



THE DIALOGUES OF LEARNING

Lynn University's Core Curriculum for the 21st Century



LYNN
UNIVERSITY

THE DIALOGUES OF LEARNING
COURSE DESCRIPTIONS
SPRING 2011

DBRA 100 ZA/DBRG 100 F Historical Issues: The Search for Knowledge Greaney

This course will examine, compare, and contrast the various religious and philosophical perspectives from ancient to modern times in the core readings of "The Dialogues of Learning- Level I". These historical texts address timeless and universal issues: the meaning of life, identity, the nature of virtue and ethical behavior, and understanding the natural world and our place within it. We will also study the search for knowledge, how the ideas that we have attained, and how mankind has tried to develop, store, and share that knowledge from antiquity to today.

DBRA 200 A & B Civilization and Civility Greaney

In this course we will examine the concepts of belief and reason thru the writings of philosophers from the Ancient World to the 20th century. We will examine the underlying meanings and assumptions found in the writings and how they developed into the essential concepts in our understanding of the world and the cultural and religious implications to society. We will apply this knowledge of belief and reasoning systems to examine our own lives, study social and historical issues, and the questions of faith and spirituality. Also important to our study will be to compare and contrast our beliefs with others in order to examine our own beliefs and question their relevance in society's future.

DBRA 200 ZA The Power of Oratory Greaney

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DBRAE 100 A, B, E & H Is Life Worth Living? Aiello

Consider disease, disaster, war, and now the economy! Is life truly worth living? This is the same question that philosopher William James asked his students at Harvard over a century ago and that this course will ask again as we explore James and the ideas of other philosophers on why we should get out of bed each day and face what life has in store for us.

DBRAE 100 C, D American Puritanism Morgan

American Puritanism is a Level One course with an American focus. Additional readings will be drawn from the genres of non-fiction, poetry, the novel, and drama for the purpose of introducing to students the role American Puritanism has played in shaping the United States. From the one volume Norton Introduction to Literature, we will read from William Bradford's *Of Plymouth Plantation*, poetry by Anne Bradstreet and Edward Taylor, a sermon from Jonathan Edwards, and two short stories by Nathaniel Hawthorne. Students will also read Hawthorne's *The Scarlet Letter* and Arthur Miller's *The Crucible*. Appropriate films and handouts may also be selected.

DBRG 100 A & C**Myth, Magic & Morality****Bass**

In this course, we will explore the concepts of belief and reason through various historical, anthropological and philosophical perspectives. We will examine the underlying meanings and assumptions behind our focus on belief and reason, especially their cultural and religious implications and their differences with a focus on practice and action. We will focus on the ways belief and reason are manifested in myths; magic, witchcraft and other practical aspects of religion; and morality, especially the justification of violence. Students will explore the nature of religion and the diversity that exists among and within different religious traditions from an academic perspective.

DBRG 100 B, DBRGE 100 A**Investigating the Divine****Keiley**

In this course, students will be introduced to the emerging field known as Theopoetics, an interdisciplinary study combining elements of poetic analysis, process theology, narrative theology and postmodern philosophy. Our core reading selections from the ancient world to the 21st century will provide a basis for understanding the dialectical relationship between belief and reason.

DBRG 200 H**Honors: East and West****Bass**

In this class, we will examine the similarities and differences between Asian and European systems of belief and reason. The lines between East and West are not as strong as we often assume, and East and West have interacted for centuries. We will explore the concepts of belief and reason through various historical, anthropological and philosophical perspectives.

DBRG 300 A**Asian Politics and History****Bass**

This course introduces students to the diverse histories of Asia and their impact on contemporary political, social, cultural and economic characteristics of the region. Among the subjects studied are armed conflict, consequences of development strategies, decolonization and political stability. In addition, exploring the influence of specific countries—such as Japan, China and India—on regional relations complements the thematic material. This class focuses on the interplay of religion and politics in twentieth century Asia, from Partition in South Asia, to Japanese imperialism during World War II, to the rise and reformation of communism in China and Vietnam.

DBRGE 100 B, C, D & ZA**Quest for Identity****Daily**

“Who am I, why am I here and where am I going?”

This course will survey selected readings from many of the primary global spiritual, mythological, folkloric, and philosophical belief systems, and the rationale(s) that seek to affirm or deny those beliefs. Specifically, this course will address the Judeo-Christian, Islamic, Buddhist, Hindu, Native American, and African belief systems, and will survey philosophers from Socrates and Confucius to Immanuel Kant and Jean Paul Sartre.

DBRO 300 A**Malthus, Darwin and Galton****Villa**

The works of these three men, from the very end of the 18th Century and throughout the 19th, changed the world, creating new ways of thinking about ourselves, and controversies that we still struggle with today. Their ideas revolutionized both the natural and social sciences; they led to some of our greatest discoveries, and some of our worst mistakes and injustices. This course examines ideas that started with Malthus, and how they led to Darwin, Galton, and beyond. It will study the work of each, the relationships between their works, the consequences of them, and how they each affect us still.

