Strong Residential College
121 Guilford Hall
Fall 2018
Course Offerings
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http://utlc.uncg.edu/residentialcolleges/strong

FALL 2018
Guilford Hall
Strong Signature Projects

- Sustainability Initiatives
  - Tea Time
  - Gaming
  - Food/Cooking
  - Music
- 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.
Psychology is the science of human behavior. This course provides an overview of the field of psychology. We explore a variety of topics, including the biological basis for behavior, developmental processes, social behavior, personality, learning and other cognitive processes, and abnormal psychopathology.

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.

MST 225-01-All RC Course
Will Dodson
TIME TBA MFOU 120
Film Appreciation (GFA)

As a general entry to the broad field of film studies, this course introduces you to the study of film as an art form, as an industry, and as a culture. In addition, you will learn basic concepts and terminology for cinematic techniques, styles, and analytical approaches. The course also highlights the achievements of selected prominent filmmakers and the traditions and contexts in which these filmmakers have produced their works. This is a hybrid Web/Lecture course. You will meet weekly as a class for a lecture and film screening, and participate in online discussion forums and complete online course assignments.

RCO 155-01-All RC Course
Amy Brown
T 2-3:15 GUIL 119
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.
FALL 2018 STRONG COURSE OFFERINGS

Fall 2018 Core Theme: Sustainable Citizenry

RCO 252-02-All RC Course
Meg Horton
TR 3:30-4:45 GRO 105
Intro to Concepts of Biology (GLS, SI)

Introduction to major concepts in biology for students who do not plan to take any additional biology courses. This course explores current topics in Biology, selected from issues regarding human health, genetics and the environmental. Outside of class, interactive on-line tutorials replace lecture, textbook, and tests. In class, expect a mix of group activities, projects, case studies, and real world problems. We will use teams, problem-based learning, oral presentations, and discussion in developing skills related to critical thinking, communicating complex ideas, information literacy, and scientific literacy.

RCO 203-05-All RC Course
Matt McNees
MW 3:30-4:45 GUIL 118
Moral, Economic, & Aesthetic Life (GPR)

This course represents a philosophical journey through three stages of life: 1) the moral or ethical view of the world; 2) the organization of daily life or the economic view of the world, and; 3) the aesthetic view, which is to see the world as understood by way of our ideas about what is truly beautiful. In each stage of life, we come to see the world differently. Also, each philosophical stage can seem to comprise the very height of truth...until we move on to a new stage of our lives, that is. Only by moving through these stages of life do we come to see the greater philosophical whole of our moral, economic, and aesthetic life.

RCO 204-02-Core
Christina Murrell
TR 12:30-1:45 MFOU 128
Sustaining Reading Literacies (GLT)

This course is divided into two major sections. The first section will expose students to a variety of environmental and nature writing so that we can explore how the ideas and concepts of sustainable literacies have progressed and shaped certain political, social, and cultural views in the United States. In the second section, students will see how writing about the environment and nature has pushed through different genres of communication in the 21st century. Students will also join the conversation by writing their own views and reflections on the topics of nature, human perspective, and the role of sustainable literacies within sustainable practices. By the end of the course, students will work together to share their academic and personal writing and embrace 21st century genres by reconstructing their writings into a class magazine to be arranged and developed by the students.

RCO 222-01-Core
Anne Barton
TR 12:30-1:45 GUIL 119
Orwell and Social Justice (GHP, GMO, GL)

Long before it was a popular mode of expression, George Orwell was “speaking truth to power.” His essays, novels, and book-length non-fiction, although discussing a wide variety of subjects, focus on one central concern, the danger of –isms, such as colonialism, anti-Semitism, capitalism, and totalitarianism. In particular, Orwell spoke of the dangers that all of these systems of thought posed to individual free will and self-determination. How then do Orwell’s concerns connect to a course on the history of Europe in the twentieth century? Even a brief examination of the subjects of his works shows that he spoke succinctly about every major issue of the first half of the century, and many of his works contain prescient foreshadowing of dangers that when he wrote still lay in the future. Clearly then, his works provide a unique lens
through which to examine the events of the last century and to call attention to the dangers still present in the current one. Now that that connection has been established, we need to ask ourselves how Orwell’s writings and 20th-century European history are linked to our theme of sustainability. The answer to that question lies, at least in part, in the second sentence of this paragraph. All of these -isms, these enveloping ideas, are systems and as systems they sustain themselves for good or ill. Our task in this course, then, is to examine these systems in order to discern how they have functioned in the past and to educate ourselves about the dangers inherent in all of them.

RCO 203-02-Core
Will Dodson
TR 12:30-1:45 GUIL 120
Ethics of Sustainability (GPR, WI)

What does “sustainability” entail in an ethical sense? How do our choices about how we interact with people, animals, and objects in our environments affect those environments? What does it mean to want and try to develop a sustainable community? As you consider contemporary ethical dilemmas, you will learn about the rhetoric of belief, how we come to accept certain values and reject others, and how shared beliefs form the basis of our communities. You will also develop your oral and written communication skills, facility for critical and synthetic reading, and techniques for applied research in the humanities through fieldwork on campus and in the local area.

RCO 101-01 (ENG 101 Equivalent)-All RC Course
Christina Murrell
TR 11:00-12:15 MFOU 128
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 will 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 115-01 (MAT 115 Equivalent)-All RC Course
Aaron Rapp
MWF 11-11:50 GUIL 119
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.

HIS 347-01-All RC Course
Chrissy Flood
MWF 11-11:50 MFOU 128
History of North Carolina (SI)

How much do you really know about the state you now call home? In History 347, students will learn about 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.