

# LYNN UNIVERSITY

# 2012 DEBATE



BOCA RATON, FLORIDA  
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## DEBATE-RELATED COURSES FALL 2012

**AVM 102 AVIATION HISTORY E.K. Morice**  
Discussions of the FAA funding process. Included will be a discussion of the chances that Congress will pass a long term refinancing bill. The importance that the FAA will be able to improve safety and efficiency issues. The importance of the FAA being able to complete the development of the NextGen Air traffic Control system and airport improvement projects.

**AVM 331 AVIATION LAW AND REGULATIONS E.K. Morice**  
Discussions of the FAA funding process. Included will be a discussion of the chances that Congress will pass a long term refinancing bill. The importance that the FAA will be able to improve safety and efficiency issues. The importance of the FAA being able to complete the development of the NextGen Air traffic Control system and airport improvement projects.

**BUS 171 MACROECONOMICS Farideh Farazmand**  
Debates on whether or not to: repeal financial industry regulation; cut taxes for working families (not richest 1%); provide every American with affordable health insurance; engage and cooperate with the United Nations on the issue of climate change; and, strengthen antitrust enforcement to protect consumers. The assignment consists of two parts: students' team debates on the Republican and Democrat candidates' campaign issues; and a team research paper on the team's debated topic.

**COM 101 INTRODUCTION TO COMMUNICATION AND MEDIA Stephanie Jackson, Stefanie Powers, Andy Vermes**  
There will be discussions on the nature of the mass media and the techniques media outlets utilize to critically impact voting. In addition, students will create political advertisements and Publicity for political candidates.

**COM 108 MEDIA LITERACY Timea Varga**  
Students will complete a project using a critical approach to gather written, verbal and visual media content about presidential candidates and significant public figures in history who either came to power by the media, or whose careers have been shattered by the media. By examining strategies and tactics employed by national and international media to influence consumers' perception of such prominent individuals, students will develop literacy techniques to more analytically interpret global media content and its implications within democratic societies.

**COM 110 INTRODUCTION TO JOURNALISM Stefanie Powers**  
Students will watch a primary debate and review how various news media cover the event. Aside from analyzing the coverage, the students will critique and write a formalized editorial on the debate.

**COM 111 PRESENTATIONAL COMMUNICATION (3 SECTIONS) Carrie Simpson, Adam Simpson, Harry Murphy**  
Students will watch and critique past and any upcoming televised debates. Students will also prepare 2-minute persuasive speeches on the presidential debate format: does it work? This will be in preparation for the regular persuasive speech assignment. Also, students will study the candidates' positions, and engage in speeches and debates on assigned topics from different candidates' perspectives. Students will also view and analyze debates from 2008 and earlier.

**COM 115 INTRODUCTION TO ADVERTISING AND PUBLIC RELATIONS Gary Carlin**  
In this introductory class, students will be asked to pick a candidate and a target audience and create an advertisement that will appeal to their audience. Also, students will decide where to place their advertisement (i.e., internet, print, smart phone, billboard).

**COM 130 UNDERSTANDING FILM Nava Dushi**  
The analysis of films will include discussion of their narrative and thematic content as it touches upon the current issues of race, class, gender, sexual orientation, war.

**COM 140 AUDIO PRODUCTION Robert Trainer**  
Students will watch a primary debate then do an audio technical analysis and review. They will discuss microphone techniques and the effects of room acoustics on the sound. The discussion will include recommendations on the audio setup for the presidential debate in Lynn's Wold Performing Arts Center on Oct. 22, 2012.

**COM 145 TELEVISION PRODUCTION Denise Belafonte-Young**  
Students will produce and participate in studio panel discussion shows based on the presidential race and where the candidates/parties stand.

**COM 150**                    **FILM PRODUCTION**                    **Carol Watson**  
Students will be exposed to how current wedge issues – homosexual rights, class conflict, and unemployment – affect individuals. They will be encouraged to draw upon these issues in their films.

