

Dialogues of Learning

Course descriptions Spring 2017

Dialogues of Belief and Reason

DBRA 100 Rude Democracy Lewis

This dialogue course will survey the rhetoric and debates that have shaped and formed democratic institutions throughout the history of the West. Represented in the “Dialogues of Learning—level I,” the course will analyze the lives and ideas of historical figures that have contributed to the democratic process, and as a result, have contributed to societal progress. By examining the choices of statesmen in relation to their belief systems, students will understand these major historical figures in the context of their cultural, religious, and political outlook. The course will focus on the students’ ability to recognize the significance of choice and the foundations from which people make rhetorical and political decisions. Students will be expected to examine the consequences of decisions by historical figures and analyze the person’s thought process in light of their worldview. Emphasis will be given on student evaluation and assessment of their own understanding of rhetoric, debate, democracy, and history. In addition, the course will function as an introduction to the main theories of political and social philosophy. We shall examine the ancient flourishing of the Athenian Empire, the Republic of Rome, The Development of Parliamentary systems in Europe and the Americas.

DBRA 100 The Garden of Good and Evil Rice

“All that is required for evil to prevail is for good men to do nothing,” said Edmond Burke. This course will explore good and evil from a moral and civic perspective. It will consider the perception that something accepted in one culture is taboo in another by examining how good and evil affect our perception and cognitive reasoning. It will study the influence these themes have on the persuasive nature of the media from a historical perspective.

DBRA 100 Rhetoric & Western Philosophy Hamm, Richard

Explore concepts of belief and reason by examining major ideas, thinkers and religious traditions, specifically through themes such as Search for Origins, Ethics, and Theories of Knowledge. This involves a thorough examination of the recurring questions that define the relationship between belief and reason. Courses are offered within the American perspective.

DBRA 100 To Believe or Not to Believe
Ferstle

The course explores concepts of belief and reason by examining major ideas, thinkers and religious traditions, specifically through themes such as Search for Origins, Ethics, and Theories of Knowledge. This involves an examination of the cultural and historical contexts that frame the relationship between belief and reason. Courses are offered within the American perspective. The course is designed to encourage inquiry and understanding of the different traditional perspectives that continue to inform our modern lives.

DBRA 100 Faith Heroes
Simpson

This course explores different faiths and encourages students to come to an understanding of the basic beliefs in different religions. Through examining people who are heroes of their faith, students will engage in discussions about various different belief systems. The course will look at iconic individuals who openly share their beliefs as well as explore ordinary people who are doing something extraordinary. Students will also explore and share their individual belief systems as well.

DBRA 300 Logical Reasoning
Rice

This course will focus on the basic principles of logic. Students will learn to construct persuasive arguments, avoid logical mistakes, and assess the reasoning in documents such as political speeches, academic articles, social media posts, and product ads. The course will consider informal logic (critical thinking) as well as the formal system of symbolic propositional logic. Since logic is important to almost every academic subject and career (business, law, communication, the humanities...), the skills covered in this course will be widely applicable.

DBRG 200 Happily Ever After
Ferstle
Unger

There are many ways to teach people how to be good: commandments, the promise of religious reward, and philosophical reasoning. However, we are also infused with our culture's morals through folk stories. In fact, for centuries, many children have first learned what is morally right and wrong from fairy tales. Each fairy tale works to reinforce or defy commonly held beliefs and values, with often great rewards for good behavior, and a horrible end for the evil characters. These messages are usually hidden in metaphors. In this course, we will analyze fairy tales from a variety of perspectives, taking our inspiration from the Dialogue readings. We will use the fairy tales written down by the Grimm brothers, compare them to the works of philosophers and religious leaders, and reflect on what these stories teach us about character building, punishment and reward, acceptance, and the potential for change.

DBRG 200 Why Tragedy?

