

Can we learn to engage each other on issues on which we differ, and listen respectfully for what it is that we can learn – about the subject, about others and ourselves, about our common values? Can we learn to think critically and with discernment about contentious issues? Can we put aside our assumptions, and sit with the discomfort and creative potential of not-knowing?

The Difficult Dialogues program at Clark is a campus-wide initiative aimed at developing skills and awareness of dialogue, and encouraging engagement across differences in both our classrooms and community. Clark was one of 27 institutions originally selected by the Ford Foundation, from 730 colleges and universities nation-wide, to participate in this initiative.

In this tenth semester of DD courses, the following courses with an emphasis on dialogue will be offered. These courses will approach the process of dialogue in a variety of ways and across a number of disciplines, and will relate as is relevant to our dialogue symposium programming.

## **dialogue seminar**

**HS 010** The Dialogue Seminar (1/2 credit)

Sarah Buie and Sara Raffo (section 1 and 2)

The focus of this course is on in-class dialogues that draw from the experiences and issues raised by the public events in the Difficult Dialogues fall symposium. The dialogue symposium for the fall 2012 semester is *The End of Things*, with a focus on issues of death, extinction, and renewal. Notions of apocalypse, dystopian futures, and cataclysmic (or transformative) natural events recur in our popular culture and film, some with a focus on the year 2012. While some are speculative and superstitious, others reflect the serious challenges to our political and economic systems, and the natural environment. How do we understand the uncertainty we face, and the process of change and transformation we are experiencing? In that context, what is our relationship to death and dying, and the threat of extinction? How do we see opportunities for renewal? Our programming on these topics will include a film series, talks by scholars including cultural historians, environmental scientists and writers, arts events, film screenings, and community conversations. Each section of this half-credit course will be led by a faculty member paired with experienced DD fellows. The course includes readings and short papers, and attendance at 6 to 8 DD symposia events over the course of the semester is a requirement of the class.

## **dialogue first year intensive courses**

### **IDND 21** Queer Horror

Jennifer Plante

From Frankenstein to Freddy Krueger, the horror monster has thrilled and terrified horror fans for decades. What the general audience might not recognize is how the monster embodies society's anxieties, particularly those involving sexuality and gender. In this class, we will analyze a selection of horror novels and films, paying attention to how the monsters are "coded" as queer, exploring how the monsters are representations of popular culture's changing views on queerness, and considering how and why the queer monster has evolved over the decades. We will also consider how a queer audience might have responded to these monsters.

### **SOC 12** Introduction to Sociology

Patty Ewick

Sociology is a discipline that studies the ways in which society shapes our lives, our relationships, and our identities. It traces the web of influence and connection that often escapes our notice because it falls beyond our immediate vision. In other words, much of what we experience (including such diverse activities as falling in love, getting a job, or committing a crime) can be shown to find its source and meaning in broader forces. Sociologists refer to these factors collectively as culture, social structure and history.

In the past two decades, the scope and reach of these forces have broadened. We often refer to this trend as "globalization." Time and space have compressed and the world has become increasingly interconnected and interdependent. This course is designed to broaden your analytic vision to examine the historical roots and contemporary manifestations of identity culture and community in a world transformed by globalization.

Fulfills the Global Perspective requirement.

## **dialogue courses**

### **ARTS 102** Drawing: Eye, Mind, Hand

Toby Sisson

Addresses the mechanics and expressive potential of drawing. Traditional illusionist drawing techniques will be combined with exercises that facilitate personal expression and subjective response. In exploring the relationship among seeing, thinking and making, the beginning student will acquire fundamental skills in image making and insight into the creative process in general. Each faculty member will bring his/her unique perspective and personal studio practices to bear in the teaching of this course. Fulfills the Aesthetic Perspective.

### **ARTS 208** Typography

Sarah Buie

Study of the informational and expressive dimensions of typographical language. The history and technology of type is considered, with an opportunity to handset metal type, as well as do extensive work on the computer. Applications to a variety of problems, including letterhead, poster and publication design.

### **EDUC 152** Complexities of Urban Schools

John Ameer and Eric DeMeulenaere (section 1 and 2)

Addresses the social and academic questions that surround urban education using linguistic, sociological and psychological perspectives. Through lecture, discussion and field work, students will explore challenges faced by educators.