**COM 255**                    **FILM & TV EDITING**                    **John Bennardo**  
Students will edit debate pieces produced by the COM 390 students in Photojournalism.

**COM 299**                    **TOPICS IN COMMUNICATION: PRESIDENTIAL CANDIDATES AS ACTORS**                    **Harry Murphy**  
Considering the media attention given to the upcoming presidential election this class will examine the candidates as performers not simply as politicians. It will be a character analysis of the candidates and their on-camera persona, and will examine the performance aspects and the effect they have upon the perception of the national consciousness. Students will then take on the role of candidate in simulated debate circumstances, as a means of better understanding the Politician as actor.

**COM 305/DSSG300 MEDIA AND SOCIETY**                    **Carmeta Blake**  
Students will study presentations of great debaters –by incorporating texts (e.g., Barack Obama – Speaker of Genius) which highlight speaking skills from the authors’ perspectives. The students will read the texts, critique chapters and create journal entries of their perspectives on the authors’ conclusions about “speaker of genius.” They will write an expository essay on – Reflections and Expectations of the 2012 debate at Lynn University.

**COM 310**                    **ONLINE AND PRINT JOURNALISM I**                    **Martin Phillips**  
Students will prepare television and internet stories dealing with ongoing political news events related to the election, with special attention to Florida. Students will conduct interviews with experts, party officials, election officials and candidates and attend campaign speeches and debates where possible. They will report on issues that affect the state, national and international scene.

**COM 345**                    **T.V. PRACTICUM**                    **Andy Vermes**  
Student will support campus production activities for the presidential debate.

**COM 375**                    **ADVERTISING, PR AND SOCIETY**                    **Gary Carlin**  
Examples of political advertising and PR prior to and after primary debates this spring will be used to evaluate/discuss their overall impact. For instance: How does political advertising and public relations impact the issues discussed and/or the candidate’s answers. How does political advertising prior to a debate impact the outcome of the debate? Students will be asked to write a 2 page paper using examples and explaining their point of view.

**COM 385**                    **ONLINE AND PRINT JOURNALISM II**                    **Stefanie Powers**  
There will be a specific beat designated to cover the upcoming election. Story ideas will include: Candidate profiles, debate coverage, student opinion on certain candidates or issues, polls and questionnaires about how much students know about the election, etc. This will prepare the Lynn community for Oct. 22.

**COM 390**                    **PHOTOJOURNALISM**                    **Ellen Stern**  
Students will create short video news pieces that are debate-specific. The content will include both Lynn’s preparations for the debate as well as reports on the ongoing events to decide a Republican candidate. Students will also be given old debate footage from YouTube and produce news stories about the debates as if they were current.

**COM 399**                    **ISSUES IN COMMUNICATION: PRESIDENTIAL DEBATE DOCUMENTARY**                    **Martin Phillips**  
Students will study previous debates and will produce a website, documentary and a radio program on this year’s final presidential debate at Lynn. Students will study how news organizations have covered the debate.

**DBRAE 100**                    **IS LIFE WORTH LIVING?**                    **Stephen 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 200**                    **THE NATURE OF EVIL**                    **John Daily**  
Conceptions of evil and its nature and source, distinctions between natural and moral evil, and what belongs to God versus to the human race have undergone transformations reflected in philosophy and literature and film. Beginning with ancient and biblical sources, and moving to more modern sources, readings will include selections from Rousseau’s response to the 1755 Lisbon earthquake; Nietzsche’s Beyond Good and Evil, Hannah Arendt’s interpretation of Auschwitz and Eichmann and “the banality of evil”; Günther Anders’ reading of Hiroshima; and current reflections on looming climatic and nuclear disasters. Films will include selections from films like Dr. Jekyll and Mr. Hyde, Psycho, Silence of the Lambs, Schindler’s List, Hotel Rwanda, and Alien.