Aiello
Stone

Why Tragedy will examine tragedy through dramatic expressions of the tragic experience in plays and films, as well as through analysis of tragic events, such as the attack on the World Trade Center on 9/11/2001, to seek an understanding of the nature and effects of tragedy. Through readings from literary, historical, cultural and philosophical perspectives, the course will attempt to answer such essential questions as the role and purpose of tragedy in our lives, how it is perceived and understood, how it relates to society as a whole and how we can play a part in coping with tragedy. Plays, films and readings will range from the classical to contemporary eras and will possibly include works or selections from works, such as Aristotle's Poetics, Sophocles' Antigone, Shakespeare's Macbeth, Hegel's Aesthetics, Miller's "Tragedy and the Common Man" and Death of a Salesman, Williams' A Streetcar Named Desire, and Woody Allen's Match Point.

DBRG 200 Emersonian Transcendentalism
Morgan

Emersonian Transcendentalism is a Level Two course with an American focus. After focusing on rhetoric, students will write a position paper on Emerson's Nature, followed by a synthesis of Nature with selections from the reader, all the while working on research, using an annotated bibliography, toward a paper arguing the following thesis: Emersonian Transcendentalism has its roots in classic texts on belief and reason, and the influence of Emerson's spiritual philosophy can be seen in more contemporary texts on the subject.

DBRG 300 Magic, Science and Religion
Hall

This course will examine the similarities and differences between Magic, Science and Religion. All are part of the human quest to understand, and ultimately, to manipulate and control the natural world. The thought processes and reasoning are similar in all three. A question or goal is posited; there is then "experimental" intervention to attempt to achieve the goal; the result is observed empirically, and its utility in attaining the goal is assessed. All three have become institutionalized, and allowed to be transmitted through generations, because they work, or at least are perceived to work, in giving humans better control of the natural world.

DBRG 300 Business Ethics
Hamm, Richard

The greatest minds of civilization have argued for millennia over questions of ethics, morals and values. In a twenty-first century business environment, these controversies are more relevant than ever. This class will analyze these texts, and relate them to case to modern case studies in the

business world. Students will be asked to look at both sides of an ethical issue and to defend positions that are not necessarily their own through written essays and in-class debates.

DBRG 300 Experiencing Belief Systems
Simpson

Course examines concepts of belief and reason through careful theatrical readings and understandings of characters in dramatic plays. Concepts such as the meaning of life, religious philosophical perspectives, moral understandings, and evolution vs. creationism will be investigated. Students will immerse themselves and experience alternative concepts of belief and reason through portrayal of influential characters in dramatic history.

DBRG 400 Culture in Revolt: Reactions to the Enlightenment
Aiello

Beginning with Nietzsche in the 19th century, the course will examine the revolt against reason that continued into the 20th century and was reflected not only in philosophical writings but also in art. The question the course will ask, what happened to faith, religion, myth, art and culture, as well as trust in reason, technology and science in the modern world in the wake of the Enlightenment. Central to this question are writings in the emerging 20th century field of cultural theory that began with the Frankfurt School and specifically in the ideas of Adorno and Horkheimer in their *Dialectic of Enlightenment* and Walter Benjamin, specifically in his essay "The Work of Art in the Age of Mechanical Reproduction. Reactions to the absence of religious faith will be seen in Freud's *Civilization and Its Discontents* and to a world dominated by rationalism, and technology in Marcuse's *One-Dimensional Man*. As critic Raymond Williams once claimed, the ethos of an era is visible in the artistic "structures of feeling" that represent an age; hence, *Culture in Revolt* will look at these relevant structures of feeling in film to examine the clash between faith and reason. The seminal works in cultural theory will be used to critique these art films.

DBRG 400 Religion and Conflict
Varga

Many conflicts in the world today are religiously framed, but there is much discussion and confusion concerning the precise role religion plays in these conflicts. According to some, conflict and violence are inherent to religion. Others claim that religion is only the guise under which political, economic or social clashes occur. In this course, students will learn about the foundations of three significant international relations theories – realism, liberalism and constructivism – as they pertain to belief systems around the world. They will then critically apply these theories to case studies, film and media narratives to explore what religion means to different (groups of) people in unique political, economic and cultural settings. Students will focus on the question of why religious conflicts have appeared to increase in the late 20th and early 21st centuries, from controversial religious debates in the United States to the rise of ISIS in the Middle East. This will challenge students to develop multi-disciplinary perspectives and the ability to analyze how the concepts of religion, conflict and

violence have been understood historically and cross-culturally, how they are linked, and what role one's religion plays in peacebuilding and reconciliation.

