

# 19/FAL LAR and Selected Topics courses



## **LAR-202-1 & 2**

### **Democracy and Diversity**

**Johnson-Farr**

Section 1 T/TH 11:30-12:45PM Section 2 T/TH 2:30-3:45PM

A course that explores and examines how we create a vision of social justice and equity in our development of a diverse citizenry. Although focus is for pre-service teachers it affords others with hooks to their professional journey in understanding the complexity of the human experience. *Required LAR-202 section for students majoring in Education.*

## **LAR-202-3**

### **Democracy in Asia Bruntz**

M/W/F 1:00-1:50PM

Not only will students compare Asian values to Western democratic ones, they will examine ethnographic accounts from Asian nations to understand what democracy looks like in various contexts, and then at the conclusion of the course, will investigate contemporary experiences of Asian Americans in the American democratic context.

## **LAR-202-4**

### **Science vs. Religion Showdown Hart**

M/W/F 1:00-1:50PM

Recent debates over climate change and evolution demonstrate the difficulties arising when science and religion cross paths. In a collaborative setting, students will apply and integrate knowledge and experiences to examine issues of religion and science from multiple perspectives. The course will achieve the outcomes above primarily through two, month-long Reacting to the Past (RTTP) games. During the RTTP games, students will assume the roles of one or more historical characters, work together in factions, delve deeply into important historical texts, debate controversial issues (while in character), and engage in various kinds of writing. The first game focuses on the 17th century trial of Galileo in which players will debate the sun-centered universe; the second game centers on debate about Darwin's theory of natural selection in *The Origin of Species*.

## **LAR-202-5**

### **Human Rights Journey: From Awareness to Action**

**Kalbach**

T/TH 1:00-2:15PM

This course will examine human rights issues through multiple lenses including Theatre of the Oppressed and other artistic and literary tools. Students will spend the semester investigating key social issues along with the "habits of heart and mind" that lead to the perpetuation of human rights abuses. While they will use Theatre of the Oppressed as the primary lens of engagement, students will also explore the role of activists in the visual and performing arts as well as literary figures that have used their professional craft in the cause of human rights work. Along with traditional research, literary analysis, summative writing and critical reflection, students will also use the visual and performing arts to demonstrate understanding of the course material. Particular emphasis will be placed on student understanding of the Universal Declaration of Human Rights, its intersection with ethical thought and behavior, as well as the effort human rights activists have made to give it life beyond its legal status.

## **LAR-202-6**

### **How to Be a Successful Criminal: The Social and Economic Impact of the Drug War Prince**

T/TH 9:30-10:45AM

In a collaborative environment, students will examine and discuss some of the history and development of the war on drugs, its impact on individuals and communities, and compare and contrast efforts to stop what is essentially a pandemic; All through the lens of race and capitalism. Students will work to 1) Analyze data and research on the economic impact on the drug trade, law enforcement, and treatment. 2) Examine the social impact of the drug trade through exploration of true personal stories and narratives. 3) Collaboratively discuss the impact of race and economic opportunity and its impact on the drug trade. 4) Understand the complexity of crime, drugs, and social policy.

## **LAR-202-ONL**

### **Integrative Seminar: Patriots**

**Ehrman**

Online cap 5

This is a course studying the emerging 18th century American society at a moment of democratic crisis as Americans debated not only the question of independence, but also questions of basic rights and equality. Thus students will discuss key issues on how to establish democracy and unity, national identity and authority, and social and economic justice.

In a collaborative setting, students will apply and integrate knowledge and experiences to examine complex questions related to democracy and diversity from multiple perspectives such as: What are the sources of power of those who govern the society, and what constraints exist on that power? How do they balance the demands of the community (political, religious, or class) with individual liberty? What influence do issues of religion, race, or ethnicity have on questions of rights within the society? What tensions exist between differences in wealth and status and attitudes toward economic inequality? Students will get a chance to explore these questions and others to come to their own reasoned conclusions on the promise and dilemmas of establishing truly democratic societies. These discussions will help them develop the critical thinking and communication skills necessary for intellectual inquiry, the empathy for differences in human conditions that help them develop appropriate values for a meaningful personal life, and the knowledge of the issues faced by democratic societies that can help them develop as an engaged citizen.