**DBRA 400**                    **THE POLITICS OF RELIGION**                    **Mark Luttio**  
Our country’s founding documents guarantees the separation of church and state, or politics and religion, and yet nearly every political campaign for the presidency has included matters of faith or religion. From JFK’s campaign as a Roman Catholic, to Joe Lieberman as a Jew, to Mitt Romney’s campaign as a Mormon, our country has asked religious questions of our political candidates. What is the history of our American religious landscape vis-a-vis the political arena? What are the issues at stake in this relationship? Why do we care about our political leader’s religious convictions? Why does it matter to us? What bearing does this have on their ability to govern, etc.? These and other questions will be examined along the way toward understanding how religion plays a role in the American political process.

**DBRA 400**                    **SO HELP ME GOD**                    **Joe Greaney**  
With those four words, first said by George Washington at his inaugural in 1789, the presidency has been tied to religious themes throughout American history. This course will focus not on a chronological study of the Presidency and religion but on four major themes. The course will read and discuss the role of religion in presidential politics, concentrating on the last fifty years, God and the Commander-in-Chief, the president as peacemaker, and the “Preacher in Chief”. Through readings and discussion and student research, we will discuss the presidency through the approach in Belief and Reason and the changing role of the president in times of war and peace.

**DBRG 100**                    **RUDE DEMOCRACY—WORDS, STICKS, AND STONES**                    **Michael 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. 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.

**DBRG 100**                    **THE GARDEN OF GOOD AND EVIL**                    **Harry Murphy**  
“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.

**DBRG 200**                    **IDEAS OF CONQUEST AND THE CONQUEST OF IDEAS**                    **David Lewis**  
Ideas of Conquest and the Conquest of Ideas” will examine the religious ideas that have conquered the souls of people throughout time. An in-

depth look at religious philosophies will uncover ideas used both spiritually and secularly. This course will look at the background of religious ideas and their progression into modern times. Furthermore, "Ideas of Conquest and the Conquest of Ideas" will look at the people who have conquered these ideas and used them for their own gain.

**DBRG 200 IN SEARCH OF THE HOLY GRAIL Michael Lewis**

This Dialogue course will survey philosophical and religious traditions that have provided depth to the development of human understanding of life. Represented in the "Dialogues of Learning—level II," the course will analyze the lives and ideas of historical figures who have sought the "Holy Grail," and as a result, have contributed to societal progress across the murky waters of the unknown. The course will pay significant attention to understanding such figures in their historical context in order to impart to the student the concrete relationship between ideas, experience, and culture. Emphasis will be given on student participation in evaluating and assessing the contribution of such men and women to their own understanding of the quest for immortality, power, happiness, and the good life. In addition, the course will function as an introduction to the main theories of wellbeing and happiness. We shall examine the ancient proposals of hedonism (happiness is pleasure), eudemonism (happiness is flourishing) and a modern proposal of desire fulfillment (happiness is getting what you want).

**DBRG 300 MAGIC, SCIENCE, AND RELIGION Joe 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 RELIGION AND LITERATURE Lizbeth Keiley**

This course will examine religious concepts and themes in a variety of literary forms, including those of parable, poetry, fiction, non-fiction and essays. Each of the texts selected will offer possibilities for complex, multi-layered interpretation as we consider the relationship between religion and literature, the role of religion in the creation of literature and how literary ideas have shaped religious texts. Literary works will be chosen from the ancient world to the 20th century. Themes such as creation, divine justice, death and immortality, good and evil, salvation, and life's meaning will be explored.

**DBRG 400 AMORAL CAPITALISM Ted Wasserman**

This course will explore the theoretical roots of capitalism with the perspective that capitalism itself takes no position on morality and that its sole focus is the creation of wealth. This focus had led companies to engage in unethical and in some cases immoral behavior in the pursuit of increasing return on shareholder profit. There is a widely known saying is that business ethics is an oxymoron. The saying takes on new meaning now that business is conducted on an increasingly international scale subject to different nations having different legal, moral and ethical traditions. It confronts a number of morally and challenging legal issues that arise on both a domestic and international scale. We will examine the arguments raised by proponents of conflicting viewpoints and assess the competing interests that motivate them. We will examine ongoing and emerging controversies regarding such topics as the conduct of multi-national corporations, the globalization of the economy, labor rights, environmentalism, and information technology. It will focus on system of ethics as they can be applied to business and review the phenomena of moral capitalism, a modern movement whose intention is to infuse a system of ethics into capitalist business ventures.

