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.
The United States owes its moral and intellectual foundations to the Abrahamic religions and the Western philosophical canon. This course examines how the fundamental answers to life’s biggest questions have been discussed over hundreds of years and have culminated in the American experiment. Readings are religious texts as well as philosophical works that engage with those texts. Students learn to write arguments through essay and refine those arguments into speeches for presenting.

Dialogues of Justice and Civic Life

Pursuant to our educational goals of preparing students to be responsible, informed and ethical citizens locally and globally, these seminars focus on the ideas, values, institutions and practices that have defined civic life within human societies. Civic engagement is impossible unless students acquire the skills, knowledge and perspectives that will allow them to understand the political life. The classes will also examine the nature of society and “The State” as well as the concepts of freedom, equality, justice and power from a historical, American and cross-cultural perspective.

American Story Telling

How do we tell the story of America and Americans? History is one way to tell our collective story, but there are many other ways, as well. In this section of DJC 100, we will utilize the course iBook, which consists of primary and secondary readings from and about American history, as well as other types of storytelling methods, including short fiction and nonfiction, podcasts and blogs, film and television, to discover how others tell their stories to create and contribute to their communities—and how we can do so ourselves.

Criminalizing Youth

Criminal and non-criminal offenses of youths that bring them within the jurisdiction of juvenile courts will be explored.
DJCA 100 Ethical Decision Making Through Film
Bonincontri

This course will use films to provide students with a foundation for ethical decision making in the contexts of altruistic, individualistic, idealistic, and pragmatic considerations. Students will explore how others have made decisions in various situations through films and readings. Discussion and reflection will provide a basis for forming an opinion as to why the decision was appropriate or not. It is expected that by the end of the course students will have a template for ethical decision making.

DJCA 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.

DJCAE 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.

DJCA 100 Give Me Liberty, Give Me Justice
Kerker

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

Dialogues of Quantitative Reasoning

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.

Dialogues of Scientific Literacy

This course introduces the student to scientific discovery, and through that, the history, the inner workings of science, the interrelation between science and society, and the state of current scientific knowledge about a wide array of phenomena in the natural universe.

Dialogues of Self and Society

The course will give students the opportunity to view characters from the television series Breaking Bad through the lens of the following perspectives: Developmental, Social Learning Theory, Humanistic, and Sociological. We will focus on the evolution of the characters themselves as well in relation to one another. Further, the course will emphasize how each character’s representation of self reflects and defines their identity.
Crossfit has taken the world by storm with its high intensity workouts and diverse community, which others may see as a cult. Yet it is a culture that challenges one’s beliefs by pushing them to their limits and working hard in achieving their personal goals. The essence of this course revolves around self-awareness, specifically one’s self-efficacy, values and ethics, resiliency, leadership, and change in relationship to the Crossfit culture. The crossfit way in 50 words: “Pursue virtuosity in functional movement. Believe unconditionally in yourself and the ability of others. Learn new skills, teach them to a friend. Forge an indomitable body and spirit. Apply character traits learned in the gym to life perseverance, honest integrity, resilience, courage, loyalty, respect, and service. Be humble. Encourage others.” Greg Amundson.

This class will focus on you, the development of self and building the champion inside of yourself. This class will further explore the many facets of society and how it influences the way we view ourselves to ultimately come out as a winner. Life is filled with ups and downs, but it’s how we react that determines if we stay down or get back up. Becoming a champion doesn’t occur overnight. It is a journey. This class will provide you with the tools of awareness and understanding to create your own journey.

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.

For every individual and society, the most fundamental of all questions is both the simplest and the most profound, who am I, what is my purpose? The desire and need to “know thyself,” as Socrates recognized, is the root of all knowledge, wisdom and virtue. To seek self-awareness and acquire self-knowledge requires all of the skills, knowledge, and multiple perspectives expressed in our learning outcomes for the 21st century. Individual identity is a social as well as personal phenomenon. Seminars that will fulfill this requirement will focus on the development of identity.
and the “situated self” historically and in the contemporary environment from an interdisciplinary perspective.

**DSSA 100 Game of Thrones**  
Onu

This course will allow students to explore various theories on the self (developmental, humanistic, sociological, and social learning theory) through the characters in George R. R. Martin’s fantasy novel series A Song of Fire and Ice and the HBO series Game of Thrones. Students will explore how the characters in Martin’s fictional world develop by examining how they relate with one another, their individual histories, their prejudices and purposes, and how the events – both political and social – in their society have shaped their identities. Martin’s stories are set in Westeros, a society not unlike present day America, rich in history, culture, and political divisions. Although it is not necessary for students to have read all five books in Martin’s novel series, students will need to watch all episodes in Game of Thrones Season 1-5.

**DSSA 100 Psychological Theory Through Film**  
Hearn

For decades audiences have lost themselves in the stories and characters portrayed in films. Students will discover how psychological theories are represented in various films such as, but not limited to, American History X, Crash, and the Pursuit of Happyness. Through the required readings, the cinematic experience, and class discussion students will learn how we develop a sense of self, values, ethics, and an overall feeling of belonging within our communities.

**DSSA 100 Hip-Hop Music and the Discovery of Self**  
Tucker

“We can’t change the world unless we change ourselves.” – Biggie Smalls

This course will explore the student’s understanding of themselves, and important national events, through hip hop music, reviewing and reflecting on the work of influential artists such as Kendrick Lamar and J. Cole. From reflecting and analyzing song lyrics to learn critical thinking skills, to using the pillars of hip-hop to express personal values and strengths, students will use hip-hop music as the central instrument to investigate and develop their sense of self.

**DSSA 100 Trailblazers**  
Coco

This course will be an exploration of leadership and self-understanding through examining leadership personalities, behaviors and situations. Themes of awareness, emotional intelligence, motivation, resilience, values, ethics, cognition, perception, and power will be examined through reading, discussion, and activities. Leadership and personal development inventories will used to explore strengths, values, and beliefs. Identifying influential leaders and teams in our society provide context for understanding change and development in an individual society.
DSSA 100  What Does This Have to do With Me?
Marold

This course will focus on the individual and their place and role within society. The students will further discover how they identify with various psychological and educational developmental stages, such as Kohlberg’s Theory of Moral Development, Maslow’s Hierarchy of Needs, and Bandura’s Learning Theories. They will also be required to use critical thinking skills to understand each theory and be able to prove their learning through writing essays and presentations. At the end of the day, students will be exploring the unanimous questions: What does this have to do with me and how in the world did I get here?

DSSA 100  Would You Break Bad
Marold

This course will focus on the TV series Breaking Bad. We will take an in depth look at the characters in the series and utilize theories such as Kohlberg’s Theory of Moral Development, Erikson’s Psychological Theory, Maslow’s Hierarchy of needs and Bandura’s Learning Theories to explain characters’ behavior. Specifically, we will look at how all of these theories work together to explain how the de-moralization of the main character Walter White occurred. The students will be required to use critical thinking skills to understand each theory and apply them with various writing and presentational requirements.