

# 21/FAL LAR, Selected Topics, and Online 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**

### **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-202-4**

### **Compassion and Altruism: Pathways to Serve**

**Cooper**

M/W 11:00AM-12:15PM

This course will focus on sociological, philosophical and theological perspectives of compassion in an exploration of altruism for the greater good and offer methods by which we can infuse an ethic of caring into our society and the environment. Individuals can function as social change agents toward the creation of a more caring society.

## **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-202-7**

### **Debating Democracy: America and Ireland**

**Burney**

T/TH 11:00-12:15PM

The election of 2020 revealed that the US has not yet completely dealt with vital questions about democracy: Who makes up the nation and what rights do they have? How do you define citizenship? When are you justified in using violence to obtain political ends? To be able to discuss these basic questions we will use Reacting to the Past to explore their origins in the turmoil of the 1770s in New York during the American Revolution and the 1990s during the Troubles in Northern Ireland. Using these examples we will return to the dilemmas facing democracy in the US and Europe today.

## **LAR-202-ONL**

### **Integrative Seminar: Athens 403 B.C.**

**Brady**

Online cap 5

This is a course that examines the political philosophies within the democracy of ancient Athens at the end of the Peloponnesian War. After experiencing a devastating conflict with Sparta, the city-state of Athens was in the throes of a crisis that threatened their democratic form of government. This class will offer a simulation of competing ideologies in order to test the durability of democracies along with which ideas gain the most traction in times of duress.

**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**                      **Doomsday Scenarios**                      **Vaccaro**  
M/W/F 1:00-1:50PM

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-303-3**                      **Philosophy as a Mechanism for Problem Solving**                      **Kellison**  
T/TH 1-2:15PM

"Life is to be lived, not controlled; and humanity is won by continuing to play in the face of certain defeat." This course concludes the final steps of the LAR experience at Doane. Through the primary lenses of Plato and Joseph Campbell (and the secondary lenses of Shelley, Thoreau, Emerson, Ellison, Dostoevsky, Nietzsche, Hegel, Rousseau, and various philosophies of religion), this course will examine the complex process one must go through internally before literally taking action to revivify communities.

**LAR-303-4**                      **Contemporary Political Issues**                      **Hill**  
M/W/F 12-12:50PM

What is democracy? Is it just majority-rule? What if the majority wants to enslave the minority, or torture them, or kill them? What is required to have a diverse society? On what dimensions is it important to have diversity represented? Is diversity important to cultivate in a democracy? Should government be an active presence in our lives, or maintain a lighter touch? And what does all of this look like in the real world, which is always messier and more complicated than the abstract theories? These questions underlie much of our daily politics and get at the heart of what we value as a society. Wars have been fought over the answers. And we ignore them at our peril: if we don't decide the answers, someone will surely come along to do it for us. In this course, you'll get the chance to get your hands dirty by really considering some of the most controversial issues of our day, and the deeper ethical questions beneath them.

**LAR-303-ONL/ONL2**                      **Understanding Refugees and Forced Migration**                      **Hoffman**  
ONL Section 8/16/21 - 10/9/21    ONL2 Section 10/11/21 - 12/11/21    cap 5 each