### **EN 103** The Sustainable University

Jennie Stephens

Urgency for the societal need to promote a sustainability transition is increasing as risks associated with climate change, biodiversity loss, deforestation, and other types of environmental degradation are increasingly threatening human well-being in complex ways. This course explores both the theory and practice of sustainability and sustainable development by examining the role of the university in promoting a sustainability transition. The role of universities in society involves more than providing formal course instruction for enrolled students; universities are also critical places of discovery and innovation, centers for political discourse, and catalysts for political action. This course focuses on sustainability at the university because institutions of higher education have unique potential to catalyze and/or accelerate a sustainability transition. In addition, the focus on the university provides a lens for examining how institutions with complex structures make a myriad of

decisions with environmental consequences, a context for considering the broad role of education in sustainable development, and a framework and perspective with direct and personal connections for students to consider the challenges of promoting sustainability. In addition to reading and writing about theoretical perspectives on sustainability, social change, organizational change, and the role of the university in promoting a transition to a more sustainable society, students engage directly with the practical challenges associated with promoting sustainability through team projects focused on the Clark University campus and the Worcester community.

### **ENG 249/349** Signs and Crossroads: Semiotic Theory and Practice

SunHee Gertz

Approaches semiotic theories comparatively from historical as well as theoretical points of view and practices them by drawing on literature, film, advertising, and drama. For undergraduate English majors and minors, this course satisfies the Theory or Criticism (D) requirement.

### **ENG 260** Making Gender in Eighteenth Century British Literature

Lisa Kasmer

With an understanding that gender roles became more clearly defined in the eighteenth century, this course traces the formation of masculinity and femininity through the discourses of sexuality, sensibility, and sociability in eighteenth-century British literature. Through contemporary theory on the construction of subjectivity, sexuality and gender, we will explore popular eighteenth-century literary forms — the romance, domestic, memoir and pornographic — to uncover the ways in which these texts helped to shape perceptions of men and women socially and culturally. For undergraduate English majors this course satisfies the Period (C-2) requirement.

### **ENG 279** Fictions of Asian America

Betsy Huang

With particular emphasis on the multiple meanings of "fiction," this seminar examines the ways in which the Asian American identity is constructed, imagined and contested in American literature and popular culture. Analyses will focus primarily on how texts and films produced within the last decade maintain or challenge established boundaries of the Asian American identity. Specific issues to be investigated include the model minority discourse and the demands of assimilation and citizenship; ethnic authenticity and hybridity; gender roles and sexual anxieties; cultural memory and nostalgia; and the commodification of Asian cultures and identities. For undergraduate English majors, this course satisfies the Period (C-3) requirement.

## **GEOG 179** Local and Global Environmental Justice

Dianne Rocheleau

Integrates ecology and political economy from local to global scale through case studies. Starts from a view of people in environmental "hot spots," following links to world economy and planetary ecosystems. Explores connections of international environmental and economic policy with everyday realities and possible ecological futures of people from the Amazon rain forest to the streets of Worcester. Offered as a first-year seminar (fulfills the Verbal Expression requirement) and as a lecture course (fulfills the Values Perspective requirement) alternate years.

## **ID 291** Displacement and Development in the Contemporary World

Anita Fabos

This course investigates the development practices and theories that have emerged to address population displacement in its various forms. It looks at the relationship between forced displacement and the nation-state, the changing nature of humanitarian emergencies in a globalising world, and the role of diaspora. The course also explores the issues around urbanisation, urban development and displacement, and transnational networks and associations in development processes and agendas.

## **IDCE 360** Development Theory

Anita Fabos

An interdisciplinary graduate seminar which provides a critical overview of classical and contemporary theories of development by introducing students to writings on development across many disciplines (political economy, anthropology, geography, sociology, feminist theory). The seminar encourages students to think historically, politically and analytically about the multiplicity of development processes and the complex relations of power that underlie them.

## **MGMT 100** Art and Science of Management

Barbara Bigelow

This course is designed to encourage students to consider how business is embedded into the larger society. It will introduce students to basic management skills and the context in which they are applied. Whether a person is working in a complex organization, such as a bank, university, high-tech firm, hospital or manufacturer; participating in a student-run activity; volunteering for a local nonprofit; or working a summer job—management skills are necessary. For management majors and minors, the course provides an introduction to the topics they will study in greater depth in their future course work. For students not majoring in management, it provides an opportunity to learn basic skills that will be helpful in their current and future

activities in organizations. The course structure includes readings, lecture, service learning, case analyses, role plays and experiential exercises. The course involves considerable interaction between the professor and students, and among students, because the practice of management is about people working with, listening to, and respecting people who have different backgrounds, experiences and opinions. This class fulfills the Verbal Expression requirement.

### **PHIL 132** Social and Political Ethics

Wes DeMarco

Topics in social and political theory, such as equality, liberty and justifications for political authority, as well as issues such as: What is affirmative action and can it be morally justified? Should governments censor pornography? Is capital punishment acceptable? Can war be justified? Should morality be legislated? Fulfills Values Perspective (VP) requirement.

