**STRONG CORE**

You are required to take two Core courses anytime during your two years in Strong. 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.

With the goal of understanding sustainability and its broader implications, all Core courses are designed to generate a new understanding of your environment through a variety of approaches to learning and hands on experience, including observations, interviews, analysis, and reflection that will help you make sense of your course material. For example, if you were in a history class, typically you might write a research paper or do a presentation. But with fieldwork you will actively participate in gathering research in the form of collecting data from what you see, hear, and touch. How might your understanding of an idea or experience shift as you participate in the research process?

**STRONG CORE: FIELDWORK CAPSTONE**

In addition to two Core courses, you are required to take one Fieldwork Capstone course during the Spring semester of your sophomore year. In the Fieldwork Capstone course you will focus on a research inquiry of your own, generate your Fieldwork Research Project, and produce a Fieldwork Research Portfolio (FRP). Your FRP is a collection of your observations and analysis that illustrates your researched opinion 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.
What does this mean for you as a Strong student?

All of your Core courses will have opportunities for you to participate in fieldwork where you can look at and interpret (in addition to essays and presentations) that speak to and engage with the content you are learning in class. Your teachers in Strong will help you think about the different kinds of ways you can observe, collect data, and interpret what you see and find.

Make the FRP process work for you!

During your first 3 semesters at Strong you will want to do a few helpful things to make your last semester at Strong and the process of creating your FRP, 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 fieldwork you gather and produce in your Core classes so that you might use them in your Portfolio.
- Save any research you gather and produce in any of your other courses that might connect to your area of inquiry.
- Save any research you gather and produce (or think about producing some!) while you are participating in your committee work.
Fall 2016 Strong Course Offerings

CORE:

Please choose one of the following two courses:

CORE COURSES

The Sustainability of the “Other”  
RCO 221-02       Anne Barton       TR 12:30-1:45  
(GHP/GPN/GL)

In this course, we will be thinking about societies as sustainable systems and looking in particular at medieval European society in the period between 500 and 1500. Because we will be examining medieval society as a social system, we will not be as concerned about political and military history as we will be about changes in social attitudes, particularly those represented by the medieval Christian church. As we examine medieval European society and the groups on its social margins – groups such as heretics, Jews, lepers, and the poor – we will be asking ourselves whether or not the actions of those on the margins strengthened or weakened medieval society. In other words, what effect did the existence of the medieval ‘other,’ those groups on the margins, have on the sustainability of medieval society? Did they force medieval society to change so that it remained dynamic? How do the issues of ‘the other’ related to our current society? Did they challenge the mainstream so vigorously that it became increasingly rigid? Did they foster so much social change that the society of 1500 has nothing in common with that of 500?
Money makes the world go ‘round -- but is it a world that can last in this way?
In this course we will read, discuss and explore some of the world’s great philosophical studies of our social existence within the so-called structure of capitalism and money, and explore the sustainability of these economic forms. Whether it be Adam Smith’s laissez faire, Karl Marx’s “phantom-like appearances” and “dazzling fetishism” of money and exchange, or John Maynard Keynes’ pleas to keep an open mind in thinking about the science of economics, all the great writing about economics is rife with inherent crises and problems. In addition to strictly economic philosophy work, we will read, discuss and explore some poetry and literature concerned with the kinds of scientific reality and economic notions of progress that disrupted artistic life. We will also glimpse into some contemporary theory that asks if we have become mere schizophrenic machines rooted in economic hierarchies. Particularly interesting is how, at its basis, the very idea of science is riddled with the conflict of creativity, on one hand, and logic, on the other — and this is what our economic systems struggle with each day.

If we want to understand who we are within this incredibly complicated society, and if we want to therefore begin to solve complicated social problems like environmental destruction and world poverty then we must confront the question of by whom and how the foundational value structure (economics) of our society is being made. You are involved, for as humans we all economize. Perhaps the
question is, what contradictions, questions, and crises do we face as we struggle to keep our economizing in tact.

Many students will be interested in the political intersections between corporations and government, lawful economic abidance and individuality, and the current economic crises we know as the 2008 housing crisis (as depicted recently in the film The Big Short.) We will seek meaningful evidence that aids our understanding and create worthwhile dialogue that speaks to such important concerns as we go about this discussion-driven course in capital flow.
ALL OTHER RCO COURSES

College Writing I: Great Reading and Writing
RCO 101-01 Matt McNees TR 11:00-12:15 (GRD)

What are the great burning questions to which we seek answers and how do we create a meaningful exchange of ideas with great ideas in the humanities across time? In this course, we will mix weekly reading assignments, weekly writing assignments, weekly class discussion, and periodic essay writing in an attempt to better understand the big topics and questions that arise in the humanities.