**DBRGE 100 MYTH, MAGIC & MORALITY**

**Maureen Goldstein**

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.

**DJCA 100 LINCOLN DOUGLAS DEBATE William Leary**

Abraham Lincoln and Stephen Douglas engaged in a series of debates in the state of Illinois 1858 that was a struggle for the minds and beliefs of Americans concerning major issues of the day such as slavery, states' rights, and the Dred Scott Decision by the Supreme Court. They agreed to a series of seven debates beginning August, 1858. Both men were ambitious, passionate about their beliefs, and articulate in front of large crowds. They spoke from platforms set up in open areas with no modern technology such as microphones. Illinois at that time was a rough and tumble frontier state with a population coming from many different sections of the East, North, and South. This made for an often raucous crowd who shouted their support or opposition in loud shouting and sometimes laughter as each speaker attempted to win over the audience with rapier barbs and wit towards his opponent. It has been said that without these debates, there would have been no Lincoln presidency in 1860 and perhaps no civil war. Douglas, called the "Little Giant" by his supporters because of his small stature, and Lincoln, called the "Rail Splitter" by his political allies both had eloquent speaking voices which they often had to speak loudly because of the crowd noise. One hundred fifty-four years later, their struggle remains epic and worthy of emulation by today's political leaders.

**DJCA 100 IMPERFECT JUSTICE IN A WORLD AT WAR Michael Lewis**

The Second World War was a time of unprecedented injustice and human misery. When the major industrialized nations escalated conflict on a global scale, death was at the vanguard of invasion and oppression followed closely in its wake. In the context of the extreme injustices of the time, there were many who fought for human freedoms and rights in non-conventional ways. This dialogue course will survey World War Two and the instances of justice and injustice that shaped it. Represented in the "Dialogues of Learning—level I," the course will analyze the lives and ideas of historical figures who perpetrated crimes against humanity, and follow the people who resisted and brought justice to events. 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. Students will be expected to examine the consequences of decisions by historical figures and analyze thought process in light of worldview. Emphasis will be given on student evaluation and assessment of their own understanding of the war, human rights, civic engagement, and history. In addition, the course will function as an introduction to the main theories of freedom, power, equality and justice.

**DJCA 100 ETHICAL DECISION MAKING THROUGH CINEMA Ralph 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 BUSH V. GORE: THE 2000 ELECTION FIASCO Sindee Kerker**

Can one state with its comedy of ballot errors affect the outcome of a presidential election? From undervotes to overvotes to hanging chads to dimpled chads to unwitting butterfly ballots, the State of Florida held the future of the presidency in the palm of its outstretched poll boxes. This course will examine the appeal process from the moment Gore retracted his concession speech on Nov. 7, 2000 to the United States Supreme Court ruling in Bush v. Gore on December 12, 2000. Students will also travel back to the origins of human societies and get a first-hand glimpse of how government, both democratic and non-democratic, is formed. Starting from the Ancient World with the Code of Hammurabi, students will explore the concepts of crime and punishment as it was first codified. Students will continue their journey through the Middle Ages, Renaissance and Enlightenment periods and examine the nature and development of society through the making and unmaking of the Magna Carta and the Constitution of the United States. The concepts of freedom, equality, justice and power will be explored further through 19th and

20th century readings to illustrate the continued struggle for unity. This course will focus on the ideas, values, institutions and practices that have defined civic life within human societies and within our own American Criminal Justice System.

**DJCA 100 THE PRESIDENT'S PARTNER: THE FIRST LADIES AND WOMEN'S HISTORY**

**Robert Watson**

The course will examine the gendered side of the presidency, the institution of marriage, and contributions to America's history by the wives of our presidents. The themes to be covered, pertaining to justice and civic life, include the role of women historically in American politics, sex role norms: The role of White House hostess and symbol of American women, the public/private divide: Balancing family and duty in the White House, social causes: the long history of social justice advocacy by presidential wives, political wives: Policy and political activism and evolving roles: Advances by women in politics and the prospect of electing the first woman president.

