ARC CORE
All courses in the Core series will include a shared core reading, a group core lecture, and an assignment related to the reading and lecture. In addition, we will, through lecture and discussion, incorporate these concepts throughout the course this semester.

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

- To make connections between disciplines: history, English, language, rhetoric, religion, and science are all 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 what you are learning in this course and to impact and adapt to evolving global contexts.
- To engage with course content by processing ideas and concepts through language and/or images, sonic, digital texts, or movement.
- To understand the concept of Multiliteracy, loosely defined to include the following forms of literacy: linguistic (written and spoken), sonic (audio), visual, spatial (objects in relation), and gestural (movement) as they relate to social access, global awareness, and consideration of others.

CORE SCHEDULE: TR 9:30-10:45 AM
Requirements: Participation and attendance at lectures and seminars, as well as completion of the Core shared group assignment.
CORE COURSES

RCO 224: Marxism, Money, and Power  TR 9:30-10:45
Matt McNees  GLT/GL/WI

Money makes the world go ‘round -- Mo’ money, mo’ problems -- Money is the root of all evil -- It’s all about the Benjamins -- Money talks -- My mind on my money and my money on my mind -- Time is money.

In this course we will read, discuss and explore the world’s great philosophical study of our social lives within the so-called structure of the money system: Capital, by Karl Marx. You may know that Marx wrote The Communist Manifesto, but you may not know that he devoted much more time to Capital, his multi-voluminous book on the realities of our day to day which he hoped would help us see the “phantom-like appearances” and “dazzling fetishism” of money and exchange. In addition to his work, we will read, discuss and explore other literature, history and theory from previous centuries through today in order to understand how important these capital issues have been for so long and how prevalent they remain today.

We all like to think that we are free or that we have our own set of values--and that our rights as voters actively shape our culture’s values. But we also know that certain determinations on our conscious choices and the values imposed upon us require close attention. This is the problem to which Marx devoted his life. If you want to understand who you are within this incredibly complicated society, and if you want to therefore begin to solve complicated social problems like environmental destruction and world poverty then you must confront the
question of by whom and how the foundational value structure of our society is being made. You will be kidding yourself otherwise.

RCO 206-01: Hollywood Musicals  
Will Dodson  
TR 9:30-10:45  
GFA/SI

*Note: The extended classroom lab time will be utilized in speaking-to-learn and formal film analysis workshops; much of the “homework” will be conducted in the classroom*

The advent of sound cinema brought a new and uniquely American genre to the screen: the Musical. Musicals offered optimistic escapism for audiences struggling through the Great Depression, and ushered in what we now call Hollywood’s “Golden Age.” In this course you will view a wide array of musicals, big and small, and learn to identify and analyze formal elements of filmmaking. You will also learn about the culture of the “American Dream” as expressed in Golden Age musicals and revisited ironically in contemporary musicals.

RCO 202-01: Union and Disunion  
Christine Flood  
TR 9:30-10:45  
GHP/GMO/SI

In this section of Core, I hope to familiarize you with the major topics in American History from the founding of the New World to the end of the nineteenth century. Our specific prism in this section is to better understand the founding principles of the Early Republic, focusing on weaknesses in those structures that would eventually lead
to the Civil War, yet those same founding principles also paradoxically serve as the cornerstones for the rebuilding of the nation during Reconstruction. To understand this dichotomy we will focus on diverse subjects such as politics, race, gender, economics and culture, all the while attempting to understand how historical events touched everyday citizens. For the most part, the course format will be lecture, however I am very interested in your opinion and hope you will express it, and often. We will view History not as a random list of dates and events, but more of a narrative of inter-related events. The course will be a combination of readings, lectures, and student presentations. Our readings will include two foundational works of fiction on 19th century history, and standard history textbook to help context and ground your historical understanding.

**RCO 204-01: The Rhetoric of Education**    **TR 9:30-10:45**  
**Sara Littlejohn**    **GLT/WI**

Literacy and illiteracy are complex and political terms. This course will examine how educational systems have been shaped by culture and how culture has shaped our understanding of what it means to educated and why. We will develop and/or reinforce a working knowledge of foundational rhetorical terms and theory while examining the broader concepts of literacy, illiteracy, and multiliteracy. We will focus on various forms of content creation and genre. Depending on your final portfolio project, you may potentially use a variety of genres. We will explore the concept of multiliteracy as a way of rethinking what it means to be literate today in a globally connected world. This concept takes literacy beyond a
focus on traditional print-based forms to multiple forms of knowing, including visual, spatial, aural, gestural, and multimodal literacies. Texts, as you’ve already noticed as a person in the world, are often print, images, video, sounds, and shapes or some combination of forms in digital contexts, which are represented in inter-related and complex ways. This course will be an immersion in both the theory and practice of how rhetoric and language shapes our understanding of institutional education and of the role literacy plays within that system. We will be exploring some of the following questions:

- What does the educational system say about what we value as a country?
- What does your approach to your own education say about you?
- What is the relationship between education and learning?
- Why is education required as a citizen?
- What rights do you have and why when it comes to your own education?
- What is the relationship between the educational system and literacy?
- What is the relationship between the educational system and money and class?
- What is the relationship between the educational system and gender?
- Whose responsibility is it if the educational system isn’t working? Legislators, citizens, teachers, students?
- What is the goal of a public school education of a university education?
HSS 205: Profiles in Creativity  T 2-4:50pm  GFA  
Steve Roberson

Learners will explore “creativity” in all its meanings and manifestations, whether they are in the performing arts, the fine arts, literature, the humanities, the sciences, etc., or in other ways of being outside the academy, such as exceptionally creative cooking, gardening, administering, and so forth. We will experience creative passion in others while seeking to enhance it in ourselves.