---

**LAR-303-1**                      **Reflections of Life in the Face of Mortality**                      **Weitl/Durham-Brooks**  
T/TH 2:30-3:45PM

This course will seek to answer this question: how does contemplating death give meaning to life? Mortality is the great equalizer. It unites humanity across every social and cultural divide, and connects us uniquely with all sentient life forms on the planet. It is the common core of many faith systems and the impetus for modern civilization, the various ways we choose to organize ourselves and govern our collective behavior. We will examine what it means to be aware of our own mortality - how facing it may enrich our lives - and then work together to help others do the same.

**LAR-303-2**                      **Documentary/Experimental Film**                      **Sutera**  
W 6:00-9:30PM

This class examines a wide range of historic and contemporary experimental and documentary films produced worldwide as forms of creative expression and social commentary. The class structure will involve readings, short lectures, discussions, film clip viewings, and basic instructions on video production techniques using minimal equipment on a limited budget. Class assignments will come in the form of short writing assignments, quizzes, exams, and a student-produced experimental or documentary film focusing on a contemporary social issue involving an outside discipline such as science, environmentalism, economics, feminism, etc., as the final project. Students will also be required to devise a plan for distribution, exhibition, and/or submission to film festivals as part of the final project.

**LAR-303-3**                      **Doomsday Scenarios**                      **Vaccaro**  
T/TH 1-2:15PM

This class will explore three real-world phenomena that are sometimes depicted as threatening the future of humanity: nuclear weapons, pandemic infectious diseases, and artificial intelligence. Drawing on insights and material from multiple disciplines (including natural sciences, social sciences, and humanities), students will study and discuss several key questions in relation to each of the three topics. What is the nature of the phenomenon in question, and why is it sometimes viewed as posing a dire threat to humanity? How is that threat depicted in popular culture, and do these depictions (and the public perceptions they generate) represent realistic fears? What are the possible future doomsday scenarios arising from each of these threats, and how likely are those scenarios? How might governments, society, and science make these threats either less dangerous or more dangerous in the coming years? After exploring these questions in class, students will form teams to do independent research leading to the creation of multimedia projects that describe, explain, or dramatize an important aspect of one of the doomsday scenarios.

**LAR-303-4**                      **Interfaith in Action**                      **RedigerSchulte**  
T/TH 9:30-10:45AM

What does it mean to "do" interfaith work? This LAR 303 course provides an overview of beliefs and values among various religious, spiritual, and secular systems as a foundation for engaging with neighbors who believe and express religion and spirituality differently. In this course, students will identify opportunities and challenges in interfaith interactions, and reflect on means to make such interactions more effective. Putting interfaith work into action will equip students of any major/minor with skills for personal/individual encounters and workplace situations. In addition to readings, video, written reflections, and classroom discussion, students will engage in program development and/or community-based learning.

**LAR-303-ONL**                      **Understanding Refugees and Forced Migration**                      **Hoffman**  
Online                      cap 5

This course will develop students' teamwork and leadership skills to prepare for citizenship or work as they connect theory, practice and experience. Students, drawn from multiple fields of specialized study, will collaboratively analyze a complex real-world problem, develop an empathetic understanding of multiple perspectives needed to comprehend the issue, and propose possible solutions.