**DJCA 100 GEORGE WASHINGTON'S AMERICA**

**Robert Watson**

The course will examine America's founding through the life and leadership of George Washington. The themes to be covered, pertaining to justice and civic life, include Colonial life and the coming revolution, the war for independence, the slave question, framing a constitution, the inaugural presidency: Forging a government and developing a new civic ethos and an unlikely leader: Examining Washington's life and character.

**DJCA 100 LINCOLN AND LEADERSHIP Joe Greaney**

This course offers a new perspective on the 16<sup>th</sup> president and explores, through essays, Lincoln as commander-in-chief, political operator, and theologian. Taken together, the essays suggest the interplay of military, political, and religious factors informing Lincoln's thought and action and guiding the dynamics of his leadership. The texts *Lincoln and Leadership: Military, Political, And Religious Decision Making*, edited by Randall Miller, and *"Lincoln's Enduring Legacy"*, edited by Robert P. Watson, focuses on several critical moments in Lincoln's presidency including emancipation, military strategy, relations with his generals, the use of African American troops, party politics and his own re-election, the morality of war, the place of America in God's design, and the meaning and obligations of sustaining the Union. The essays further emphasize that the "real" Lincoln was shrewd politician, a self-taught commander-in-chief, and a deeply religious man who was self-confident in his ability to judge men and persuade them with words.

**DJCA 100 SETTING THE TONE: PRESIDENTIAL ORATORY AND THE BULLY PULPIT**

**Joe Greaney**

One of the most important powers of the presidency is the unique position that the occupant has on public discourse. Theodore Roosevelt called this power the "bully pulpit". This course will study the presidency, and those that have held the position, through an examination of their words. Through reading and class discussion this course will focus on the power of their words and how oratory has set the agenda during their term in office. We will read and discuss the presidential inaugural address; speeches that were delivered to rally the people for a cause, or served as way to console the people reacting to tragedy. Along with the primary reading in the core reader we will examine how the words were shaped, delivered, and remembered.

**DJCA 100 WHY WOMEN SHOULD VOTE Karen Casey**

Why Women Should Vote will be a Justice and civic Life: Dialogue that focuses on political and policy issues that are important to women. The course will examine issues in the context of women's political movements of the past and how involvement in the political process changed the lives of women. Topics to be explored include the Suffrage movement, women's liberation movement, equal pay, the abortion debate, and violence against women.

**DJCA 100 WHAT'S THE MATTER WITH KANSAS: THE DEATH OF POST WAR LIBERALISM**

**Darren Allen**

Is post-war liberalism dead? This course will explore competing theories that attempt to explain the demise of liberalism during the past quarter century. In addition to an overview of the terms "liberalism," "libertarianism," and "conservatism," the course will explore a number of

social changes and political shifts that may contribute, including: party polarization, civic engagement, and suburbanization.

**DJCA 200 SECURING THE PRESIDENT Joe Hall**

Prior to the invention of the Secret Service by the Pinkertons during the Civil War, Presidential Security was much less formal than it is today. Of course, there was not an assassination prior to the Civil War either. This course will examine the development of the methods and techniques of presidential protection from the earliest beginnings to the current high tech procedures in use both on ground and on Air Force One.

**DJCG 200 THE DEBATES GO GLOBAL Marcheta Wright**

What are the connections between international relations and US presidential elections? The Debates Go Global focuses on three primary topics. First, we will consider how international events shape US presidential election dynamics - in particular the candidates' campaigns and debates. The reactions of other countries' leaders and the public to the election processes are the second area of inquiry. Finally, the implications for US foreign policy of the elections' outcomes will be explored. Candidates' speeches and debates, political analysts' and scholars' commentary and world-wide media provide much of the content for our discourse. Debates (of course), discussions and small group exercises form the backbone of this course.

