

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 ninth 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)

Jason Zelesky & DD Fellows (section 1)

Sara Raffo & DD Fellows (section 2)

Jennifer Plante & DD Fellows (section 3)

If you want an opportunity to deepen your understanding and experience of dialogue, consider taking the Dialogue Seminar offered as part of the Difficult Dialogues Initiative. Each section of this half-credit course will be led by teams of faculty members paired with experienced DD fellows. The course will include a small set of readings on dialogue, but will focus on in-class dialogues that draw from the experiences and issues raised by the public events in the Difficult Dialogues spring symposium *Diversity and Inclusion*. Attendance at roughly one DD symposia event per week will be a requirement of the class. DD symposium topic for the spring of 2013 is **“What’s the Difference? Thoughts on Diversity and Inclusion.”**

This spring we will take up the challenges of meaningful diversity and inclusion. As is our practice we’ve framed our symposium around a series of questions. These include: What do we mean by diversity and inclusion? To what are we being included? What is the value of diversity and inclusion — fairness, community, honesty, pride, intellectual and creative stimulation?

dialogue courses

ARTS 125 Graphic Design Projects

Jane Androski

Intermediate-level projects in graphic design, with reference to particular design media such as books, identity, maps, exhibit design, Web sites, etc. Emphasis on exploring conceptual development and the problem-solving process. (Knowledge of Mac-based page-layout programs is helpful, but not required.) Prerequisites: ARTS 124 or permission of the instructor.

EDUC 152 Complexities of Urban Schools

Eric DeMeulenaere

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.

EDUC 281/381 Critical Pedagogies

Eric DeMeulenaere

Critical Pedagogies frames a critique of the role of education as a means for reproducing social inequalities and presents a radical alternative of education for liberation and social change. It seeks to bridge theory with action – enacting a social justice agenda in one’s work with others. In this course, we will think deeply about various anti-oppressive pedagogies – critical, feminist, queer and critical race – while also practicing together our learning using these different pedagogies. We will attempt to learn by doing and modeling as much as by reading and listening. As well, this is a course in which you will actively engage with action, working collaboratively on education projects designed for social transformation in and beyond the local community.

ENG 141 Major British Writers II

Lisa Kasmer

The sequence ENG 140 – ENG 141 takes an historical approach to British literature from the Middle Ages to the beginning of the 20th century. This course focuses on British literature from the eighteenth to the late-nineteenth century through authors such as Jonathan Swift, William Blake, Samuel Taylor Coleridge, Mary

Shelley, Charlotte Brontë, Oscar Wilde and Joseph Conrad. For undergraduate English majors and minors, this course partially satisfies the Historical Sequences (A) requirement. Prerequisites: Verbal expression (VE) course.

ENG 275 Fictions of Empire

Steven Levin

This seminar provides an introduction to contemporary global literature in English. The writers we will discuss come from very different backgrounds--from South Asia to Africa to the Caribbean--but they are all engaged with making sense of the legacy of colonialism and the emergence of something we might call global culture. These texts are exciting stylistically because of their inventive uses of language and narrative structure: their experiments with form capture the sense of new nations coming into being, new approaches to cultural tradition, and the new status of English as a global language. The stories they tell entertain while also providing original perspectives on histories of empire marked by political struggle, violent conflict, and global inequalities. Our readings will range from mid twentieth-century writings from the so-called "Third World" that tried to imagine a "third" alternative to the dualistic parameters of the Cold War, to more recent works that challenge and revise colonial conceptions of race and nation, gender and sexuality, and ethnicity and cultural difference. Topics we will consider include: the idea of the "postcolonial"; the relationship between literature and political resistance; the transformation of metropolitan English writing and language; "subalternity" and problems of representation; writing from a position of displacement, exile, and diasporization; and the persistence of colonial narratives in contemporary forms of imperialism. The specific focus of this course will change from year to year, but authors to be discussed may include Salman Rushdie, Arundhati Roy, Amitav Ghosh, Chinua Achebe, Buchi Emecheta, J.M. Coetzee, Jamaica Kincaid, V.S. Naipaul, Anita Desai, Derek Walcott, and Zadie Smith. For English majors, this course satisfies the Period (C-3) requirement.

GEOG 136 Gender and Environment

Dianne Rocheleau

Explores how gender is reflected in the landscape, in our settlement and land-use patterns, in environmental history, and in our present ecological science and practice from the global to the local level. Combines lectures, readings, discussions, films and local field trips. Reviews feminist and other alternative explanations of the gendered nature of knowledge, access, use and control of space and resources in environments—past, present and possible. Regional focus on New England. Fulfills the Values Perspective.

IDCE 346 Practicum in Community Development and Planning

Rosalind Greenstein

Engages students to work as a team on a critical community-development project. Students gain skills in field research, applied qualitative and quantitative data analysis, multidisciplinary teamwork, negotiation with clients, and writing professional reports. Practicum clients and topics have included a project with the Worcester Public Schools to involve public-school students in urban secondary-school reform and work with the City of Worcester and two community-development corporations on assessing the economic impact of housing production in low-income neighborhoods.

MGMT 100 Art & 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.

PSCI 268 Peace and War

Michael Butler

Through an examination and analysis of the various theories in the field of international relations as related to the origins, duration, and conclusion of wars. Looking at both historical and contemporary cases, we will assess the factors that contribute to the outbreak of war (i.e., nationalism, territory, economics and security dilemmas) as well as the emergence of peace (i.e., international institutions, alliances and the balance of power). The course concludes with an exploration of the challenges for preventing future wars and enhancing the possibility of peace.

PSYC 274/373 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.

At the conclusion of the course, each student should be able to:

- 1) Describe the relative contributions of genetic, family, school/community, societal/cultural factors to the development of the primary childhood and adolescent disorders
- 2) Identify symptoms and diagnostic criteria for each disorder/condition
- 3) Explain current approaches to treatment and/or prevention of childhood psychological disorders
- 4) Evaluate the merits of an empirical article as well as the value of clinical research translated for public consumption

Prerequisite: PSYC 101, PSYC 105, PSYC 108, PSYC 109, PSYC 173, and a First Seminar or Instructor's permission