

# IDC COURSE DESCRIPTIONS – FALL 2019

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## IDC-101 COURSE DESCRIPTIONS

### Catalog description

**IDC-101: First-Year Seminar (3 credit hours)**

First-Year Seminar courses are designed to engage students, at the very start of their university careers, in serious academic inquiry with an interdisciplinary focus. Within the content framework of investigating a significant topic or issue, the primary focus of the First-Year Seminar is to help students begin to achieve a set of skills/abilities required for success at the university level and beyond. The topics of First-Year Seminar are set by the individual instructors and reflect a wide ranging set of interdisciplinary issues such as, but certainly not limited to, the environment, health care, globalization, and the arts. Students are required to practice both critical and creative approaches to the individual seminar topic and to develop essential university-level abilities in oral and written communication.

### **IDC-101-01                      FREEDOM’S SONG – CIVIL RIGHTS AND THE CHURCH**

**MWF 10:00-10:50 am                      Mary Nebelsick**

*Voices of courage are raised in the cause of freedom. In this course we will explore these voices and the songs that inspired them. Infused with religious themes, these songs inspired civil rights leaders and religious leaders to champion the struggle for civil rights. Many leaders of the civil rights movement boast religious roots and religious themes are at the heart of much civil rights discourse. Grass roots movements for civil liberation have used insights from religious organizations to lift up their members and motivate them to action. Black and white clergy have joined together to promote the full participation of all U.S. citizens in our electoral system. This course will look at the early freedom songs, the pivotal role played by the Quaker movement, the leaders of the independent African American Churches, the prominent role played by the Southern Christian Leadership Conference and the relationship between Martin Luther King Jr., Thomas Merton, President Kennedy and President Johnson. We will end by exploring the current discussion about Civil Rights and how both Church and society are struggling to meet the demands of freedom.*

### **IDC-101-02                      MUSIC IN LOUISVILLE**

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

**A. T. Simpson**

**\$100 course fee**

*Music in Louisville is a Freshman Seminar designed for music-loving first year students who wish to be introduced to the wealth of musical offerings presented by professional, semi-professional, collegiate, and amateur arts organizations in the Kentucky-Indiana-Ohio region. The aesthetic mission and vision of these groups are analyzed and discussed (in the context of their contributions to and importance for the community in which we live), along with selected examples of repertoire from the organizations’ 2017-2018 offerings. As a principle component of class activities, live performances will be:*

1. **attended** (individually, in small groups, and in all-class groupings)
2. **discussed** in class (in both pre-performance, introductory dialogues and in post-performance analytical evaluations) and
3. **previewed and reviewed** (in the form of both informal and formal essays)

*Students are, additionally, required to become ‘actively involved’ in some aspect of the ‘music scene’ in Louisville (either off-campus and/or on-campus). The level and type of involvement can take many forms, 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-101-03                    WOMEN, MUSIC, & CULTURE**

**MW 1:30-2:45 pm                    Samantha Barnsfather**

*An examination of the history, contributions, and roles of women in music as performers, composers, conductors, and patrons over the history of Western civilization. Underlying psychological, historical, and sociological patterns that affect women's productivity will be explored. Videos, sound recordings, concerts, and guest lectures will enhance an appreciation of women in today's world in all genres of music, including popular, country, classical, jazz, and new age.*

## **IDC-101-04                    LEARNING LYRICALLY**

**MW 3:00-4:15 pm                    John Schuler**

*This course examines the lyrical content of songs in the rock genre from the early days of rock up to the present day. Students will learn to analyze the underlying message that is inherent in many of the songs that have been written in the rock genre in much the same way we learn to examine poetry and literary texts. In addition to studying lyrics of individual songs, this course will examine how it is that this genre changed social history by combating racism and challenging the establishment with alternate lifestyles and fashions. We will investigate the genre's outlaws and visionaries, and explore many of the revolutionary artists who defined rock 'n' roll. In short we will survey the historical context that has seen rock alternately flourish and struggle over the past 60 years. Then we will take a micro view of the genre by examining the lyric content of individual songs that pertain to the innocence of youth, the celebration and heartbreak of romance, and that establish social commentary. We will study the language of protest songs, such as those written to protest the Vietnam War, as well as songs written by current artists protesting such matters as income inequality and cultural diversity. We will study the work of Bob Dylan, The Beatles, Michael Jackson, Kurt Cobain, and Kanye West and others in order to determine how these artists affected the American Experience. We will also examine the work of Tipper Gore and the Parents Music Resource Center, as well as the resistance from three of Rock's leading artists, with the intent of understanding the difference between censorship and parental discretion.*

## **IDC-101-05                    SCIENCE FOR FUTURE PRESIDENTS**

**MW 6:00-7:15 pm                    Mark dela Cerna**

*This course aims to equip you with fundamental scientific knowledge that will help you in the future when you take on one of the most challenging jobs in the world – being the US President.*