REL 226: Approaches to the Qur’an  TR 12:30-1:45  GPR/GN/WI  
Alyssa Gabbay

Considered the Word of God by Muslims, the Qur’an is the scriptural foundation of Islam and the source of spiritual inspiration as well as legal, social, and moral teachings. This course will introduce the Qur’an as both sacred object and historical artifact and will explore the significance it occupies in the Islamic tradition. Among the Qur’anic themes we will consider are: eschatology and the afterlife; stories of earlier prophets such as Joseph; images of Jesus and Mary; and the role of women. The Qur’an’s enactment through recitation – whether in daily prayers, gatherings in shops or homes, or to treat illness – will also be examined, for it is through recitation that believers affirm their dedication to God and Islam. This course will also acquaint students with the many critical debates associated with the Qur’an, its collection and codification.
RCO 203: Global Perspectives on Dance       Th 3:30-6:20
Emily Aiken                                      GFA/GL/GN/WI

Including reading, writing, discussion, and creation processes centered on the exploration and analysis of expressive practices in western and non-western foundations of modern and postmodern art, this course will focus on using already existing information in the arena of artistic cultivation to provoke one’s own emerging artistic and expressive interests in the genres of visual art, performance art, and creative writing.

PSC 300: Politics of Genocide       TR 11-12:15
Lynda Kellam                                      GSB/GL/IGS

Millions have perished from genocidal violence throughout the world, and yet few people understand this complex and controversial subject. In this course we will look at the legal definition of genocide, examine the major theories of genocide, and delve into case studies, including Armenia, Cambodia, Rwanda, the former Yugoslavia, and Darfur. Students will also choose a case for their research project.

RCO 255 Introduction to Earth Science       MW 3:30- 4:45
Jay Lennartson                                      GPS

In RCO 255 you will learn about the physical environment of our home—"Earth.” You will study the fundamental concepts that undergird the four sciences that comprise Earth Science: Geology, Meteorology, Oceanography, and Astronomy. Collectively, these sciences seek to understand the physical nature of Earth. (You may think
of our course as sort of an owner’s manual for the physical nature our planet.) An important component of our course will be for students to acquire an understanding and appreciation for the seminal environmental challenges of our time (e.g. global warming, declining biodiversity, deforestation, air and water pollution, etc.).

**RCO 205-01: Intro to Political Science**  
MWF 11:00-11:50  
Jeff Colbert  
GSB

Most people who talk about the American government today talk about it in mostly critical ways. Some of the criticism is totally valid. However, much of the criticism is founded in ignorance about our system, and what it can and cannot do. So, this course involves an institutional examination of the American political system. We will cover political institutions (President, Congress, Courts, Bureaucracy) as well as extra-institutional players (political parties, interest groups, media). We will begin the course examining political culture and the writing of the US Constitution and will later examine civil rights/liberties if time allows. Three tests, a research paper, a number of miscellaneous assignments, and class participation will comprise your grade. There are two textbooks, both required.

**CST 105: Intro to Public Speaking**  
MW 2:00-2:50  
Kary Peters  
GRD/SI

*Communication shapes our personal, professional, and public lives. We leverage communication knowledge to understand, advance, and challenge human interaction processes locally and globally.*
CST 105 is designed to help you become a competent communicator in a variety of contexts. You will be introduced to the principles and basic skills of interpersonal communication, small group and team communication, and public communication. Through both lecture and super fun activities we will learn the basics of communication and aid in your growth of becoming a better public speaker!

**HIS 347: History of North Carolina**

MWF 11-11:50
Christine Flood
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.

**FMS 160: Hollywood & History**

TR 11-12:15
Christine Flood
GHP/WI

The tragic elements of many eras in American History make it almost irresistible to script writers and producers to make the era into 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, reality, represent history for many of us.

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

**RCO 213: Religious Perspectives on Human - Suffering/Flourishing**

TR 2-3:15  
John Sopper  
GPR/GN

This is a course in religious ethics. It examines diverse ways in which the major World Religions engage some of the significant ethical issues associated with globalization (e.g. economic justice, environmental issues, sexuality and gender equality and peace and war). Students will learn about the traditional worldviews and ethical ideals of Hinduism, Jainism, Buddhism, Judaism, Christianity and Islam and about the diverse ways that different followers in these traditions interpret and apply religious ideas and ideals to understand, evaluate and respond to current global issues.

**RCO 114: Intro to Statistics**  
MWF 10-10:50  
Brian Sinclair  
GMT

This course is a survey of statistics intended for undergraduates in any discipline. You will be introduced
to graphical displays, numerical measures, relationships between variables, elements of good data collection, basic probability, and some inferential techniques including confidence intervals and significance testing. The emphasis of the class will be on statistical literacy.

**MST 330-01: Cult Films**
Will Dodson
MW 1:00-3:15

*Prerequisites: If MST major must take MST 101/102 before MST 330; MST 225 recommended*

The course explores the phenomenon of cult films, defines “cult,” and discusses the intersections of independent (i.e. outside Hollywood) and global (i.e. non-American) cinemas as the sources of the majority of cult films, and identifies the reasons cult films arise. Moreover, the course examines the impact of cult films on mainstream culture.

**RCO 302: Independent Study/ Digital Study Capstone**
Sara Littlejohn
TR 11-12:15

This course will ask students to explore an area of research within the field of publishing. It can be an intersection of a disciplinary area and publishing (for example publishing in the art or music profession) or it can be an exploration of the rapidly changing publishing world itself (for example, will the print text survive in the digital age?). The course is a hybrid, both meeting in person and completing assignments online. The course will have a semester-long project that asks students to produce a well-researched,
multi-modal, multi-genre digital portfolio about the area of publishing they are interested in learning more about.

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