

**IDC COURSE DESCRIPTIONS – Fall 2024**  
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**IDC-101 COURSE DESCRIPTIONS**

**Catalog description**

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

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

**IDC-101-01 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-101-02 and 03 LIVING YOUR CALLING**

**Section 02 TTh 1:40-2:55 pm Staff**

**Section 03 TTh 3:05-4:20 pm Staff**

*The course is designed to help first-year students reflect on the concept of “calling, meaning and purpose” and facilitate its exploration and expression within their own lives. The course will utilize the concept and structure of the mythological journey as expressed in the patterns and stages of the hero’s and heroine’s journey. Students will learn to analyze pop-culture (movies, TV shows, books, video games) and their own lives through the lens of a mythological journey. The course will end with students presenting on their own mythical journey.*

**IDC-101-04 Exploring Urban Ecology****MW 1:30-2:45 pm Tim Darst**

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

## **IDC-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 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-401-02 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 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, despite a diversity of religious and cultural foundations, will be presented. Can Eastern and Western societies advocate for justice and human rights even though they do not share the same moral and religious foundations? Is a universal declaration of human rights possible in a world riven by religious and cultural fragmentation?

### **IDC-401-03 & ON2 PEOPLE, LAND, & POWER**

**Section 3: W 6:00-8:45 pm Michael Spalione**

#### **ON2 – online asynchronous**

Land simultaneously unites communities and divides societies thereby entwining people and power with place. A survey of some of the most pressing concerns of social ethics in the modern world – such as the Syrian refugee crisis, the United States’s deportation of immigrants, the Israeli-Palestinian conflict, along with numerous issues of the environmental crisis – demonstrates the moral significance of the way humans interact with land. This inescapable connection between people, power, and place is reflected in Pope Francis’s encyclical letter *Laudato Si*: “[we] must integrate questions of justice in debates on the environment, so as to hear both the cry of the earth and the cry of the poor” (p.35). Thus, this class will discuss the ecological and social ethics of land dealing with challenging questions such as the following: What ecological responsibilities do societies have in the use of natural resources? What are the political ethics of national borders? What are the inalienable rights of displaced persons seeking a homeland? How can local communities care for their immediate environment in an effective and sustainable ways?

### **IDC-401-04 Quality of Life**

**TTH 8:00 – 9:15 – Lisa Catron**

We need the basics of food, water, shelter, and clothing to survive. But is survival enough to make life worth living? Why do we strive to create improvements in our world and our lives? We hear the Quality of Life used in a variety of contexts: financial, medical, political, social, and spiritual. This course explores what is meant by Quality of Life.

Different disciplines require specific elements when discussing their definition of “Quality of Life.” Throughout the semester, we will explore these definitions and trace how they have evolved. This journey will encompass reading a variety of texts to see how “Quality of Life” has and is being used to make policies in the public realm and is used to make personal life choices. We will also explore the tenets of Catholic Social Teaching as they intersect and closely relate to quality of life. Students will strive to articulate their own personal definition of “Quality of Life” and in doing so discover how their definition has been shaped. The final project asks students to take course concepts and the knowledge they have gained in their courses and in internships/work to propose a solution their future profession can enact to improve an element of Quality of Life. the time of Plato and Aristotle until that of contemporary thinkers such as John Rawls and Charles Taylor. It will include, as well, a debate about the cultural and historical development of the concept of justice. The current debate on the possibility of the development of a common language about human rights and social ethics, despite a diversity of

religious and cultural foundations, will be presented. Can Eastern and Western societies advocate for justice and human rights even though they do not share the same moral and religious foundations? Is a universal declaration of human rights possible in a world riven by religious and cultural fragmentation?

### **IDC-401-05 Story and Community**

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

This course will encourage graduating seniors to consider “story” as a positive force for change—both their own stories and the stories of others. How might storytelling go hand-in-hand with social action? What are some of the most effective forms of storytelling? What are some of the ethical considerations when telling stories? We’ll take a close look at what kinds of important stories are being told, from the work of best-selling authors and popular podcasters to local work being published and broadcast on a grassroots level. Students can expect to explore their own stories and life-trajectories through progressive writing assignments and a supportive classroom dynamic. An optional service-learning component involves a partnership with Young Authors Greenhouse, a nonprofit that tutors kids in creative writing to encourage creativity and personal growth, focusing on under-resourced communities and schools.

### **IDC-401-06 Social Determinates of Health**

**TTH 9:25-10:40 – Chelsey Franz**

Description coming soon.

### **IDC-401-07 Renegade Anthropology Renegade Anthropology and the Monstrous Races**

**TTH 1:40-2:55 Frank Hutchins**

Health is a journey, not a destination. By means of a thorough examination of the factors that affect health, students will gain a holistic understanding of how to improve the journey towards individual and population health. In collaboration with a local non-profit organization, Love City’s Mighty Oak Academy (MOA), students will engage with the MOA family, gaining firsthand knowledge of social components that can both improve or harm one’s health journey. Regular field trips to the school, combined with guest speakers in the classroom, will assist with gaining perspective on our surrounding community. Identifying how education, community, economic stability, housing, and healthcare access affect the health journey, students will be given the opportunity to explore their perceptions and beliefs regarding how people and communities achieve good health. Additionally, students will grasp the importance of building relationships through time spent in community engagement.

### **IDC-401-09 INDIA**

**M 6:00-8:45 pm Fr. John Pazhathuparambil**

**Permission of the instructor required and includes an optional trip to India**

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

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

Students will then learn to:

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

### **IDC-401-10, ON, ON3 THEATRE & PRISON**

**Section 10 TTH 4:30 – 5:45 Carol Stewart**

**Section ON - Online asynchronous**

**Section ON3 – only open for degree completion students**

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 401H-01 - Medieval to Modern Ideas on Music and Literature**

**TTH 4:30 – 5:45 Tim Glascock**

Description coming soon.