

IDC COURSE DESCRIPTIONS – SPRING 2021
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.

The following IDC-101 sections (01, 02, and 03) are all focused on exploring the community as part of our Quality Enhancement Plan (QEP), *Exploring Self, Exploring Community*. Following on from BU-100 which concentrated on *Exploring Self*, these IDC-101 sections will continue the journey (using the skills developed in First-Year Focus) into *Exploring Community* and how we as individuals can best interact with the various communities to which we belong and with whom we interact. Each section will collaborate with a different community organization to help guide our exploration. We want these interactions to serve as examples of equitable, reciprocal, and enriching collaborations between Bellarmine and local/regional partners and thus lay the foundations for successful community engagement opportunities for our students. All sections will take a common approach in exploring different aspects of community including *definition of community, community as ecosystem, analysis of community, and community exploration*. Each section will work with their community partner on a final research project that will address one or more issues faced by the partner. There is no service-learning requirement for these sections.

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

IDC-101-01 EXPLORING COMMUNITY – Friends of the Library Hyflex
TTh 4:30-5:45 pm Liz Amick

IDC-101-02 EXPLORING COMMUNITY – Louisville Olmstead Parks Conservancy Hyflex
MW 1:30-2:45 pm Carolyn Waters

IDC-101-03 EXPLORING COMMUNITY – Family Scholar House Hyflex
MW 4:30-5:45 pm Elizabeth Cassady

IDC-101-04 FOUNDATIONS OF LEADERSHIP Online
TTh 9:25-10:40 am 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-101-05 HOLOCAUST: A STUDY OF HATE**Hyflex****TTh 1:40-2:55 pm Dan Penner**

The Holocaust will be investigated in detail and substance. We will look at German culture and history and how it was a factor in its occurrence. We will see how conditions in early 20th century Germany, as well as impacting world events, were major factors in the establishment of an environment that allowed Hitler and the Nazi Party to take over the government. Anti-Semitism will be explained and explored. Hitler will be a major topic . . . why and how he was able to convince the German people to accept his ideas and follow a path of hate and destruction. The role of the world during the Holocaust, including the United States, will be addressed. Relevant to the Holocaust as well as events of today, we will examine the role of the bystander. The course will study, research and compare similar events of the past and present where man has been inhumane to man. We will look at hate and try to learn how we as individuals can help fight this cancer of society and pass the message of acceptance to others. There are other lessons one can learn from the study of the Holocaust relevant to events of today. The class may very well change one's way of thinking and how one treats others in a diverse society.

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

IDC-101-06 GOD, EINSTEIN, AND BABY YODA**Hyflex****TTh 3:05-4:20 pm Pat Holt**

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

The following IDC-101 sections are restricted to students in the indicated learning community

IDC-101-LC01 DEATH & THE CORPSE**Online****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-LC02 DEATH & THE CORPSE**Online****TTh 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-LC03 DEEP ECOLOGY

Hyflex

TTh 1:40-2:55 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-LC04 GOD, EINSTEIN, AND BABY YODA

Hyflex

MW 4:30-5:45 pm Pat Holt

[Eureka Learning Community students only]

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

IDC-101-LC05 DIAGNOSING THE SOUL

Hyflex

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-LC06 DIAGNOSING THE SOUL

Hyflex

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

[Galileo Learning Community students only]

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

IDC-101-LC07 DIAGNOSING THE SOUL

Hyflex

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-LC08 ENGAGING WITH COMMUNITY

Hyflex

TTh 9:25-10:40 am Staff

[Compassio Learning Community students only]

Description forthcoming.

IDC-101-LC09 CALLING AND PURPOSE

Hyflex

TTh 1:40-2:55 pm Staff

[Explore Learning Community students only]

Description forthcoming.

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

IDC-101H-01 HISTORY OF ENVIRONMENTAL THOUGHT

Online

TTh 9:25-10:40 am John James

[Honors Program students only]

What is "environment," and what does it mean to inhabit a "place"? To live alongside other beings, or to participate as an actor in a complex ecosystem? Beginning with a very modern account of environment(alism) grounded in the notion of ecological conservation, this course takes a broad historical view to reassess "environment" as an incredibly capacious term, which develops across cultures and over wide swaths of time. Beginning with the Bible and other theological texts, we will consider how "environment" has shaped religion and how mythological explanations of the natural world allow humans

to psychically and, sometimes, physically control for forces that defy easy comprehension or manipulation. We will also consider the emergence of science in a philosophic context to understand how this relatively recent attitude toward the natural world constitutes an altered dynamic between people and their places. Particular attention will be given to literary works—to novels and to poems—not only as emblems of cultural thought, but as archives of unsettled ideologies whose authors sometimes obliquely articulate their anxieties and desires.