## Selected Topics

- ACC-271-1**                      **Becoming VITA Certified (0-1 cr.)**                      **Baillie**  
Online cap 22  
Students will prepare to take the IRS Basic Exam to become certified for the Volunteer Income Tax Assistance (VITA) program in 2020. Students will complete online modules to learn various aspects of tax law. At the end of the term, students will take the IRS Basic Exam so they are eligible to volunteer in 2020.
- ART-371-1**                      **Advanced Art History (3 cr.)**                      **Staff**  
T/TH 1-2:15PM cap 20  
An investigation of advanced art history topics, selected on the basis of available instruction.
- BIO-371-1**                      **Phage Genome Publication (2 cr.)**                      **Bowder/Doyle**  
M/W/F 2-2:50PM cap 16  
Students will work together to write and submit a publication to the peer-reviewed journal Genome Announcements. This class builds on work done in BIO-271 Phage Genome Annotation. Students will conduct comparative genomics analysis of the phage genomes annotated in BIO 271. Then, they will work together to write and submit a manuscript describing those genomes to a scientific journal. Upon completion of the class, students will be able to conduct background literature searches, perform critical reading to evaluate sources, and outline and write a scientific publication according to a journal's specific requirements. Additionally, students will gain valuable first-hand understanding of what it means for an article to be "peer-reviewed". Student in the class will be names as authors on the resulting publication.
- EDU/PSY-271-1**                      **The S\*\*t We Don't Talk About: Race, Academic (3cr)**                      **Johnson-Farr/Pauwels**  
**Freedom, & Freedom of Expression in the Classroom and Beyond**  
Arranged cap 30  
This interdisciplinary course, team-taught by Dr. Marilyn Johnson-Farr (Education) and Dr. Brian Pauwels (Psychology) examines the role of race in the university context and beyond. Inspired by the insights of university students and the scholarly literature in education, social psychology and other disciplines, it examines how race may influence a wide range of social interactions in ways both subtle and obvious. It also addresses how the topic of race can both reveal and conceal human nature in daily life. Implications for public policy, social expectations, economics, and higher education will be discussed. Start the conversation. Students will demonstrate their understanding of and their capacity to discuss social psychological concepts related to the interaction of race and social perceptions across various societal and educational contexts. Pre-requisite: none, except a curious mind.
- LDR-271-1**                      **Interfaith Leadership (0-2cr.)**                      **Rediger Schulte**  
Arranged cap 10  
In this course, student members of the Interfaith Leadership Team will gain religious literacy and develop a personal philosophy for their engagement in interfaith work. With this foundation, students will integrate their individual and interfaith knowledge into effective interfaith interactions. Prerequisite: Acceptance to the Interfaith Leadership Team
- RST-371-1**                      **Buddhist Philosophy (3 cr.)**                      **Bruntz**  
Arranged cap 5  
This course is an advanced seminar examining Buddhist interpretations of reality, the position of the individual within the wider ontological framework, epistemology, ethics, and logic. Throughout, we will examine major philosophical schools, texts, and thinkers in Buddhist history. At the outcome of the course students will be able to demonstrate a critical understanding of the principal traditions of Buddhist philosophy, and an ability to examine key philosophical topics arising out of Indian, Tibetan, and East Asian Buddhist schools of thought.
- SPA-371-1**                      **Advanced Spanish Grammar (3 cr.)**                      **Pope**  
W 1-1:50PM cap 10  
This course is an advanced-level course meant to build upon and expand students' grammatical understanding of the Spanish language at a high level. Particular focus will be placed on those structures that are commonly difficult for non-native and heritage speakers of Spanish (e.g., complex sentence structure, verb morphology, prepositions, and articles, among others). By the end of the course, students will be able to use the selected Spanish grammatical structures in oral and written form which will be evaluated through a variety of practical and creative activities.

## Online Fall Course Options

**8 weeks long: \*Monday, August 12 – Saturday, October 12**

Last day to add 8/2/19; ;last day to drop 8/19/19

*\*Crete campus courses start on Tuesday, August 20<sup>th</sup> so these start a week earlier.*

*\$ Online courses have a \$30/credit technology fee.*

1. AGR 305 Agricultures Futures and Options (3) cap 10
2. AGR 310 Agricultural Law (3) cap 10 October 14 – December 14 (must register by 19/FAL census)
3. BUS 101 Understanding the Environment of Business (3) cap 5 Le
4. BUS 205 Business Writing (3) cap 5 Engebretson
5. BUS 242 Management (3) cap 5
6. BUS 315 Organizational Behavior (3) cap 5 Cook
7. BUS 357 International Marketing (3) cap 5
8. CMS 220 Interpersonal Communications (3) cap 5 Heathcock
9. ECO 203 Macroeconomics and Literacy (3) cap 5 Carter
10. GEG 112 Physical Geography (3) cap 5 King
11. GEG 301 Social Cultural Geography (3) cap 5 King
12. HHP 104 Theory of Lifetime Fitness (1) cap 5 Ginapp
13. HIS 206 History of the U.S. II (4) King
- ~~14. LAR 101 Inquiry Seminar (3) cap 5 Paschall CANCELLED~~
15. LAR 202 Integrative Seminar: Patriots (3) cap 5 Ehrman
16. LAR 303 Impact Seminar: Refugees (3) cap 5 Hoffman
17. MUS 125 History of Rock & Roll (3) cap 5 Nielson

*The College of Arts and Sciences offers some online and on campus courses in modules which are half semester/eight-week long. Students using financial aid need to be enrolled by census day of the semester regardless if the course starts the 2nd half of the semester. Students are encouraged to enroll in 12 credits (full-time) of full-semester long (16 week) courses to reduce the possibility of financial aid having to be adjusted.*