DBRG 400 Deviance on Our Doorstep
Unger

This course will focus on morals and ethics in action. Students will research deviance from what our culture dictates is moral and ethical behavior, by studying it in the world around them. They will do qualitative research to make clear how individuals and groups come to exhibit behavior that deviates from the moral and ethical norms of society. The entire class will work on one topic, divided up into groups that approach the topic with a different research method. After collecting and analyzing their data, the results will be presented in essays and presentations. Students will also find out where the social morals and ethics we are so familiar with came from in the first place, creating awareness that those morals and ethics are ever changing.

Dialogues of Justice and Civic Life

DJCAE 100 Eternal Struggle for Freedom
Wharton-Smith

This course will compare and consider how vital national issues are at times reflected in fictional and historical narratives. The course will draw upon relevant non-fiction and fictional literary and multimedia works to enhance the students' understanding of the core readings. These literary, audio, and visual works will facilitate the students' ability to integrate the core documents and readings into their developing world-view of justice and civic life. Artistic works, in conjunction with the core readings, will be used to help students better understand how historical documents have been woven into the fabric of our daily lives. Compelling and thought-provoking works, juxtaposed with the core readings, will further demonstrate how discussions of race, community-oriented issues, etc., take place within our national psyche.

DJCA 100 Give Me Liberty, Give Me Justice
Kerker
Sackel

This course is an overview of the American Criminal Justice System by examining each of its three components: law enforcement, judicial administration and corrections. Students will be asked to critically analyze the process of the American Criminal Justice System as it unfolds regularly in the streets, in the courtroom and in the correctional

DJCAE 100 Poetry of Protest
Morgan

The Poetry of Protest will pair selections from the reader with poetry covering topics on war, race, and social/political themes.

DJCA 100 Free As I Want To Be
Ferstle

Explore the development of civic life, and the struggle for justice from the origin of American government and society to the present day. These courses examine the form and function of many founding documents of the United States, with a literary, historical, and philosophical focus. These courses are from the American perspective and writing intensive, focusing on writing strategy, academic research and composition. The course uses musical anthems to reflect our cultural traditions of rebellion and revolution.

DJCG 200 Revolutionary Justice
Bonincontri

This course probes the core issues of justice and civic engagement with respect to revolutionary thoughts and actions relating to individuals, groups, communities, and governments. The concept of thoughts materializing into actions and when does compromise lead to action provides the context for addressing the topics of justice and civic engagement.

DJCG 200 International Peace and Justice
Pickering, Mark

This course will expose students to justice debates in international law (e.g., judicial and non-judicial accountability for international crimes, etc.) The relationship between peace and justice and between politics and law will likewise be examined in an effort to clarify the theory and purpose of remedies that give rise to significant peace processes.

DJCG 200 Great Events in History
Watson

Certain individuals and events have shaped history in profound ways. In this course, you will discover how historians make sense of the past, often with little information and mindful of the biased accounts that are passed down from the winners of history's wars. We will uncover how history is often quite different from the version you read in high school textbooks; namely, it is much funnier, chock full of unlikely coincidences, and far more scandalous. Our main focus will be to explore the causes and consequences as well as the "story behind the story" of one dozen momentous events from history, using the dialogue themes of the long struggle for justice and the challenges of civil

society. So, bring a healthy dose of skepticism and curiosity to class... and be prepared to be surprised.

DJCG 200 Justice at the Margins

Wright

Varga

Justice at the Margins probes the core issues of justice and civic engagement with respect to marginalized, disenfranchised and /or “voiceless” individuals, groups and communities. Human rights provide the context for addressing the topics of discrimination, oppression and denial of justice. Environmental issues and animal rights also are included in our consideration of the ‘voiceless’ – as the Lorax of Dr. Seuss queries: who will speak for the trees. Primary and secondary readings as well as films, documentaries and service learning provided the basis for our dialogue about Justice at the Margins.

DJCG 300 The Nuremberg Trials

Kerker

This course will examine the lessons of Nuremberg and the legacies that resulted from the Nuremberg trials including the precedents established for war crimes, military tribunals and the international court of justice. Students will have the opportunity to study both the historical and legal perspective of the Nuremberg trials by working with primary documents from the trials to examine the issues of justice, injustice, racism and power as revealed by the horrifying crimes of the Nazis during World War II.

