H-01 JUSTICE**

**TTh 12:15-1:30 pm Evanthia Speliotis**

**[Honors Program students only]**

*Justice is a concern to us in every aspect of our lives, personal and political. We care how we are treated, what furthers our good, whether others gain at our expense, etc. Today, we often appeal to our “rights,” insisting that they be upheld, or protesting that they have been violated. But what is justice, or perhaps more precisely, what is the origin or foundation of justice?*

*The Ancient Greeks, whom many credit with founding democracy, were cognizant of living in a revolutionary time—a time when human communities were evolving out of the traditional family-based tribe (or kingdom) and into a new political arrangement. Confronting and reflecting on this new world order, several of the best thinkers started wondering and investigating what justice—the ruling guide and principle of political life—was, on what it was founded, what distinguished a just state from an unjust state and a just ruler from an unjust ruler. And, as they reflected on these questions, they identified the range of possibilities—god/gods, the family, nature, authority/will—that are still discussed and debated today. In this course, we will read several seminal Greek authors on the question of justice. The texts we will read, which include Sophocles’ *Antigone* and Plato’s *Republic*, are worthy of reading for their own sake. But they also put forth ideas and problems that every subsequent discussion about justice has had to face. And as we read them, we will examine and interrogate their claims and seek to arrive at a better understanding of this perennial question.*

### **IDC-101H-02 GENDER, RACE, & CHRISTIANITY**

**MW 3:00-4:15 pm Hoon Choi**

**[Honors Program students only]**

*This course explores the complex, often complicated, and always interwoven dynamics between gender and race from Christian perspectives. It examines the historical, social, and especially religious constructions of gender and race, seeks to understand the intersection among them, and exposes where contemporary theological and scientific understandings inform, interrupt, and challenges the perceived*

*norms. Understanding that all races are gendered, and that all gender is raced, will help students to notice some pejorative implications of rigid definitions of masculinity and femininity (especially by Christian institutions) and to start reconstructing a more expansive, integral, and authentic definitions.*

**IDC-101H-03 LIFE IN THE LIMINAL AGE**

**TTh 4:30-5:45 pm Amy Tudor**

**[Honors Program students only]**

*According to contemporary philosopher Zygmunt Bauman, we are living in “Liquid Times,” an era when the boundaries between nations, ideas, and even truth and falsehood are becoming unstable. This phenomenon allows what was formerly separate to mix, blurring their definitions and triggering cultural change. This blending can lead to profound positive transformations, but it can also trigger tremendous anxiety as identities, concepts, and physical and cultural boundaries are called into question. From walls to warfare, “Deep fakes” to DNRs, we’ll consider both the uncertainty and the incredible potential of life in our “liquid,” liminal age.*

**IDC-101H-04 WOMEN IN SCIENCE**

**TTh 12:15-1:30 pm Roberta Challener, Moira O’Keeffe, & Hoon Choi**

**[Honors Program students only]**

*A discussion-based course dedicated to having meaningful and civil dialogue centered on the issues (both historical and current) that women in the STEM (Science, Technology, Engineering and Math) disciplines have had or are facing. The course will examine the lived experiences of specific women scientists throughout history, explore the reasons for how and why women have been excluded from the sciences and will pay special attention to issues surrounding women of color in STEM. Topics on what the future of science could look like and efforts to recruit women into STEM careers will also be discussed.*

