Strong Residential College
121 Guilford Hall
Spring 2018
Course Offerings
336-334-1325
cscolleg@uncg.edu
http://utlc.uncg.edu/residentialcolleges/strong

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Strong Signature Projects

Tea Time
Gaming
Food/Cooking
Music
Sustainability Initiatives
Social Justice Initiatives
Membership/Yearbook
Arts
Movie Night
Garden Plot
Halloween Dance

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

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

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 fieldwork 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. Hands on experience in the field can help you think about broader ways to interpret how the systems in our lives are maintained (or not maintained), both locally and globally. How might your understanding of an idea or experience shift as you participate in the research process?

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

Your Core instructors will ask the question: 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, and to show the impact they will have.

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 Strong are designed with specific goals in mind:

- To understand the concepts of sustainability in civic and academic life.
- To make and understand connections between history, English, language, rhetoric, religion, and science, 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 engage with the world for the purpose of realizing the impact of your habits and actions on the sustainability of the institutions around you.
How does Core fit into the larger Strong Curriculum?

The Strong Curriculum

Core Courses (2)
Take these any time during your 2 years in Strong
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

Capstone Course (1)
Take this during the spring semester of your sophomore year
This course
- Generates your Fieldwork Research Project
- Focuses on a research inquiry of your own
- Produces a Fieldwork Research Portfolio (FRP), which 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?
Gather lots of information!
- Observe your surroundings
- All of your Core courses will have opportunities (in addition to essays and presentations) for you to participate in fieldwork where you can look at and interpret material that will speak to and engage with the content you are learning in class.
- Your teachers in Strong will help you think about the different 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.
- Reflect on community building and leadership development.
SPRING 2018 STRONG COURSE OFFERINGS

Spring 2018 Core Theme:
Sustainability

RCO 221-01-Core
Anne Barton
TR 12:30-1:45
The Medieval Other (GHP, GPM, 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?

RCO 204-01-Core
Matt McNees
TR 12:30-1:45
Sustainability of Economic Systems (GLT, WI)

Money makes the world go ‘round -- but how do we sustain this type of world? In this course we will read, discuss, and explore some of the world’s great philosophies about economics within the so-called structure of capitalism. In addition, we will ask ourselves about the sustainability of this economic form. From the everyday concerns of individuals to the global concerns of governments, corporations, and institutions, all economic thought is about how we sustain or economize life. Whether it be Adam Smith’s laissez faire capitalism, Karl Marx’s socialist critiques of capitalism, or John Maynard Keynes’ postwar theories that modernize capitalism, all the great writing about capitalist economics is rife with inherent crises and problems that remain challenges for us today.

Do you want to begin to understand who we are within this incredibly complicated capitalist society? Solve complicated social problems like environmental destruction and world poverty? If so, you must confront the question of by whom and how the foundational value structure of our lives and social systems is being organized; Recognize that you are involved, for as individual human beings we all economize. Perhaps the question is, what contradictions, questions, and crises do we face as we struggle to sustain our economizing? Many students will be interested in the political intersections between corporations and government, lawful economic abidance and individuality, and the current economic crises we read about in the news. We will try to create meaningful discussion and reflection that helps us understand and allows us to create potential solutions to the dynamic problems of capital flow.

RCO 204-02-Core
Jennifer Whitaker
TR 12:30-1:45
How Poetry Sustains (GLT, WI)

Our goal in this course is to fall in love. I hope that by the end of the semester you will have become seriously attached to the works and words of a few, if not all, of the poets and writers which we will have investigated in class. I hope from now on you’ll want to have literature near you, and I like to think that you might tape your favorite poems in prominent places in your present and future dwellings, as you would display a painting, picture, or sentimental token of a past journey. Likewise, I hope you will come to fall in love with a few of your own poems and feel comforted by always having pen and paper near you. May you leave here excited by libraries and notebooks. I hope you find yourself inside these sacred places time and time again. May awe be with you.
RCO 390-03
Sara Littlejohn
R 2-3:15
Strong Research Capstone (WI)

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 Strong 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 Strong College experience, including your broader understanding of sustainability and hands-on research methods.

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

RCO 390-02
Sara Littlejohn
Online
Research Capstone Online (WI)

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 your Residential 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 Residential College experience, including your program's curricular focus and methodology.

RCO 101-01 (ENG 101 Equivalent)-All RC Course
Christina Murrell
TR 11:00-12:15
College Writing I (GRD)

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.

RCO 155-02-All RC Course
Chrissy Flood
MWF 11:00-11:50
Art of Discourse-The Rhetoric of the College Self (GRD, SI)*

How can we contribute and/or strengthen the discourses of civility already present in modern western society? What kinds of social and cultural literacies do you need to participate in these discourses successfully? In this our modern (or postmodern) age, civil discourse is threatened by extreme rhetoric fueled by the broadening of modes of communication. 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 115-01 (MAT 115 Equivalent)-All RC Course
Aaron Rapp
MWF 12-12:50
College Algebra (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.

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 225-01-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 205-02-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.

Reacting to the Past: Threshold of Democracy (GPR, SI)

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. We will consider how political governance and social connections affect the way we make decisions and correct mistakes. 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.

Marriage and Family (GSB)

This course is intended to introduce you to the important structures, issues, and dimensions of American family life. As a sociologist, my goal is to teach you to use a sociological perspective when studying families. We will consider many family issues and behaviors, such as dating and relationships, marriage and cohabitation, divorce, parenting, family structure, gay and lesbian families, domestic violence, and the division of household labor. In addition to thinking about individuals in families, we will examine the role of society in shaping family norms, the relationship between gender and family, and government family policy. The emphasis in this class is not on what is "right" or "wrong," but on developing well-informed opinions by taking into account sociological information, institutional rules, governmental policies, and opposing opinions and their rationales.

On Demand Media Culture (GRD, SI)

Media influences who we are and our beliefs in the perspectives of others. This course introduces how the invention and expansion of the on-demand media concept is changing our culture and behavior. We will examine how changes in the media affect globalization, social norms, consumer expectations and business practices. As we focus on the recent invention of on-demand media, students learn how to become critical consumers and producers of media.

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.