While we will focus on student writing, and while writing is a very important tool and mode of production in our culture, writing is only part of the composition process. As a social relation, writing creates, manages, expresses and determines so many key factors of our everyday lives that one’s so-called success in life can be measured by one’s approximate writing competence. Often, writing can suffer from misuse and rejection, and has the potential to become a working device of co-opting external elements in a world where many seek to antagonize one’s intentions. We are all at risk, therefore, of having our writing overtaken by the very modes of production and consumption in which we must participate and, further, of losing out on some possibilities of knowledge. That is why, in this course, we will take up the broader notions of composition that are more important than your “writing” in a narrow-minded sense.
We will cover several key elements of writing hands on throughout the semester as we write each week. The context for our writing will be some essential human topics* that will serve as the basis for our reading, writing and discussion. Your assignments will challenge you to actively design/compose writings based on the the struggle and growth you will experience as a result of our readings and discussions. This practice will also allow you to enter into the discussion of core values that are so important in your classes here at Ashby Residential College.

*Our topics include the following:

— Education; Science and Nature; Human Nature; Art and Music; Rhetoric and Philosophy; Wealth, Poverty and Social Class, Government and Law, and War and Peace.

College Algebra
RCO 115-01 Quinn Morris MWF 11-11:50 (GMT)

This course is part of the GEC mathematics requirement. Students will learn algebraic expressions, exponents, radicals, factoring, solving equations and inequalities, graphing, polynomial and rational functions. By the end of the course, students will think critically, communicate effectively, and develop fundamental skills in quantitative and information literacies, as well as understand fundamental principles of mathematics and statistics, and recognize their relevance in the world.
Global Cult Cinema
RCO 215-04 Will Dodson TR 2:00-4:15 (GSB, GN)

Increasingly, extreme cinema (and increasingly extreme cinema) from international film cultures has developed cult audiences in the United States and Western Europe. Cult status in Western nations can subsidize further productions that simultaneously exploit and interrogate taboo subjects. Thus, a transcultural industry of transgression thrives in the margins of mainstream film industries, and thrives in online fan cultures and academic circles. This course explores global cult cinema, analyzes specific cult films originating from various countries, and examines the impact of these films in mainstream and subcultures.

Medieval History
RCO 221-01 Anne Barton MWF 9:00-9:50 (GHP/GPM/GL)

Welcome to medieval history! In our romantic imaginations, the history of the Middle Ages is concerned primarily with knights in shining armor, damsels in distress, and quests after such items as the “Holy Grail.” While the nobility, women, and Christianity will all play a part in our course, the sources we examine and the questions we ask of them will bear little resemblance to scenes from King Arthur and the Knights of the Round Table. Instead, we will be looking at a wide variety of sources to see 1) how the exercise of government changed
over this period as kings and nobles struggled to exert their authority; 2) how the beliefs, practices, & institutional functions of Christianity changed over this period; 3) how women participated in various facets of medieval cultures; and 4) how individuals defined themselves by the various groups to which they belonged. In looking at all of these themes over the course of the Middle Ages – roughly the period from 500 (the end of the Roman Empire in the west) to 1400, or 1500, or 1600 (depending on when the Renaissance occurred in a particular location), we will be examining sweeping cultural changes and the lives of individual people. One of our tasks as we read about individual people will be to consider how their stories reflect or affect these larger cultural changes. As we pursue our inquiries, it would be useful for you to keep in mind that while for many historians the Middle Ages marks the beginning of modern history, for others the Middle Ages is a period characterized primarily by its differences from the modern (or post-modern) world in which we live. We will be engaged in a search for modern institutions which have their origins in the medieval period, but we will not ignore the differences that exist between that age and our own.

Since this is a history course, the topics of our discussions will be roughly chronological, but we will be more concerned with analytical methods than with strict chronology. In other words, you will spend more time in this class reading and analyzing primary source materials than you will spend memorizing names and dates. As a consequence of this focus, you will need to bring the relevant primary source materials to class each day.
Fall 2016 Strong Course Offerings

**Introduction to Biology**
RCO 252-01 Margaret Hood MWF 10-10:50 (GNS/GLS)

In this course you will learn some of the major concepts of biology, using human biology as the primary focus. Students will learn about the scientific method, the characteristics of life, human anatomy and physiology, reproduction, genetics, human diseases, and human impact on our planet. We will discuss how our impact directly affects our health, and how we can help sustain life on Earth including our own.

You will have an opportunity to see real human bones and other organs such as brains, hearts, and eyes.

**History of North Carolina**
HIS 347-01 Christine Flood MWF 11-11:50 (SI)

How much do you really know what the state you now call home? In History 347, I hope to introduce students to the historical development of North Carolina, both chronologically and topically, from its beginnings in the sixteenth century up to the present time. To do so we will focus on diverse subjects such as politics, race, age, gender, economics and culture, all the while attempting to understand how historical events touched everyday citizens. We will view history not as a random list of dates and events, but instead as a narrative of inter-related events.