*Politicians are a very important part of our society. They, as our representatives, make decisions on our behalf. Some of these decisions will require familiarity with scientific concepts. Developments in genetic engineering will necessitate passage of laws that will provide guidance to the extent of its application in human health. Government support will be needed when we turn to alternative energy if we look to replace our current infrastructure as we transition towards green energy. Different areas of science can have their own languages and our politicians need to be able to navigate these or at the very least know the right person to ask if they are to make sound decisions that will benefit us all. This course will introduce some of relevant scientific concepts to you—you who will become the next set of politicians, maybe even the next US presidents, as well as you who will put some of your peers in these positions.*

*How are drugs discovered and what will the next generation of therapeutics be capable of doing? What are some evidences for global warming and what are the implications of these to the future of our planet? Are we really about to run out of fossil fuels, and if so, how are we going to sustain powering our lives? What are some recent progress in genetic engineering and how is it currently applied in agriculture and in healthcare? These are just a few of the questions that will be tackled in this course, **Science Lessons for the Next Generation of Presidents, Politicians, and Voters** – aka Science for Future Presidents.*

## **IDC-101-06                    FILM, ART, MUSIC: EAST ASIA**

**TTh 9:25-10:40 am                    Flora Schildknecht**

*How do contemporary filmmakers, artists and writers from East Asia explore subjects such as globalization, nationality, poverty and gender? Using contemporary films, visual art, and short stories as primary texts, students will discover how filmmakers, artists, and writers from East and South East Asia engage these and other current topics. Texts will include Hayao Miyazaki's **Spirited Away** (winner of Best Animated Feature at the 75th Academy Awards); new stories from **The Refugees** by Viet Thanh Nguyen (winner of the 2016 Pulitzer Prize for Fiction); Apichatpong Weerasethaku's film **Uncle Boonmee Who Can Recall His Past Lives** (winner of the Grand Jury prize at the 2010 Cannes Film Festival) and visual art by groundbreaking international artists such as Takashi Murakami, Xu Zhen, and others.*

*To develop a relevant cultural context for engaging with these texts, students will investigate the cultural histories that inform them, including East and South East Asian myths, food, customs, geography, and political histories. Our cultural investigation will include both traditional research and an interdisciplinary approach: students will participate in interactive demonstrations of basic greetings, food, and customs of the individual countries where the texts originated. For the final project in the course, students will write a thesis-driven research paper connecting a text with the cultural context in which it was created.*

## **IDC-101-07                    DIVERSITY & COURAGE**

**TTh 9:25-10:40 am                    Julie Toner**

*Using the Netflix Film **Dumplin**, as a foundation for this course, students will explore the issues surrounding what it means to "be different" in American society. Differences include a wide variety of attributes including (but not limited to) race, heritage, economic status, gender-identity, sexual identity, ability, weight, and age. The film explores what it means to be beautiful and how to love one's self despite society's often-unkind attitudes toward diverse individuals. In the film Willowdean Dickson, the plus-size teen daughter of a former beauty queen, enters a local pageant to prove a point about measuring up and fitting in. Her protest escalates when other contestants follow her example, revolutionizing the pageant and their small Texas town. Students will explore how to be courageous in creating their own protest activities to draw attention to issues surrounding diversity/difference. Willowdean's two heroes, her deceased aunt and Dolly Parton, strongly influence her worldview. Students will ascertain whom their own heroes/role models have been in the development their worldviews. Students will also explore how to find mentors who are like-minded and supportive of their hopes and dreams similar to as the drag queens who help Willowdean prepare for the pageant.*

## **IDC-101-08                    HOLOCAUST: A STUDY OF HATE**

**TTh 12:15-1:30 pm                    Dan Penner**

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

**IDC-101-09 JUST BE KIND****TTh 1:40-2:55 pm Julie Toner**

*This course explores the causes and possible solutions to the issues of incivility, injustice, political polarization and apathy. Students will consider each of these topics in-depth including historical and contemporary perspectives followed by reflection on what their place is in maintaining or changing the status quo. Students will consider what brings human beings together as well as what pulls them apart. They will be asked to “make a difference” by volunteering, creating a blog, conducting a marketing campaign or other projects approved by the instructor. The Elizabethtown, Kentucky campaign, “Just Be Kind” is a major focus of the course. Students will explore whether or not a similar campaign would work in a larger city such as Louisville. Additionally, students will consider whether Louisville is truly a “Compassionate City.”*

The following IDC-101 sections (10 through 17) 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 field-trips.

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

**IDC-101-10 EXPLORING COMMUNITY – Louisville Olmstead Park Conservancy****MW 1:30-2:45 pm Carolyn Waters****IDC. 101-11 EXPLORING COMMUNITY – People Against Trafficking Humans (PATH)****MW 3:00-4:15 pm Renee Culver****IDC. 101-12 EXPLORING COMMUNITY – Louisville Youth Group****MW 3:00-4:15 pm Caitlin Simpson****IDC. 101-13 EXPLORING COMMUNITY – Facilities Management Services****MW 4:30-5:45 pm Kristen Wallitsch****IDC. 101-14 EXPLORING COMMUNITY – Family Scholar House****MW 4:30-5:45 pm Elizabeth Cassady****IDC. 101-15 EXPLORING COMMUNITY – One West****TTh 12:15-1:30 pm Shannon Hensley****IDC. 101-16 EXPLORING COMMUNITY – Smoketown Wellness Clinic****TTh 9:25-10:40 am Cathy Sutton****IDC. 101-17 EXPLORING COMMUNITY – Louisville Catholic Charities**