DBRO 300 D & E**Women Mystics in the Middle Ages****Luttio**

This course will explore the writings of women mystics from the Western tradition and seek to answer such questions as: What are the central themes found in each woman's hagiography. How did the social and historical milieu of these women mystics influence their spirituality and images used in their writings. Why do we speak of some religious figures as mystics and describe others in different terms? How do these women spanning from the Middle Ages to the 20th century speak to us today if at all?

DJCA 100 A, ZA**Give Me Liberty and Give Me Justice:
An Overview of the American Criminal Justice System****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 system.

DJCA 100 B**Ethical Decisions Making Through Cinema****Norcio**

This course will use films to provide students with a foundation for ethical decision making in the contexts of altruistic considerations, idealistic considerations, individual considerations, and pragmatic considerations. The students will explore how others have made decisions in various environmental situations. Ensuing 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 C & D**Foundations of American Liberty and Justice****Strul**

This course will explore the form and function of the founding documents of the United States of America, including the Declaration of independence and the Constitution, with its Amendments, as they relate to questions of freedom, equality, justice, fundamental fairness, and civic life. In addition to a thorough consideration of those primary documents, students will consider the literary, historical, and philosophical underpinnings that have led to their development, and begin the process of comparing the aspirations and results of the American system with other systems, past and present, in the world.

DJCA 100 E**Leadership in Action: A Service Learning Experience****Jackson**

This course will enhance the student's understanding of leadership and its application as related to the Dialogues of Justice and Civic Life. Students are expected to apply the styles and concepts of leadership to the ideas, values, institutions and practices that define civic life. Students will do so through civic engagement and service learning. Service learning is a requirement of this course.

DJCA 100 ZB**What Will Become of the Children?
Social Location and Life Chances****Casey**

This course examines how the structure of society impacts individuals, with particular emphasis on the influence of poverty in the lives of children in the U.S. The concept of social location posits that where people are situated in the social structure determines their likelihood of being productive successful citizens. The course looks specifically how class and race influence children in urban areas, and ultimately their contribution as citizens.

DJCA 200 A & B**Human Rights in American History****Watson**

This course examines the history of the struggle to extend and honor human rights in the US. Human rights, as a concept, will be defined in a broad sense and both treated in historic context and in comparative perspective. Students will learn how certain groups of people were disenfranchised throughout American history and will examine the movements that extended basic rights to them. Students will not only analyze the causes and consequences of discrimination but will think critically about their own beliefs and values.

DJCA 200 C & D**Crossfire: Policy Issues in America****Watson**

This course exposes students to the historical and ideological underpinnings of America's political parties and explores the debates surrounding the most contentious policy issues of the day, including the environment, censorship, terrorism, teen pregnancy, gun control, and healthcare. The themes of justice, political self-interest, and the role of government will be used to examine the issues and debates.

DJCA 200 ZA**The Voice of Women Throughout History:
What Did They Have To Say?****Casey**

One of the consequences of inequality and injustice in society is the silencing of certain voices. This course examines women's contribution to American society and the ways in which their contributions were ignored or overlooked. We will also analyze how society has changed in response women's voices and the resultant impact on the lives of both men and women in America.

DJCA 300 A**The Brothers Four****Leary**

Four brothers, sons of Rose and Ambassador Joseph P. Kennedy, have had a major impact on our country for the past seventy years. One brother became President of the United States; another became a Senator representing the State of New York; a third brother was a World War II hero, who disappeared while on a secret mission; and the fourth brother, a Senator from Massachusetts, who became known as the "Lion of the Senate," served for forty-seven years. Each of their lives had elements of tragedy and perseverance, jubilation and extreme regret, and yet each of them provided leadership in their various professions despite personal problems which would have severely damaged or ended the career of less determined men. The Brothers Four will be a personal humane review of the lives of four men who created history in their professional careers.

DJCA 300 B**Communication Law and Ethics****Blake**

Legal and ethical aspects of mass communication practices, including libel law, advertising law, invasion of privacy, copyright and trademark law, First Amendment aspects, the Freedom of Information Act and broadcast regulation.

DJCA 300 C & D**History of American Capitalism****Pickering & Bernstein**

This course is a survey of the development of American Enterprise from colonial times to today. The course will investigate the evolution of modern managerial capitalism, study some of the people who created it, organized it, and then made it work. Course material will focus on methods with which entrepreneurs and managers responded to opportunities in the environment. Special consideration will be given to the process by which key innovations were introduced to the marketplace, and their impact on business organizations. We will examine the ways by which modern business has been shaped by the government, technology, society, and organized labor. Additionally, the course will illustrate the institutionalization of ethical conduct as a cornerstone of U.S. business practices.

DJCAE 100 A & D**Murder They Wrote****Deering**

“In this class you will explore important questions of life and death!”