**DJCA 200 CAMPAIGNS IN THE 21<sup>ST</sup> CENTURY**

**Stephanie Jackson**

This course analyzes the concept of campaigning in the 21<sup>st</sup> century as it pertains to the use of integrated technologies and social media. Students will examine concepts of freedom, justice, equality and power in the political campaign arena.

**DJCA 300 THE BROTHERS FOUR William 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.

**DJCAE 100 FACTS VS FICTION David 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 LOOKING FOR AN ARGUMENT Sanne Unger**

*"I'm here for an argument." "No you're not."*

The success of debaters depends largely on their ability to build a case for their point of view. For this they need to use arguments, though they can also rely on personal attacks, humor, and other tricks of the trade. In this course we will explore argumentation theory, and apply it to the readings in the Dialogue book. We will also analyze notable presidential debates from the past and identify arguments built and fallacies committed. As the 2012 presidential debating season unrolls, students will collect data and assess the validity of the candidates' arguments. Students will be stimulated to study election issues for their papers and speeches, so that they are informed viewers of the debates and will not simply accept the candidates' statements at face value. Not only will this course enhance the students' experience of the Presidential Debate at Lynn, it will involve them as active consumers in the political process and motivate them to participate as voters.

**DJCAE 100 THE PRESIDENCY ON FILM Stephen Aiello**

This course will examine the nature of the presidency through contemporary films. Thematically the course will cover two areas.

Through the genre of the biopic (biographical film) students will view films based on the lives of two modern presidents: George W. Bush in Oliver Stone's *W* and Richard Nixon in Stone's *Nixon*, as well as Ron Howard's *Frost / Nixon*. By examining critical essays devoted to the films, as well as listening to guest lecturers, such as Lynn's Dr. Robert Watson, students will not only be able to learn the biographies of these presidents and the key events during their presidencies, but also discover the authorial and directorial voices present in the film that reveal particular perspectives, both positive and critical, on the lives of these presidents. Secondly, through humorous and serious dramas, such as *Fail Safe*, *Dr. Strangelove*, *Primary Colors*, *Dave* and *The American President*, students will examine the pressures, both political and personal, placed upon the president in these fictional and historically based fictional films. The theme of the ideal president will be juxtaposed with that of the president who falls prey to corruption. An effort will be made to show students that the president, as with all of us, is subject to forces that will lead us away from our ideals, as well as inspire us to greater meanings and roles in our lives.

**DJCAE 100                      MURDER THEY WROTE                      Elaine 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 200                      COMIC BOOK SUPERHEROES                      Elaine Deering**

In this exciting course, students will explore the comic book superhero as a literary genre and we will highlight some classic stories focusing on qualities of good citizenship as that concept is embodied in American culture and the Dialogue readings: Equality, Tolerance, Justice, Freedom and Independence. We will also study a recent galaxy of superheroes, "The 99," created by a Kuwaiti-born Muslim psychologist and inspired by the Islamic culture, to promote lessons of tolerance. At the conclusion of the course, we will answer the question: what is a good citizen?

**DJCAE 200                      THE ART OF PROTEST                      Elaine Deering**

**Description:** Students will explore various artistic and literary forms of protest, including murals, posters, bumper stickers, t-shirts, graffiti, protest poetry and songs, rap music, and parody. Meets standard 200 level college writing requirement (Gordon Rule).

**DJCG 400                      BUSINESS AND POLITICAL NEGOTIATION                      Brian Sommer**

This course will explore negotiation techniques used in both business and politics including print, graphics, and traditional media. The course will also examine ideas such as the process and art of negotiations, as well as how to think as a negotiator and learn the skills that create the mindset to maximize opportunities during business and political negotiations. The students will learn how to effectively address how negotiation techniques lead to both intended and unintended consequences. Students will study a broad range of applications from basic negotiations through political campaigns, activism, and satire; and will discuss the relative ethics of using these same techniques for different purposes. The course will explore and implement the concept of Neuro-Linguistic Programming (NLP) and its impact on negotiations. Students will also explore the fundamentals of persuasion, influence, and coercion and then assess how these fundamentals have been adapted for the use in interactive contexts of business and politics.

