Ashby Signature Projects

Parlor Theater
The Rocky Horror Picture Show
Haunted House
48 Hour Film Festival
Foustgiving
Sports/Wellness
Garden Plot
Social Justice Initiatives
Foustercon
Fouststock
Foustcast/Ashby Lit Mag
Membership/Yearbook

All Ashby students sign up for a minimum of two signature projects.
Welcome to your Ashby Core Class!

One of the reasons that Ashby is such a great place to live and take classes is our curriculum that is designed to integrate and connect all the experiences you have while you are here. Core classes are the center of that curriculum.

With the goal of understanding contemporary media literacies and ethical engagement in civic and academic life, Core courses ask you to think about the ways we encounter individuals, communities, cultures, ideas and perspectives with thoughtful intention. You will have opportunities to think through and express concepts connected to ethical engagement by learning about the varied ways we communicate and form our ethical values in this digital age. Every Core course, regardless of the content or subject, helps you focus on how to think about the world you live in. In particular, Core directs your attention toward how to talk about and make meaning from what you want to learn and know as a student in college.

We will explore multiple literacies that extend beyond traditional reading and writing, such as the literacy of sounds, visual images, spatial relations and gesture or movement. Examining ideas from your coursework through the lens of ethical engagement—while expressing those ideas using multiple literacies and forms—helps you talk about and make sense of the content you are learning. Keeping our focus in mind, you can think about many other ways to communicate and process what you know and care about: a podcast, a video, a map, a recipe, a eulogy, a dance, a comic strip panel. How does your thinking about a subject grow and change as you put your ideas into different shapes and perspectives?

Think of Core as an ongoing conversation among you, your peers, your teachers, and your brain.

Your Core instructors will ask the question often asked by our founder, Warren Ashby: what do you believe and why? Then we will ask you to account for those beliefs, to offer evidence for the value of your ideas. You do this all the time already, but Core will ask you to expand your range of concepts and evaluate what counts as worthy evidence.

Courses typically explore different areas of one theme across several disciplines. What connects these disciplines? In addition to issues of ideology, power, class, and money, these courses connect to your general education curriculum rooted in the liberal arts. Each course will include a shared core reading, a group core lecture, and an assignment related to the reading and lecture, and your teacher will incorporate these concepts throughout your course.

Core Courses in Ashby are designed with specific goals in mind:

- To understand the concepts of Contemporary Media Literacies and Ethical Engagement in Civic and Academic life.
- To communicate concepts of Ethical Engagement using contemporary media literacies through the creation of a variety of genres in class and co-curriculum.
- To engage with course content by processing ideas and concepts through language and/or images, sound, digital texts, or movement.
- To make connections between history, English, language, rhetoric, religion, and science, all of which are interconnected, even though they seem like discrete subjects.
- To illustrate how your liberal arts education is the foundation for critical thinking.
- To become intentional in the way you apply ethical engagement and engage ethically in multiple contexts.
How does Core fit into the larger Ashby Curriculum?

The Ashby Curriculum

Core Courses (2)
- Take these any time during your 2 years in Ashby
- These courses
  - Meet Gen Ed requirements
  - Are designed to help you make connections between ideas and concepts presented in Core and your other courses at UNCG
  - Help with ethical considerations raised in courses and their disciplines.

Ashby Research Capstone Course (1)
- This course is required during the Spring semester of your sophomore year
- In the Ashby Research Capstone Course, you will
  - Generate your Ashby Research Capstone Portfolio, in the form of a website
  - Focus on a research inquiry of your own about an issue connected to your experiences in Core, your particular course of study at UNCG, or any other area of critical inquiry that has resulted from your intellectual curiosity
  - Connect your co-curricular work to your coursework and your website project by reflecting on your participation in our signature projects, within which you will have applied ethical communication and creativity in multiple contexts.
  - Craft your digital identity through a collection of genres that illustrate your ethical engagement with your environment, your research interests, and your experiences at Ashby College.

What does this mean for you as an Ashby student?

Think ethically and create lots of genres!
- Think about alternative ways to process and communicate knowledge
- All your Core courses will have opportunities for you to create a variety of genres (in addition to essays and presentations) that speak to and engage with the content you are learning in class!
- Your teachers in Ashby will help you think about the different kinds of genres available.