Readings may include passages from the Biblical Genesis, Plato's Timaeus, and Aristotle's Physics, as well as short excerpts from medieval poetry. We will also examine short philosophical passages by Francis Bacon, René Descartes, and John Locke before looking to the literature of modernity, including Daniel Defoe's Robinson Crusoe and Mary Shelley's Frankenstein (both surprisingly philosophical novels), excerpts from Odaulah Equiano's Interesting Narrative, and poems by James Thomson, Phillis Wheatley, William Cowper, William Blake, John Clare, and others. Finally, we will pivot to consider the emergent genres of "ecopoetry," "climate fiction," and "dystopian literature" to better understand just how it is that we comprehend our roles as ecologically positioned (and, perhaps, as globally dominant) beings and what steps we might take—as actors, as stewards, or as thinkers—to better participate in the complex world we by turns inhabit and create.

IDC-101H-02 HOLOCAUST MEMOIR

Online

TTh 12:15-1:30 pm Fejda Buric

[Honors Program students only]

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

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

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

IDC-101H-03 GENDER, RACE, AND CHRISTIANITY

Online

TTh 3:05-4:20 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-04 THE KENTUCKY DERBY
W 6:00-8:45 pm Emily Bingham
[Honors Program students only]

In-person

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 2021 racing season. COVID permitting, we will 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-05 MERTON AND TRANSCENDENTALISTS
MW 3:00-4:15 pm Jon Blandford
[Honors Program students only]

In-person

This course draws connections between Transcendentalism, a nineteenth-century American literary and philosophical movement, and the writings of Thomas Merton, the twentieth-century Catholic theologian whose work and life are central to our distinctive intellectual history and institutional identity at Bellarmine. Although they lived and wrote a century apart, Merton and the Transcendentalists have a great deal in common, including similar ideas about social justice, the relationship between the individual and the community, and the importance of our natural environment. Merton also shares Transcendentalism's deep engagement with Asian religious and philosophical traditions: Transcendentalists such as Ralph Waldo Emerson and Henry David Thoreau were among the first American writers to draw heavily on Hindu and Buddhist texts, helping to begin an intercultural dialogue that Merton would later take up and extend in his important works on Taoism and Zen Buddhism.

Over the course of the semester, we will explore these and other key points of contact between Merton and the Transcendentalists, with a special emphasis on interdisciplinary scholarly investigation—i.e., the way in which looking at these writers through different disciplinary lenses (e.g., literary study, philosophy, theology, history, etc.) might open up new and productive lines of inquiry. Students will have an opportunity to visit and learn from the Merton Center here at Bellarmine, as well as (pending pandemic-related developments) to take a day trip to the Abbey of Gethsemani in Bardstown, Kentucky, the monastic community of which Merton was a part from 1941 until his death in 1968. Work for the course will include a series of short papers, along with a semester-length research project in which students apply some of the ideas of Merton and the Transcendentalists to a contemporary issue or problem.

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

GLOBAL CLIMATE: IT'S UP TO US

Online

TTh 9:25-10:40 am

Rob Kingsolver

The reality of global climate change is being felt today as hurricanes of unprecedented strength take their toll every fall, rising seas consume the waterfronts of coastal cities, tropical coral reefs die, wildlife populations crash to extinction, ice caps melt away, wildfires break historical records, and "100 year" floods occur multiple times in a decade.

This course will examine evidence underlying the international scientific consensus that carbon and methane emissions from industrialized countries are threatening the stability of our planet. Climate models and technical advances in planetary data collection will be reviewed to assess the environmental consequences of "business as usual" in pollution-intensive economies like ours. Because the ill effects of climate change fall inordinately on the poor, the young, and the populations of the developing world, we will also consider the ethical dimensions of this issue on both societal and personal levels.

The good news is that practical solutions exist, and that humanity still has time to avert the worst environmental damage. Some of these solutions involve new technology and better public policies, but the most significant answers arise from ethically informed lifestyle choices. A final project in the course will engage each student in constructive action to ensure that planet Earth is as accommodating to future generations of humankind as it has been to us.

IDC-401-02

CONTROVERSIES IN THE U.S.

Hyflex

MW 12:00-1:15 pm

Isaac McDaniel

*The Senior Seminar is the culminating experience in the general education of a Bellarmine student. It has as its primary focus the development of the students' abilities to examine contemporary issues in a comprehensive and integrated way within a Catholic social justice perspective and a liberal arts and sciences context. Seniors from various disciplines come together in small groups with a faculty member to reflect on critical issues facing contemporary society, such as racism, economic and social justice, environmental concerns, national and international crises, and ethical issues arising from developments in science, medicine, and technology, as well as principles of Catholic social justice, including the recently published papal encyclical **Laudato Si**. Students are also expected to bring the knowledge and skills gained in their major fields of study and their other general education courses to the seminar as appropriate.*

IDC-401-03

FINANCIAL EMPOWERMENT

Hyflex

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

CREATIVE WRITING & COMMUNITY

Online

TTh 9:25-10:40 am

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-401-05

GLOBAL CLIMATE: IT'S UP TO US

Online

TTh 12:15-1:30 pm

Rob Kingsolver

The reality of global climate change is being felt today as hurricanes of unprecedented strength take their toll every fall, rising seas consume the waterfronts of coastal cities, tropical coral reefs die, wildlife populations crash to extinction, ice caps melt away, wildfires break historical records, and "100 year" floods occur multiple times in a decade.