Dialogues of Quantitative Reasoning

DQR 100 Personal Finance

Kassar

Weissman

Zombek

DiCerbo

Beaulieu

This course emphasizes a practical approach to problem solving using quantitative reasoning in the context of personal finance. Students will learn, develop, and apply traditional college level mathematics skills to make sound financial decisions. In addition, students will gain an enhanced sense of financial literacy and responsibility to help contribute to their financial success. Topics will include: personal budgets; managing and using credit; housing options; vehicle decisions; time value of money and savings; and investment fundamentals.

DQR 200 Numbers in the News
Bagnoni

This course emphasizes a practical approach to the fundamentals of statistical reasoning and analysis, probability theory, and exponential modeling through the analysis and discussion of current news reports in both the print and television media. Relevant applications engage students while underscoring the essential uses of these mathematical concepts in every-day life and as expressed in the media.

DQR 200 Statistics in the Real World
Babun Codorniu

This course emphasizes a practical approach to the fundamentals of statistical reasoning and analysis, probability theory, and exponential and logarithmic modeling. Relevant applications are discipline specific for a particular major or specialization and engage students while underscoring the essential uses of these mathematical concepts in everyday life.

DQR 200 Predicting the Future
Weissman

Statistics has become an accepted part of our everyday lives where numbers surround us and catalog what has happened over time. Whether the numbers tell us how our favorite team or player has performed in the past, or how the economy is doing, we have become accustomed to having the numbers at our fingertips. In our course, students will learn how to use historical numbers to see what the past infers about the future. The areas covered apply to our personal lives as well as to professional and business models. Students will learn to identify and evaluate what the data imply and what the future may bring. They will discover which data might not produce accurate results. This is accomplished using theory, tempered with common sense that recognizes statistics as a valuable tool, though not an exact science.

DQR 300 Statistics for the Behavioral and Natural Sciences
Cooper

The purpose of this course is to provide students of the natural and behavioral sciences a better theoretical and practical understanding of major statistical techniques. Upon completion of this course, students will be able to consume statistical information presented in academic work and compute basic statistical procedures using the various statistical programs.

DQR 300 Environmental Sustainability
Tebes

This course takes a multidisciplinary approach to environmental issues, problems, and policy, with a focus on an economic perspective. A unified and integrated treatment of science and policy is

emphasized in order to be informed and active participants in designing and implementing policy solutions to local and global environmental problems. The unifying theme of this course is that of transforming cultures from a state of consumerism to that of sustainability. Readings will draw from a variety of disciplines emphasizing said theme and include the following: management priorities; the role of education for sustainability; cities of the future; the role of religion in shaping world views; media literacy, citizenship, and sustainability; as well as the power of social movements.

DQR 400 Creating Financial Wealth
Kassar

"It's not what you gather, but what you scatter that tells what kind of life you have lived."~ Walton
This course will explore the various vehicles for accumulating financial wealth and how to share it with the world. Relevant topics include, but are not limited to, real estate, start-ups, inventions, small businesses, stocks, bonds, mutual funds, annuities, certificates of deposit, 401/403 & 529 plans, precious metals and collectibles. Students will learn about applicable IRS codes that allow them to minimize tax consequences through such vehicles as tax deductions and credits, Rule 72(t), 1031's and philanthropic engagement.

DQR 400 Real World Investing
Loren

This course emphasizes a practical approach to problem solving, statistical analysis and using quantitative reasoning in the context of investing in today's world economy. Students will learn, develop and apply college's mathematics and principles as they relate to the different forms of real world investments to enrich their financial future. Topics will include: retirement planning, stocks, bonds, exchange traded funds, international investments, mutual funds, real estate, and many other real world information.

Dialogues of Scientific Literacy

DSL 100 Scientific Literacy
Jackson
Rowland
Lecher
Smith
Doctor
Korte

This course is an introduction to the history and philosophy of Science. We will start with a description of what science is and how it works. We will cover the major discoveries about the natural universe that have been made over the last 300 years, in fields as diverse as astronomy,

physics, geology, chemistry, and biology. We'll also look at the people who made these discoveries as well as the influences that led them to do so. We'll finish with a look at how modern science is helping us to understand ourselves through the study of other life forms, past and present.