Make the Ashby Research Capstone process work for you!
- During your first 3 semesters at Ashby you will want to do a few helpful things to make your last semester at Ashby and the process of creating the Ashby Research Capstone efficient, useful, and productive:
  - Start formulating a research question early that addresses a concept or topic that you are curious to learn more about, usually this is an idea connected to your major or your life interests and it will likely (but not necessarily) emerge from your thoughts and experiences in your coursework.
  - Save all electronic and hard copies of any genre work you produce in your Core classes so that you might use them in your Ashby Research Capstone Portfolio.
  - Save work in various genres you produce in any of your other courses that might connect to your area of inquiry.
  - Save work in various genres you produce (or think about producing some!) while you are participating in your committee work.
SPRING 2018 ASHBY COURSE OFFERINGS

Spring 2018 Core Theme: Film and Culture

RCO 202-01-Core
Christine Flood
TR 9:30-10:45
Hollywood and History (GHP, GMO, SI)

The tragic elements of many eras in American History make it almost irresistible for script writers and producers to recreate the era in big-budget films, and often films that take huge historical leaps over the real story. Of course, no one expects movie makers to be historians, nor is that their job technically—their job is to make good films. Yet in reality, the visual images of movies last far longer than any lecture; the characterizations and plotlines of films persist even over the protests of frustrated historians. Movies, in reality, represent history for many of us. As part of our Ashby focus on contemporary media literacy, this course will help you sift out fact and fiction in Hollywood productions.

In this section of Core, we will analyze issues of power, oppression and the relationship of the individual to the larger society in American History, as depicted in popular films, including Birth of a Nation, Gone with the Wind, Grapes of Wrath, Casablanca, Pearl Harbor, A Long Walk Home, and 13 Days.

It’s important to note that this is not a class in film technique or production, nor in film classics. In fact, a couple of these movies are not even good. Regardless, each film uses a particular historical lens to tell an important historical story.

RCO 239-01-Core
Will Dodson
TR 9:30-10:45
Shakespeare/Kurosawa: The Bard in Japan (GFA, GN)

William Shakespeare, the Bard of Avon, is generally considered the greatest poet in any language ever to have lived. His influence is so vast that each year, hundreds of performances of his plays are produced around the world. Shakespeare is particularly popular in Japan, where he has impacted classics of modern Japanese literature, cinema, and visual art.

The Japanese filmmaker Akira Kurosawa has been called by Steven Spielberg “the pictorial Shakespeare of our time.” Kurosawa is one of the most celebrated filmmakers in history, and has influenced American films from Star Wars to The Magnificent Seven. Kurosawa adapted three Shakespeare plays into films. First, he moved Macbeth to feudal Japan in Throne of Blood (1957). He used Hamlet to explore post-World War II Japan in The Bad Sleep Well (1960). Finally, he adapted King Lear as a jidaigeki (period epic) with Ran (1985).

In this course, we will read the original Shakespeare plays and view the films. You will learn about the plays in their original contexts and in the Japanese critical condition, how the plays were translated and transposed to Japanese cultural contexts. You will learn about the poetic and filmic techniques of Shakespeare and Kurosawa. In the process, you will broaden your knowledge of transcultural art and adaptation, and develop your critical thinking, writing, and speaking skills.

RCO 206-01-All RC Course
Larry Lavender
TR 12:30-1:45
Creativity and the Arts (GFA)

We all want and need to be creative—especially in the arts, but also in other domains of work, and in our everyday lives. There are many ways to awaken, unleash, and focus creative thought and action, and in our class we will seek in a variety of ways to do just that. There is special emphasis in this course on collaborative creative work, in-class and online discussions, reading and writing for discovery, and each student’s development of a personal research project for presentation in class.
This course asks you to use the semester to explore your intellectual and creative interests by producing a website that houses your research project. Think of yourself as a researcher in residence. You will have the luxury of time to pursue a semester-long research interest that will result in a polished, online representation of your project and who you are as a researcher and member of Ashby College. Your research project will be about an area of interest within your field of study, profession or any other part of life that you find compelling.

The Capstone Research Project is a critical and intellectual investigation that illustrates knowledge about yourself, your research subject, and your understanding of the Ashby College experience, including contemporary media literacies and ethical engagement in your civic and academic life.

This course meets once a week on Tuesdays at 2. The rest of the coursework will be online assignments and readings.

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The Capstone Research Project is a critical and intellectual investigation that illustrates knowledge about yourself, your research subject, and your understanding of the Residential College experience, including your program’s curricular focus and methodology.

Writing does not exist only within the four walls of the classroom. Rather, writing is a social act that engages with people and social contexts. As we learn the academic approach to writing essays, we will also challenge the four walls of the classroom, read articles, and write essays that enable us to be involved with our current political climate. Focusing this course on issues of diversity and American identity, you be asked to read and write on the theme of what it means to be American and how our ever-changing and diverse systems shape our understanding of what it means to be an American college student.
Social media and other forms of mass communication allow individuals to share their thoughts and reactions instantaneously. In a world in which the goal is #worldwide trending, nothing is left unsaid, even (or perhaps especially) those things that do not consist of thoughtful commentary but rather of incendiary remarks that incite rapid and thoughtless responses. Finding your place in this this contemporary media driven world and how this mass communication is effecting your college success are the goals of this course.