This course will examine evidence underlying the international scientific consensus that carbon and methane emissions from industrialized countries are threatening the stability of our planet. Climate models and technical advances in planetary data collection will be reviewed to assess the environmental consequences of "business as usual" in pollution-intensive economies like ours. Because the ill effects of climate change fall inordinately on the poor, the young, and the populations of the developing world, we will also consider the ethical dimensions of this issue on both societal and personal levels.

The good news is that practical solutions exist, and that humanity still has time to avert the worst environmental damage. Some of these solutions involve new technology and better public policies, but the most significant answers arise from ethically informed lifestyle choices. A final project in the course will engage each student in constructive action to ensure that planet Earth is as accommodating to future generations of humankind as it has been to us.

IDC-401-06

JUSTICE: WHOSE AND HOW?

Online

MW 1:30-2:45 pm

Roy Fuller

The problem of discerning what is just is ancient. Central to both political and legal philosophy, it is essential to Christian social thinking. Our political lives are shaped according to the way we answer this question. Every pivotal Western and Eastern philosophical and religious thinker proposes a response to

our problem. From the Old Testament prophets and poets until the protesters in Ferguson, we have weighed the means and meaning of justice. Recent Catholic social teaching in particular has advocated the belief that we cannot build our communities and political life on charity and love alone. To have a healthy community just institutions are necessary.

The purpose of this course is to discover the basic resources which our beliefs and traditions offer us in addressing the problem of justice. In class we will discuss and study the history of the nature of justice from the time of Plato and Aristotle until that of contemporary thinkers such as John Rawls and Charles Taylor. It will include, as well, a debate about the cultural and historical development of the concept of justice. The current debate on the possibility of the development of a common language about human rights and social ethics, in spite of a diversity of religious and cultural foundations, will be presented. Can Eastern and Western societies advocate for justice and human rights even though they do not share the same moral and religious foundations? Is a universal declaration of human rights possible in a world riven by religious and cultural fragmentation?

IDC-401-07 PEOPLE, LAND, AND POWER

Hyflex

W 6:00-8:45 pm

Michael Spalione

Place simultaneously unites communities and divides societies thereby necessarily entwining land and people. This inescapable connection is made manifest in a host of current and urgent ecological and social justice concerns such as the Syrian refugee crisis, America's deportation of immigrants, the Israeli-Palestinian conflict, and the Dakota Access Pipeline, just to name a few. As Pope Francis said in his encyclical letter **Laudato Si**, "[we] must integrate questions of justice in debates on the environment, so as to hear both the cry of the earth and the cry of the poor" (p.35). Thus, this class will inquire into the ecological ethics and social justice of land. What economic and environmental responsibilities does a society have in the use and care for its natural resources? What are the ethics of private property and national borders? What are the rights of displaced peoples seeking a homeland?

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

IDC-401-08

QUALITY OF LIFE

Online

MW 3:00-4:15 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-401-09 READING THE BOOK OF NATURE**Hyflex****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-401-10 STEP TO SOLIDARITY: SHOWING UP**Online****M 6:00-9:00 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-401-11 THEATRE AND PRISON**Online****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-401-12 THE MOST SEGREGATED HOUR**Online****TTh 1:40-2:55 pm A.T. Simpson**

“It is appalling that the most segregated hour of Christian America is eleven o'clock on Sunday morning.”

Various versions of this quote have been attributed to Dr. Martin Luther King Jr. His feelings on this matter are, indeed, well-documented and, decades after his death, the situation may have evolved . . . even if, in many areas of the US, much remains the same. There are, additionally, those who state that whatever

progress may have been made, has, at least for the moment, become derailed due to our nation's increasingly troubling ethnic and racial tension.

This seminar will utilize the prism of 'Catholic Social Teaching' to examine the perhaps-now-widening chasm between black and white cultures in America through a study of differences between 'The Black Church' and 'The White Church' (since these are the opposite 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 \$50 to cover guest lecturers and performers.]

IDC-401-ON

THE IMPOSSIBLE WILL TAKE A WHILE

Online (asynchronous)

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.

The following IDC-401 section is restricted to students in the Honors program

IDC-401H-01

THE GLOBAL DIMENSIONS OF GLOBAL JUSTICE

In-person

M 6:00-9:00 pm

Kristen Wallitsch

[Honors Program students only]

This course is an academic inquiry into global issues of social justice vis-à-vis themes derived from literature with a global perspective. In the context of cultures of the world, specific topics discussed in the course include community, values, gender, race, religion, and class. Through in-class simulations, students will discover their own, often hidden, cultural values thus creating a platform for the critical analysis of global cultural themes related to social justice. 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 and will be responsible for leading a class discussion on a global issue or individual relevant to the course.