

Bethany College Core Experience

Interdisciplinary Courses

Spring 2021

| COURSE NUMBER, SEMESTER, YEAR | TIME/DAYS | TITLE | DESCRIPTION | INSTRUCTORS |
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| ID 201 SPRING 2021 | | History, Cults, and Game Design | Utilizing researched historical references, students will choose a relative and historically accurate religious cult, as a basis for the storyline and conceptual framework for video game development. Students will write a research document within the Chicago Style and design an oral presentation and a slide show documenting research through imagery, sound, and video. Prerequisite: ID101. This course will fulfill the Research Intensive requirement of the Interdisciplinary Experience. | Sarah Mathia |
| ID 201 SPRING 2021 | | Scientific Skepticism and the Human Experience | The purpose of this course is to introduce students to the methods of critical analysis. Students will then learn to apply these methods to claims about reality in general, demonstrating the value of a skeptical approach to human experience in all disciplines. This course will also introduce students to common flaws in critical reasoning and their impact on human judgement and decision-making. Students will explore these topics through readings, class discussion, and case studies. Prerequisite: ID101. This course will fulfill the Research Intensive requirement of the Interdisciplinary Experience. | Mark McDonald and Lucas McCormick |
| ID 202 SPRING 2021 | | Christianity in Chains | This course investigates the critical intersections of Christianity and imprisonment as we consider the prison as a site for complex debate and negotiations of religious identity. We will begin with a historical focus that looks at the Bible and other early Christian texts to think about how imprisonment and justice factor into the construction of the texts and Christian theology. Then we will | Minta Fox |

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| | | | <p>incorporate texts from later Christian theologians, ethicists, and social theorists who have written from prisons and about imprisonment or captivity. Through personal narratives and guest lectures we will put both of these into conversation with the modern American criminal justice system and the faith-based prison reform movement. Some of our guiding questions include: In what ways can religion be a tool for accessing freedom within prisons?" How can religion or gender be used to oppress or control people in prisons?" How has religion, in the form of sacred texts or theological readings, functioned for transformation within prison?" What models of justice are suggested in sacred texts, if any?" What should the criminal justice system look like? We may find that our collective study raises more questions than it answers, but we will seek to elevate our knowledge about the course materials and questions throughout the semester.</p> <p>Prerequisite: ID101.</p> <p>This course fulfills the Religious Literacy requirement of the Interdisciplinary Experience.</p> | |
| ID 202 SPRING 2021 | | Religion in the Public Square | <p>This course is an interdisciplinary study of the role religion plays in political discourse, public policy, and controversies surrounding the First Amendment of the United States Constitution. It also examines the social impact of political rhetoric regarding religion, particularly the ways in which such rhetoric might contribute to misunderstandings of—and even violence towards—those with religious orientations other than our own.</p> <p>Prerequisite: ID101.</p> <p>This course fulfills the Religious Literacy requirement of the Interdisciplinary Experience.</p> | Tyler Atkinson and staff |
| ID 203 SPRING 2021 | | Cults! | <p>How many of us have heard the phrase “drink the Kool-Aid”, or have made a joke about Tom Cruz’s commitment to scientology? Cults permeate our popular culture, often as jokes. Yet, cults both frighten and fascinate us. On the one hand, we often assume that we—clever, “normal” people—could never possibly find ourselves in a cult. However, nobody in a cult actually thinks they are in a cult. So, how can we tell? What defines a cult? What separates a cult from a tightknit religious or political community? What is the psychology</p> | Christie Wicks and Mary Beth Harris |

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| | | | <p>behind joining a cult? What factors lead groups of people, from 10s to 100s to follow charismatic leaders to extremes and even to death? We will explore all of these ideas through this interdisciplinary class; we will blend pop-culture, psychology, and writing skills to engage with these and more topic all circulating around our obsession and our anxiety around cults.</p> <p>Prerequisite: ID101.</p> <p>This course will fulfill the Writing Intensive requirement of the Interdisciplinary Experience.</p> | |
| ID 203 SPRING 2021 | | <p>Pirates! Scoundrels, Sallywags, & Adventurers</p> | <p>From the Ancient Greeks and the Vikings to the so-called “Golden Age” of the seventeenth century and beyond, pirates have been a global seafaring force to be reckoned with—and fodder for popular legends. In this writing intensive course, students will consider some of the historical documents, literary texts, visual and geographic images, that inform our understanding of piracy. While reveling in pirate myth-making, we will nonetheless look thoughtfully at the economic and colonial revelations made possible by serious pirate study. Our focus will be on English and European pirate texts (the pirates themselves, of course, are “villains of all nations”), but we will expand beyond historical and fictional pirates to include economic and legal definitions of piracy. Where does the iconic pirate figure come from, and how do they move through history, print, performance, the textual, and the digital? What should we do with them now?</p> <p>Prerequisite: ID101</p> <p>This course will fulfill the Writing Intensive requirement of the Interdisciplinary Experience.</p> | Mary Beth Harris and staff |
| ID 203 SPRING 2021 | | <p>What if...? History and its Alternatives</p> | <p>The world as we know it is sometimes rooted in a single moment or decision. This course looks at three separate works of alternative US history, examining their historical contexts and the causal factors that made history turn one way and not another.</p> <p>Prerequisite: ID101</p> <p>This course fulfills the Writing Intensive requirement of the Interdisciplinary Experience</p> | Alan English and Marcus Hensel |