We will focus on literacies: academic, social, financial, contemporary media, and conversation. Through academic processes of self-discovery, factors of motivation, and accessing tools for success this course will help each student re-frame their internal definitions of what being a college student entails.

***Enrollment in this course is based on your academic performance in Fall 2017. Registration will take place over the winter break for those students who fall into this category.***

**RCO 202-02-All RC Course**
Brittany Hedrick/Laura Pipe
TR 2:00-3:15

The Holocaust: Persecution to Genocide (GHP, GMO)

The Holocaust has held a central place in American politics and culture, and its meaning continues to be debated today. In this course, students will explore the long history of anti-Semitism and persecution within the context of the Holocaust. Attention will be given to the origins, pre-conditions, and implementation of the Holocaust. This course will challenge dominant cultural assumptions about the Holocaust and will investigate the complex relationship between victimhood, collaboration, and perpetration. Students will confront difficult questions: Can a victim become a perpetrator or vice-versa? Why did “ordinary” people participate in the persecution and murder of their neighbors? Readings and lectures will examine various topics, such as differences between the Holocaust in the East and West, the diverse range of victims, gender, resistance, memorialization, and collective memory. Finally, students will explore global responses to the Holocaust. What role did the United States play during the Holocaust and how do we remember it today? These issues will attend to broader questions regarding displaced persons, refugees, genocide, and human rights.

**RCO 221-01-All RC Course**
Anne Barton
MWF 10:00-10:50
The City: “Finding Yourself a City to Live In” (GSB, GL)

What is a city? Why are cities important to us? How do we locate ourselves within cities? How do I take my place in the city? For millennia, humans have been gathering themselves into settlements of various sizes such as villages, towns, and cities. Of all these forms of habitation, it is ‘the city’ that plays an oversized role in our collective imagination. It is both the glorious ‘city on a hill,’ which speaks to the endless possibilities of prosperity and leisure, and the dark, decayed ‘inner city’ which modern politicians call into being. In this course, we will endeavor to discover whether there is any truth in either of these characterizations as well as many others that we will encounter along the way.

To begin to answer our questions of what a city is and what it means for us as students and as citizens, we will study mapmaking, representational and metaphorical, physical and virtual. We will then proceed to study cities through a variety of lenses including those of the urban geographer, the urban sociologist, and the urban planner. And finally, equipped with the knowledge we have gained, we will “find ourselves a city to live in” by considering case studies of specific cities and what those cities might have to offer us as prospective inhabitants.

**RCO 205-01-All RC Course**
Jaclyn Gitlis/Laura Pipe
TR 3:30-4:45

Race Relations and Racial Inequity (GSB)

This course will serve as an introduction to race relations and racial inequalities in America. We will be discussing a broad version of American History as a foundation for institutionalized and systematic racism, along with current events that are related to racial tensions. As a class, we will watch excerpts from corresponding documentaries, read from selected texts, and provide responses in both written and oral formats. Our classroom environment will also invite discussion of personal experiences regarding race. The goal of this course is to enrich our understanding of race relations and racial inequalities through deviating from our own perspectives, and respectfully welcoming other points of view.
George A. Romero is perhaps the most influential figure in popular culture today. With his 1968 film *Night of the Living Dead*, he created the zombie film genre as we know it, and the $2.5 billion dollar zombie-themed video game market that followed in its wake. Romero passed away in 2017, and left a challenging body of work. In addition to the five zombie films for which he is best known, Romero made experimental genre films, campy Stephen King adaptations, and intellectual non-zombie horror films and television. This course will trace his career in film and television, video games and comics, from beginning to end. We will focus on his status as an independent filmmaker, and his commitment to seeing his visions through. We will consider how Romero used the horror genre to make social statements and analyze his films individually and as a full body to make conclusions about him as a major film artist.

What principles are most important to a democracy? How does a democracy deal with challenges to its institutions? How does a democracy make decisions about welfare, defense, or war? This course deals with major questions of democratic political governance through the lens of a historical role-playing game focused on democratic Athens in 403 BCE. These questions are as relevant today as they were in the historical context of the game that we will be playing, and you will be asked to make those connections as well. Ancient Athenian democracy provides an unfamiliar mirror of our own experiences, and we will collectively make sense of how it helps us to understand our contemporary moment better.