## Online Summer Courses

### May 20 – July 20

Thinking about taking a summer course? You can do it at Doane. No need to apply to a different school, or worry about another Blackboard login. All your courses will be on one transcript, and the grades you earn will impact your GPA. Add the 19/SUM term to your Academic Plan, add a course from below, have your advisor approve the course, and register for it when you register for fall. **Tuition + Fee is \$376/cr hour**

1. AGR 425 Agricultural Sustainability (3) XLCPS
2. BIO 215 Human Anatomy and Physiology I(4) Fynbu Eggert *satisfies Scientific Perspectives Doane Core category* XLOLA
3. BIO 216 Human Anatomy and Physiology II (4) McMillin *satisfies Scientific Perspectives Doane Core category* XLOLA
4. BUS 101 Understanding the Environment of Business (3) Le *satisfies Global and Cultural Contexts Doane Core category* XLCPS
5. BUS 205 Business Writing (3) Engebretson XLCPS
6. BUS 215 Statistics (3) Carter XLCPS
7. CHM 125 General Chemistry I(4) Capps *satisfies Scientific Perspectives Doane Core category* XLOLA
8. CHM 126 General Chemistry II (4) Capps *satisfies Scientific Perspectives Doane Core category* XLOLA
9. CSA 101 Introduction to Word Processing (1) Micheel XLCPS
10. CSA 102 Introduction to Spreadsheets (1) Micheel XLCPS
11. CSA 109 Information Retrieval Skills (1) Micheel XLCPS
12. CST 210 Fundamentals of Computational Science (3) Wentworth XLOLA
13. ECO 203 Macroeconomic and Literacy (3) Woodworth *satisfies Community and Identity Doane Core category* XLOLA
14. ECO 204 Microeconomics and Business (3) Woodworth XLOLA
15. FAR 103 Introduction to Fine Arts: Music *satisfies Human Creativity Doane Core category* XLCPS
16. GEG 112 Physical Geography (3) *satisfies Scientific Perspectives Doane Core category* XLCPS
17. GEO 101 Environmental Geology (4) Ehrman *satisfies Scientific Perspectives Doane Core category* XLCPS
18. HHP 209 Nutrition (3) Schmidt XLOLA
19. HSI 220 Cultural Aspects of Health & Illness (3) XLCPS
20. IDS 206 Introduction to Research (3) Paschall XLCPS
21. LAR 101 Inquiry Seminar (3) Paschall *satisfies Liberal Arts Studies Doane Core category* XLCPS
22. LAR 202 Integrative Seminar (3) *satisfies Liberal Arts Studies Doane Core category* XLCPS
23. LAR 303 Impact Seminar (3) Hoffman *satisfies Liberal Arts Studies Doane Core category* XLCPS
24. MTH 108 Modeling and Application (3) Berks *satisfies Mathematical Reasoning Doane Core category* XLCPS
25. MUS 125 History of Rock and Roll (3) Nielsen *satisfies Human Creativity Doane Core category* XLCPS
26. PHY 107 Introductory Physics I (4) Langan *satisfies Scientific Perspectives Doane Core category* XLOLA
27. PHY 108 Introductory Physics II (4) Langan *satisfies Scientific Perspectives Doane Core category* XLOLA
28. PRE 111 Ethics (3) Tasey *satisfies In Search of Meaning and Values Doane Core category* XLOLA
29. PRE 323 Religion in American Life (3) Tasey *satisfies In Search of Meaning and Values Doane Core category* XLCPS
30. PSY 117 Introduction to Psychology (3) King *satisfies Community and Identity Doane Core category* XLOLA
31. PSY 259 Lifespan Development (3) Flippin *satisfies Community and Identity Doane Core category* XLOLA
32. SOC 109 Introduction to Sociology (3) Huffman *satisfies Community and Identity Doane Core category* XLOLA

Additional summer courses will be available on our Lincoln, Grand Island, and Omaha campuses. The 19/SUMM schedule will be available April 8, 2019 and registration starts April 22, 2019.

Book Information is available on course syllabi and also from the links below:

- XLCPS Cross-listed with the College of Professional Studies – Text book information available at [bookstore.doane.edu](http://bookstore.doane.edu) under 19/SUMM term.
- XLOLA Cross-listed with the Open Learning Academy - [Text book information available here.](#)