### **PHIL 270** Philosophy of Law

Judith DeCew

Examines fundamental questions in philosophy of law, such as: What is the source and purpose of law? What is the nature of judicial reasoning, and is it subjective or governed by some set of principles? How do alternative theories of law explain rights, duties, liability, responsibility and so forth? What is the relationship between liberty, privacy and justice? Readings include selections from legal theory and a variety of contemporary court decisions. Fulfills Values Perspective (VP) requirement.

### **PSYC 144** Interpersonal Psychology

James Córdova

In this course students will learn about the science of interpersonal relationships. The course will focus specifically on what psychologists have learned about attraction and what people look for in a long-term partner, the experience of love and intimacy, communication in intimate relationships, the role of personality and personal history in relationship satisfaction, interpersonal conflict and problem solving, parenting and co-parenting, and therapies designed to improve and strengthen relationship health.

### **PSYC 274** Children with Disorders

Laura McKee

This course is designed to provide upper level students the opportunity to delve deeply into the topic of child & adolescent psychopathology. In particular, students in the course will become familiar with: 1) the conditions

and disorders that typically develop and/or are diagnosed during infancy, childhood, and adolescence, including their diagnostic criteria, course and chronicity, and prevalence in the population, 2) how such disorders represent deviations from a more typical developmental trajectory, 3) the etiological or causal factors attributed to each disorder (i.e., genetic & environmental), and 4) current intervention and prevention practices. The course will also emphasize a developmental perspective and take an empirical approach.

### **SCRN 291** Capstone: Science Fiction Film

Stéphanie Larrieux

Beginning with an historical overview of different theoretical approaches to the study of science fiction film, this course examines the ways in which the genre articulates social questions and experience. Through the examination of cinematic form and style, this course focuses specifically on the array of utopian and dystopian representations of the "imagined city of future" in Hollywood science fiction cinema. Analyzing science-fiction films from the 1950s to the present, this course explores issues including: 1) futuricity and the increased representation of apocalyptic visions of the future; 2) the role of technology in the imagined future; 3) the shifting registers of humanity in the future (cyborgs, aliens, robots, droids, hybrids, etc.); and 4) social stratification, hierarchy, and marginalization of future society in terms of race, class, and gender. Through critical reading, thinking, and writing, students will gain insight into the cinematic (visual and aural) constitution of the urban landscape in relation to the social construction of the future city in terms of racial, classed, and gendered dynamics.

Prerequisites: SCRN 101 or COMM 101, and Permission.

### **SOC 263** Deviance

Patty Ewick

Why are some behaviors, differences and people stigmatized and considered deviant while others are not? This course examines theories of social deviance that offer answers to this and related questions such as: How and why are behaviors designated as deviant? How do individuals enter a deviant lifestyle? And how do various social statuses, such as sex, affect the incidence, type and responses to deviant acts?

### **SPAN 106** Intermediate Spanish II

Belen Atienza

Further strengthens skills in the language through grammar reviews, readings on Hispanic themes and class discussions. Emphasis is on activities in reading, writing, speaking and conversational understanding as a preparation for more advanced work. Prerequisite: successful completion of or the equivalent. Discussion session required.

## **TA 230** Playwriting

Gino Dilorio

Students learn basic techniques of stagecraft including dialogue and character development, as well as dramatic structure and the technical elements of a play. Students will write every week and complete assignments to be read in class.

## **graduate courses**

### **ENG 340** Introduction to Graduate Study in English

SunHee Gertz

Since many forms of literary theories proliferate, Prof. Gertz strongly recommends that M.A. candidates take a course in literary theory to complement this course. It will instead pragmatically focus on professional aspects of literary studies — the writing of abstracts, conference papers, and the M.A. proposal. M.A. candidates not specifically exempted are required to take this course.

### **ENG 390** Departmental Colloquium

SunHee Gertz

Provides graduate students with guidance, expertise and resolution for the writing of the master's thesis. The chief requirement is an oral presentation, ordinarily given in the student's final semester of course work. Participation and registration are required; however, the colloquium does not carry course credit and is not included as one of the eight courses needed to fulfill M.A. requirements.

### **MGT 5308** Women in Management

Margarete Arndt

This dialog course explores the position and role of women in the management of U.S. organizations. It focuses at the societal level on the representation of women in management and at the organizational level on gendered behavior. Topics are reviewed and discussed as enabling or hindering (1) women in performing to their capacity and (2) organizations in benefiting from women's contribution. The course draws on literature that describes and conceptualizes occupational segregation and its causes, as well as different management styles and their relevance to management in general and to women in management in particular. The course uses a woman-focused lens to reflect on the practice of management, societal expectations, and organizational policies and behaviors. In order to facilitate this dialogue, the seminar is limited to 15 students.