**DJCGE 100                      POETRY OF PROTEST                      Jeff Morgan**

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

**DQR 200                      QUANTITATIVE REASONING                      Dan Bagnoni  
Paul Beaulieu**

This course emphasizes a practical approach to the fundamentals of statistical reasoning and analysis, probability theory, as well as exponential and logarithmic modeling. Relevant applications engage

students while underscoring the essential uses of these mathematical concepts in every-day life.

**DQR 200                      NUMBERS IN THE NEWS                      Dan 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                      THE GAMES THEY PLAY                      Laura McCallister**

This course emphasizes a practical approach to the fundamentals of statistical reasoning and analysis, probability theory, and exponential and logarithmic modeling. Relevant applications from games, sports and news articles engage students while underscoring the essential uses of these mathematical concepts in everyday life.

**DQR 300                      ENVIRONMENTAL SUSTAINABILITY                      John 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.

**DSL 100                      SCIENCE SERVING HUMANITY                      Frank Lucas**

Science has the answer to most of the "Big Questions" we face today. To examine the progress man has made in society you only have to look at the technological progress to see the improvement in "Quality of Life". This course has a "hands on" approach to the beginning of the universe by examination of the stars and planets, rocks and minerals, fossils, and machines to demonstrate the progress man has made in understanding planet earth in the universe. Students use the tools of science like telescopes to look at the planets, microscopes, computers and other equipment to re discover and understand early scientists, scientific method and their discoveries. At the conclusion of the course the purpose of man on earth will become apparent and the ways science serves humanity to protect the planet.

**DSL 100                      SEEING THE WORLD THROUGH SCIENTIFIC METHOD                      Ewa Wojcik**

Students will be creatively motivated to discover their own scientific curiosity through the applications and understanding of the scientific method.

**DSL 200                      TECHNOLOGY AND HUMAN ECOLOGY                      Sonia Villaverde**

This course focuses on the symbiotic relationship between human evolution, technological development and the environmental states. It concentrates in the investigation and understanding of the impact of the environment on human nature and as its evolution. It will also examine the role of technology as an environmental factor as well as an evolutionary trait or characteristic. Students will gain knowledge of the Scientific Methodology as well as in the technology used in science to assess humans and their environments.

**DSL 200                      ALTERNATE ENERGY - ALTERNATE FUELS IN TODAY'S WORLD                      Frank Lucas**

This course is an introduction to the history and technological development of energy, its use, its origins and its status on the planet. We will cover the major discoveries about the need for energy and the people who made these discoveries and influence to give us the world as we know it. Topics covered are the following- Sources of energy, Biogeochemical cycles, Power and how we got addicted to oil, Alternate energy sources for living and for transport, Production from different sources and Quality Control, Sustainability. and Job potential. The course uses student project topics as class discussions and demonstrations. Specific projects covered are the following- a) photovoltaic, b) wind

generated power, c) water generated power, d) watts, voltage, amperage, the power grid and storage of energy, e) Bio-diesel from seeds and algae f) Propane, methane, hydrogen as power sources g) alcohol production from cellulose h) steam engine power and i) hydroponics. We will finish with how the concept of sustainability and the value of earth's resources coupled with technology and modern science is helping to provide new solutions to energy demand and still maintain sustainability for future generations. The course will also focus on job opportunities and skills needed to get involved in this field. Skills acquired in the course in addition to the Dialogue 200 learning outcomes are technology skills in electrical power, pilot scale up of algae cultures, and oil extraction from seeds, biotechnology and hydroponics.

#### **DSL 200 SCIENCE AND ELECTION YEAR POLICY**

**Daniel Ceccoli**

This course is an introduction to the subject of "Science and Politics". It focuses on "Science and Election Year Policy : How Politics Influences Science". The course will discuss how politics can influence the debate on Public Health Care, Science Ethics, Abortion, Contraceptive Rights, Evolution, Global Warming and Stem Cell Research. The course is not designed to convince the student that one or another side in the social and political debate is correct, but instead provide them with the necessary background to understand the science behind the issue and make informed decisions of their own.