**IDC-101H-05 ROMANTICISM AND THE SCIENTIFIC IMAGINATION**

**TTh 9:25-10:40 am John James**

**[Honors Program students only]**

*The years, roughly, between 1789 and 1830—Britain’s Romantic era—witnessed drastic shifts in the nation’s artistic, cultural, and industrial landscape. Just as writers and painters turned to the natural world to articulate a renewed understanding of the imagination, inventions such as the steam engine significantly altered humankind’s relationship to the environment, in ways we continue to grapple with today. This course seeks to understand this shift and others by looking to the period’s literary and cultural artifacts, asking: What are the roots of this change? What is its relation to our current climatological epoch? Might our inquiry shed light onto our own era of pending ecological collapse? We will examine the period’s emergent genres, science fiction and the gothic (what becomes horror), to understand this distant culture’s relationship to science, both as a methodological inquiry and as a broader mode of knowledge production and dissemination. Readings will include Mary Shelley’s *Frankenstein* and John Polidori’s sensational short story, “*The Vampyre*,” as well as poetry by William Blake, William Wordsworth, Charlotte Smith, John Clare, and others, and paintings by Caspar David Friedrich and Thomas Cole. We will also look briefly at key philosophical passages from Kant, Hegel, Marx, and Adorno and Horkheimer. Finally, we will turn to consider Romanticism’s more contemporary affordances as it manifests in Don DeLillo’s *White Noise* and Alexandra Kleeman’s “*Fairy Tale*.” Ultimately, students will walk away from this course with a better understanding not only of Romantic science and ecology, but of the ways history shapes our present moment and how we—as thinkers, artists, consumers—might alter it, in turn, for the better.*

# **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 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-401-02 QUALITY OF LIFE**

**TTh 12:15-1:30 pm 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-401-03 CREATIVE WRITING & COMMUNITY**

**MW 3:00-4:15 pm Robert 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-401-04 EVIL AND RESISTANCE**

**MWF 11:00-11:50 am Mary Nebelsick**

*Heroes and Villains! Good Guys and Bad Guys! We live in a world where it is very difficult to tell the difference between good and evil. What is good? How should we resist evil? In this course we will take the United Nations Universal Declaration of Human Rights, adopted in 1948, as our guidepost. The Declaration states, “the recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world ....” (United Nations<sup>1</sup>). One year after the anniversary of the 70<sup>th</sup> anniversary of the Declaration we must ask, “Have we lived up to the words and spirit of the Declaration?” We will reflect on the following questions: What is evil? What is good? Is war just? Is terrorism the same as war? What are the rights of the victims? What are the responsibilities of the victors? Can the victors and those who they defeated live together peaceably? What is our responsibility as leaders in our complex multi-cultural world?*

<sup>1</sup>United Nations. United Nations Universal Declaration of Human Rights 1948.

[www.jus.uio.no/lm/un.universal.declaration.of.human.rights.1948/sisu\\_manifest.html](http://www.jus.uio.no/lm/un.universal.declaration.of.human.rights.1948/sisu_manifest.html). Accessed August 1, 2016.

**IDC-401-05 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-401-06      READING THE BOOK OF NATURE****TTh 3:05-4:20 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-401-07      THE THOUGHTFUL CONSUMER****TTh 1:30-2:45 pm      Julie Toner**

*The United States has shifted from a culture based upon values, traditions, and religion to a culture where social status, values, and activities are centered on the consumption of goods and services. Students will learn how and when this transition took place. In addition, they will compare the U.S. consumer culture with the cultures of other nations. Short-term and long-term costs and benefits of consumer culture will also be explored. Students will discover religious, environmental, and ethical reasons to consume less, save more, and help others who are less fortunate. Each student will explore what s/he values most and learn how to budget time and money appropriately. In addition, students will learn about becoming conscientious consumers in light of recent news reports of working conditions including: child labor, human trafficking, unsafe working conditions, income inequality, violence, ethics violations, and other issues. If a company uses unethical practices to make a profit, should one do business with that company? Students will demonstrate a new understanding of success and will forecast how consumer culture will evolve in the next few decades.*

**IDC-401-08      CONTROVERSIES IN THE U.S.****MW12:00-1:15 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-401-09      STEP TO SOLIDARITY: SHOWING UP****TTh 12:15-1:30 pm      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-401-10 THEATRE AND 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 CONTROVERSIES IN THE U.S.**

**MWF 9:00-9:50 am Bob Pfaadt**

*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-401-12 CONTROVERSIES IN THE U.S.**

**MWF 10:00-10:50 am Bob Pfaadt**

*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-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 changemakers, from both small and large-scale social justice movements, like Nelson Mandela, Dan Savage, Martin Luther King, Jr., Bill Moyers, Pablo Neruda, and Desmond, will show us ways to make a difference.*

**IDC-401-ON2**

***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 changemakers, from both small and large-scale social justice movements, like Nelson Mandela, Dan Savage, Martin Luther King, Jr., Bill Moyers, Pablo Neruda, and Desmond, will show us ways to make a difference.*