## **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                    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?*

*Christian ethics is rooted in the desire to live a good life with and for others in the context of just institutions. Without justice there can be no human community.*

## **IDC-401-03                    IMAGINING A NEW KENTUCKY HOME**

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

**Bob Foshee**

*This course is based on the encyclical call by Pope Francis to more fully appreciate how fundamental to our humanity and values the landscape that surrounds us is. When we understand and reflect upon the natural world that we are part of, we have a better chance to overcome the challenges society faces. Read what Kentucky writers have to say about resources like coal, water, and agriculture; economics, politics and trends in consumption are also on their radar. Students will record their questions, reactions and opinions, as well as conduct research and make a public presentation that features a practical application of their insights.*

*A selection of short readings includes: Pope Francis **On Care For Our Common Home**; non-fiction by Wendell Berry, Sarah Fritschner, Barbara Kingsolver and Mary Ann Taylor-Hall; fiction by Bobbie Ann Mason, Chris Holbrook, James Still, and Chris Offutt; poetry by Katerina Stoykova-Klemer and Jonathon Greene; Gurney Norman's *Whole Earth Catalog*; and films by Appalshop, Chris Iovenko, Walter Brock, Marty Pollio. Guests speaker from Kentuckians for the Commonwealth.*

## **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                    GLOBAL CLIMATE: IT'S UP TO US**

**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. 401-06 SURVEILLANCE & PRIVACY**

**TT-12:15-1:30 pm**

**Julie Toner**

*There are no secrets. Our pictures are taken each time we go through a drive-thru, data is collected on every purchase we make, cookies track our activities on the Internet, we are “undressed” by cameras at the airport, Facebook allows business partners access to the data we exchange among our friends, cameras are located at most major intersections, and the list goes on. Between large corporations and the government, others’ have more access to our personal lives than ever before. In light of potential terrorism, how much surveillance is necessary? What are the ethical issues of “Big Data” sets? Who should own our data? Is privacy a right? What do other countries do about these issues? Do we trust the government and large corporations to protect our data? What happens when our data is hacked? These and other questions will be explored in this course. In addition, the possible benefits of surveillance such as more targeted marketing messages, better products, and safer communities will be debated. Students will take a critical look at where and how lines should be drawn between surveillance and privacy.*

## **IDC-401-07 THE MOST SEGREGATED HOUR**

**\$100 course fee**

**TTh 12:15-1:30 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-401-08 THE THOUGHTFUL CONSUMER**

**MW 4:30-5:45 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-401-09                      EXPLORING SOCIAL JUSTICE**

**M 6:00-9:00 pm                      Brian Barnes**

*Students will explore a variety of ethical perspectives with the goal of understanding themselves and others in today's multicultural world. Each student will design his or her own semester project that combines practical, off-campus fieldwork with academic source material. Students will be encouraged to explore their own perspectives on everyday social justice concerns like poverty, racism, misogyny, and hunger. Practical exercises, intense discussions, moving and seated meditation, guest speakers, overt self-reflection, critical thinking models, and our own experience will be our tools.*

### **IDC-401-10                      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-401-11                      STEP UP TO SOLIDARITY: SHOWING UP**

**W 6:00-8:45 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-401-12                      RACE: ARE WE SO DIFFERENT?**

**W 6:00-8:45 pm                      Timothy McCollum**

*Embracing the University's commitment to examine and interrogate U.S. historical perspectives and narratives, as well as issues of difference, this course is designed as a capstone to explore the multivalent concept of "race" framed by intersecting considerations of history, biology, and sociocultural context as pursued within the discipline of anthropology. Although an emphasis will be placed on experiences within the United States, those experiences will be situated within global context, thus enhancing student understanding and appreciation of cultural diversity and the human condition writ large. Among others, some of the topics to be addressed include the emergence and establishment of the race concept, scientific racialism, the*



*invention of whiteness, separate but (not) equal, race as (not) biological variation, human genetic variation, and race in relation to education, health, and wealth.*

*Special attention will be placed on the character and experience of cultural, structural and institutional violence as well as civic engagement and conflict resolution as expressions of Catholic social justice.*

**IDC-401-13                    THE NEW GOOD DEATH**

**MW 1:30-2:45 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-101H-01                    HURRICANR MARIA**

**MW 3:00-4:15 pm                    Steven Wilt (reserved for honors students only)**

*This course will cover topics ranging from the meteorology of hurricanes, the politics of what it means to be a US territory, the history of Puerto Rico, the impact of natural disasters on the Puerto Rican peoples, the response (or lack thereof) by the US government and the ongoing humanitarian efforts to help rebuild the country, among others. This class will include guest speakers, including members of the Puerto Rican community living in the Louisville area. The students in the class will be challenged to identify a reputable relief fund for our University community to fundraise and contribute to the continuing rebuilding efforts.*

**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.*