DSL 200 Scientific Literacy

Law

Doctor

Ceccoli

Lecher

West

This course uses a study of the physical environment and the history of science to introduce students to the scientific method. Students explore the relationship between science and technology, the collection and analysis of scientific data, and the ethical issues relating to science. As we explore this topic, we study the relevant science and exam our actions and their consequences

DSL 300 Is your DNA your Destiny?

Korte

Students collect and analyze real data in order to understand how science is actually conducted in the context of one or more relevant scientific topics. Critically analyze and evaluate how science drives innovation in the 21st century. This course examines the nature of heredity, the passing of characteristics between generations. Topics include: the history of genetics, the structure and function of DNA, mutations and cancer, environmental impacts on genes, climate change and genetic diversity, and biotechnology. These topics will be explored through case studies, discussion, and laboratory exercises. We will explore whether the information encoded within our genes determine all aspects of our biology.

Dialogues of Self and Society

DSSA 100 Modern America

Rosa

Under the theme of Modern America, this course will focus on issues of self and society in modern America. We will examine the history of American culture, how modern American culture reflects changes from the past, and how we might expect culture to change in the future. We will explore the development of self in the context of these changes, focusing particularly on the way that individuals interact with popular culture through various outlets, such as the Internet, television, film, art, and media. Students will develop an understanding of psychological and sociological theories of the self in the framework of modern culture and society.

DSSG 200 Genocide, Film and Memory
Regueiro

Genocide, Film and Memory is a course focused on analyzing genocides in history through the use of popular films, while at the same time delving into the aspect of memory through the analysis of institutions. How do the institutions of family, education, and government help the conservation of these tragic memories? How do they hinder it? Through the use of a theoretical approach, we will break down the aspects that led to mass violence and analyze how the structures played a part in the demise of these nations. For this purpose, we will use sociological theories that apply to the conflicts at hand.

DSSG 200 Where Do I Belong: Emerging Self
Adelson

This course examines how the communities we live in influence social and individual development and emergent concepts of self and society. The course will focus on the characteristics of communities, and how these impact social relationships, participation, and meaningful connections. It will introduce students to both a historical and contemporary understanding of the structure of communities and relate this to their understanding of how their communities reflect personal values and belief systems.

DSSG 200 Global Crises: Individual Response
Kriff

Food, fuel and water are essential goods and necessary for daily life yet dwindling access is placing each and every global citizen in grave jeopardy. Discover the geographic importance of accessibility and the differences in resource access and use, trace the trade routes and uncover the roots of the food, water and fuel crises. Close examination of the ongoing global impact on the environment will be included as this has played a significant role in the perpetuation of the food, fuel and water crises. Incorporation of key concepts and theories from development, geography and International Relations will further perspective. Recognizing the difference in resource use by individuals living in the world's regions will provide a better understanding of one's role as a consumer perpetuating the food, fuel and water crises. Gaining an appreciation of one's previous role in furthering these crises will lead to individual action and response. Students will devise an action plan to make a personal impact on these crises.

DSSG 400 The Self in Science Fiction Films
Bonincontri

Are Aliens bad? Students will explore the relationship between humans and aliens (extraterrestrials) through science fiction films and evaluate the impact on society. This course will examine the influence of these films on an individual's life. It will analyze individuals' choices in connecting to society through close examination of the human characters and the aliens while considering both

perspectives. It will examine how these relationships and choices are reflected in today's immigration attitudes. This will be accomplished by closely considering relationships within various films, utilizing supplementary materials related to the works, and through critical analysis.

DSSG 400 Curtains Up: The Self on Stage
Fleisher

Students will consider theories, make emotional connections, and enhance their understanding of the self and society by exploring fictional narratives. This course will explore the transformative power of theater on an individual's life. Students will read and analyze diverse short and full-length theatrical works to examine how societal customs and family traditions coalesce to shape one's individual identity. This will be accomplished by closely considering relationships within various dramatic works, utilizing supplementary materials related to the works, and through critical textual analysis.