Through core readings, students will explore the concepts of freedom, justice, and equality in the United States and in other cultures and societies. They will examine and evaluate the challenges of equality and inequality, freedom and oppression, justice and discrimination from a historical, American and global context. Finally, they will assess through critical reflection their own values and responsibilities in terms of civic engagement and citizenship. In the second part of the course, students will explore how other societies, historically and globally, have viewed murder, suicide, and capital punishment.

DJCAE 100 B, C, E & F**Facts & Fiction: Judicial & Civic Life in Fiction****Fleisher**

Compare and consider how vital national and global issues encompassing judicial and civic life are at times reflected in fictional narratives. This course will draw upon relevant non-fiction and fictional literary 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.

DJCAE 100 G & J**From Eve to Evita: There is Nothing Like a Dame****Deering**

This course explores a variety of global women's issues, including the history of the women's movement around the world, notable women in history, portrayal of women in fairy tales, literature and the media, and status of women around the world.

DJCG 200 A**Islam and Israel****Leary**

Is there a possibility of long term peace in the Middle East? Historically, Christian wars to “free” the Holy Land were called Crusades and the religious wars of Muslim radicals were called Jihad or holy wars. Today, these terms are still used in the Middle East, although the context may be different. Israel, since 1948, has occupied land called Palestine, which historically was considered by Muslims as their homeland. Because America is a formal ally of Israel, many Muslim nations around the world regard America as an enemy. The class will become involved in assembling evidence to offer possible solutions to issues such as why the fighting continues in the Middle East, and how social and economic problems might be resolved.

DJCG 200 H**Honors: Native Americans and Justice****Hall**

Native Americans have suffered a long history of injustices, from enslavement by Conquistadors in the 16th century, to a list of broken treaties and confinement on reservations by the U.S. government. This course will trace the origins of the special and somewhat ambiguous political status of Native American groups as “Domestic Sovereign Nations.” We will also analyze their options for adjudication and corrections within either the various levels of the U.S. criminal justice system, or within traditional tribal systems of justice.

DJCO 300 D**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.

DSSAE 100 A Inventing Consciousness: Defining and Understanding the Self Keiley

This course will explore these questions as well as others from an historical, political, philosophical, psychological, literary, religious and scientific perspective. In addition to the core texts, we will examine key concepts from philosopher Alva Noe's, *Out of Our Heads: Why You Are Not Your Brain, and Other Lessons from the Biology of Consciousness*. Noe suggests that "rather than being something that happens inside us, consciousness is something we do" linking consciousness with action and "how we interact with the world around us."

DSSG 200 A Oedipus to Oprah Murphy

This course will examine the role that literature, drama, film and mass-media have played in transforming the human social conscience. The dialogue readings will provide a lens through which one can observe significant social changes in an historical context. This course will have a global perspective that will focus on how these social changes affect the self in society.

DSSG 200 B The Blogosphere Identity Simpson

Students will further develop their knowledge and understanding of the role that the self plays in society. This role of self will be submerged into the digital world as students will create and implement a blog on blogger.com. Each student will select a personal goal that must have an impact on society and will update their blog regularly as they track their daily trials in accomplishing their personal goal.

DSSG 300 A Media and Society Blake

In this course students will study and analyze the concept of "Media and Society" and its significance within the realm of its effect on the global society. Particularly, students will be engaged in the study of the theoretical concepts of "media" as a concept in itself, "the medium theory" (McLuhan (1964) as a forerunner, but several other theorists such as Ong (1982) Meyrowitz (1986) will be examined during the course. The course Media and Society will also seek to engage students in the analysis of how technology, ethics, culture, society and other norms of media and society have shaped "self and society".

DSSG 400 A Intercultural Communication Grodzki

Students study the influence of culture on communication, including an examination world view, perception, and symbols as the basic units of culture, contact, interaction and behavior as the basic units of communication. The course also offers a professional practicum in research, counseling management, and education for the management of productive intercultural relationships and functional intercultural systems.

DSSGE 200 H Honors: Pleasantville Goldstein

How is an individual molded by society? Based on the film *Pleasantville*, this course will show how individuals who are propelled back into an earlier time period have difficulties adjusting to the culture and society which contrasts strongly to their own.

DSSO 100 A Split Personality: The Many Sides of Yourself Simpson, C

Explore the many different sides of yourself through activities, practice and creative outlets. Each student will be exploring their own individual sense of self; that self's impact on society and how that affects their creativity. Through various activities students will investigate who they are, who they have been and who they may want to become. Students will uncover the many different sides of themselves.

DSSO 100 B**Digital Identity****Simpson, A**

This course is an exploration of individual identity and its juxtaposition with digital identity. Students will examine how the digital revolution influences the perception of self and that self's impact on society.

DSSO 100 Z**Self as Learner****TBA**

Self as Learner has been designed to introduce students to the theory of multiple intelligences and the relationship of cognitive potential to learning. The course provides students, through lectures, various inventories, and working with the support of faculty, an understanding of their cognitive strengths and the sensory modalities that will assist them in the way they approach their courses, choose and appropriate college major, and ultimately, a career.