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

**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.

**ECO-371-1**                      **TBD**  
T/TH 2:30-3:45

## Online Fall Course Options

### 8 weeks long: \*Monday, August 16 – Saturday, October 9

Last day to add 8/6/21; ;last day to drop 8/23/21

Last day to withdrawal 9/10; Deadline to declare Pass/Fail 8/27

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

1. AGR-305-ONL Agricultures Futures and Options (3) cap 12 Willard
2. AGR-425-ONL Agricultural Sustainability (3) cap 12 Yomamoto
3. AGR-430-ONL Advanced Agribusiness Management (3) cap 12 Willard
4. BUS-101-ONL Understanding the Environment of Business (3) cap 5 Le
5. BUS-205-ONL Business Writing (3) cap 5 Engebretson
6. BUS-242-ONL Management (3) cap 5 LaPuma
7. BUS-315-ONL Organizational Behavior (3) cap 5 Shelton
8. BUS-345-ONL Business, Prof. & Consumer Negotiations (3) cap 5 Frohwein
9. BUS-357-ONL International Marketing (3) cap 5 Frohwein
10. CMS-220-ONL Interpersonal Communications (3) cap 10 Heathcock
11. ECO-203-ONL Macroeconomics and Literacy (3) cap 5 Carter
12. GEG-112-ONL Physical Geography (3) cap 5 King
13. GEG-301-ONL Social-Cultural Geography (3) cap 10 Vaccarro
14. IDS-206-ONL Intro to Research (3) cap 5 Paschall
15. LAR-202-ONL Integrative Seminar (3) cap 5 Staff
16. LAR-303-ONL Impact Seminar: Refugees (3) cap 5 Hoffman
17. LDR-101-ONL Introduction to Leadership Studies (3)
18. MUS-125-ONL History of Rock & Roll (3) cap 10 Nielson
19. PED-104-ONL Theory of Lifetime Fitness (1) cap 10 Ginapp

### 8 weeks long: Monday, October 11 – Saturday December 11

Last day to add 8/25/21; ;last day to drop 8/27/21

Last day to withdrawal 10/22; Deadline to declare Pass/Fail 10/25

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

1. AGR-310-ONL2 Agricultural Law and Policy (3) cap 12 Poppert
2. BUS-301-ONL2 Consumer Behavior (3) cap 5 Frohwein
3. LAR-303-ONL2 Impact Seminar: Refugees (3) cap 10 Hoffman
4. LDR-201-ONL2 Introduction to Leadership History and Theory (3) cap 10 Cook
5. GEG-301-ONL2 Social-Cultural Geography (3) cap 10 Kalbach
6. MUS-125-ONL2 History of Rock & Roll (3) cap 10 Nielson
7. PRE-111-ONL2 Ethics (3) cap 10 Tasey

### Online courses running 16 weeks

1. AST-103-ONL Introductory Astronomy (3)
2. IST-201- ONL Instructional Technology (3)
3. IST-201 ONL2 Instructional Technology (3)

*The Crete campus 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 23 – July 23

Thinking about taking a summer course? You can do it at Doane. No need to apply to a different school, or worry about another Canvas login. All your courses will be on one transcript, and the grades you earn will impact your GPA.

Add the 21/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 \$299/cr hour** (plus fee)

1. BIO 215 Human Anatomy and Physiology I (4) XLOLA *satisfies Scientific Perspectives Doane Core category*
2. BIO 216 Human Anatomy and Physiology II (4) XLOLA *satisfies Scientific Perspectives Doane Core category*
3. BUS 331 Personnel Law (3) XLNRP
4. CST 210 Fundamentals of Computational Science (3) XLOLA
5. HHP 209 Nutrition (3) XLOLA
6. LAR 202 Integrative Seminar (3) XLNRP *satisfies Liberal Arts Studies Doane Core category*
7. LAR 303 Impact Seminar (3) XLNRP *satisfies Liberal Arts Studies Doane Core category*
8. MTH 108 Modeling and Application (3) XLNRP *satisfies Mathematical Reasoning Doane Core category*
9. MTH 125 Precalculus (4) XLOLA *satisfies Mathematical Reasoning Doane Core category*
10. MTH 235 Calculus I (4) XLOLA *satisfies Mathematical Reasoning Doane Core category*
11. MUS 125 History of Rock and Roll (3) XLNRP *satisfies Human Creativity Doane Core category*
12. PHY 107 Introductory Physics I (4) XLOLA *satisfies Scientific Perspectives Doane Core category*
13. PHY 108 Introductory Physics II (4) XLOLA
14. PHY 201 General Physics I (4) XLOLA
15. PRE 111 Ethics (3) XLNRP *satisfies In Search of Meaning and Values Doane Core category*
16. PSY 117 Introduction to Psychology (3) XLNRP *satisfies Community and Identity Doane Core category*

ADDITIONAL summer courses will be available on our Lincoln campus. The 21/SUMM schedule will be available April 12, 2021 and registration starts April 19, 2021.

Book Information is available on the Doane website. Please pick the term code that aligns with these codes:

- XLNRP - **SUMM 2021** - Cross-listed with the Non-Residential Program
- XLOLA - **OLA May 2021** - Cross-listed with the Open Learning Academy