#### **DSL 200 IS YOUR HEALTH CARE SYSTEM SICK**

**Daniel Ceccoli**

This course is designed to evaluate the essential principles of "Science" and its influence on "Democratic Society". We will concentrate on the Science of Public Health in the 21st Century and attempt to answer the question "Is our Public Health System Sick"? As such the course introduces contemporary science themes related to public health, science education and science funding into our public dialogue with the hope of expanding our understanding of their importance in our daily life. The course is not designed to convince the student that one or another side in the social and political debate is correct but instead, give them the necessary background to understand the science behind the issue and make informed decisions of their own.

#### **DSSA 100 SELF AS LEARNER**

**Marsha Glines**

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. Incorporate politics, political platforms, the debate, etc. into our themes - metacognition, self- advocacy, resiliency, values and ethics and self- efficacy. The outcome, in lieu of final speeches, will be a debate with an anticipated 120 students coming together with their elected class "debaters" to attend, observe and critique the student debate on the candidates' issues.

#### **DSSA 200 ALL ALONE IS ALL WE ARE**

**Rob Seifer**

This course will define society and its relation to personal growth and insight of the individual through the understanding and synthesis of existential literature and music lyrics. In this course students will analyze, identify and create answers to the simplest and most abstract questions; what is my meaning and purpose in life and society? Students will demonstrate their command and understanding for existential philosophy and its eternal link with literature and music. Students will synthesize the major concepts of self and society from historical, multi-disciplinary and cross-cultural perspectives. Students will demonstrate understanding for the nature of one's self and the process of developing insight, growth through their personal existential struggle while defining his/her own purpose and meaning in life and society. Students will elucidate the process of social change, the development of human societies and the interrelationships between individuals and society throughout this course. Finally, students will identify their understanding of the meaning of being human in modern society.

#### **DSSA 200 WHERE DO I BELONG**

**Judith Adelson**

This course will examine 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. This course proposes to 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. Students will explore social change as a construct that reflects dominant discourses and personal narratives.

#### **DSSAE 200 THE SILVER SCREEN AND THE AMERICAN DREAM**

**John Daily**

This interdisciplinary Dialogue will introduce students to a formal understanding of the American Dream and its many interpretations as expressed by an American original - Hollywood. Beginning with D.W. Griffith's silent classic, *The Birth of a Nation*, and extending into the present as far as Oliver Stone's *W*, this dialogue will examine the underpinnings of core beliefs and myths interpreted by a series of 14 American films. Related texts and selected readings will further examine the sociological and historical context of these films, presented in a chronological order based upon the era in which they were produced as well as the era they portrayed.

#### **DSSGE 200 PLEASANTVILLE**

**Maureen Goldstein**

**Description:** 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.

#### **DSSG 200 GLOBAL CRISES: INDIVIDUAL RESPONSE AND RESPONSIBILITY**

**Anna Krift**

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.

#### **GVC 265 PHOTOGRAPHY**

**Ellen Stern**

Students will view the work of photographers hired by past presidents of the US and how their work shapes the public perception of that president. Students will discuss possible current photographers and styles of shooting that would enhance each candidates chances of winning the election. Also, students will create short video news pieces that are debate-specific. Students will also be given old debate footage from YouTube and produce news stories about the debates as if they were current.

#### **EDU 101 INTRODUCTION TO EDUCATION**

**Priscilla Boerger**

Government responsibility and federal roles in education: Examination of WHO should have responsibility for educational decision-making (politicians versus educators)

#### **EDU 319 TEACHING SOCIAL STUDIES**

**Priscilla Boerger**

Focus on education at the federal level, specifically on high-stakes testing and the role of government (including FCAT in Florida)

#### **HA 428 EVENT MANAGEMENT**

**Linsley DeVea**