

<p>HSS 228-01</p>	<p>Critical Conversations in Conflict and Peace: Intersecting Local and Global Issues (GL,GSB,HSS)</p>	<p>Cathryne Schmitz TR 2-3:15 PM Guilford 115</p>
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This class in peace studies addresses the sources of war, social oppression and violence, and the challenges of promoting peace and justice. It examines strategies for introducing more equitable and nonviolent methods to conflict resolution methodologies, and identifying actions to transform unjust, violent or oppressive situations. It also examines procedures, such as mediation, used to promote redress of grievances. The class designed to present an overview of nonviolent strategies for conflict resolution from a generalist perspective. We will discuss many controversial issues.

Students will be exposed to the basic processes of peace development. Sources of interpersonal, community, and international conflicts; individual and group beliefs and attitudes; and techniques for managing conflict are explored.

The ARC CORE is a multidisciplinary, community-building curriculum that relates course content to real world issues.

<p>ARC CORE COURSE</p>	<p>NATURE OF PEACE IN A GLOBAL CONTEXT</p>	<p>MWF 11-11:50 AM</p>
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In the Fall Semester 2011, the Core series will examine, through multidisciplinary seminars on various issues, a deeper understanding of the 21st Century global experience as it pertains to our community's focus on peace, culture, politics, and society as part of a wider world.

See each individual section for readings and assignments.

Requirements: Participation and attendance at lectures and seminars, a mid-term and final exam, common readings, and seminar assignments. This is a **writing intensive course** which requires in-class assignments, discussion of the craft of writing and revision of papers. Every seminar will require 10-12 written pages.

*****All RCO courses may be contracted for Honors credit, pending approval from the Director of Lloyd International Honors College*****

Ashby Residential College Core Course

**RCO 222-01 The Impact of Natural and Man-Made Disasters Mark Moser
Mary Foust 128
GHP/GL/WI**

Beginning with the devastating Johnstown (PA) flood of 1889 in which more than 2200 people lost their lives, we will examine the impact that both natural *and* man-made disasters had on shaping human experience to the present. Some of the other disasters we will examine include the Galveston Hurricane of 1900, San Francisco earthquake of 1906, Influenza Pandemic of 1918-19 and the recent events in Haiti, Japan, and Indonesia. We will read several secondary sources about selected events plus consult primary source documents such as newspaper and magazine articles and personal diaries that will give us insight as to the short-term and long-term impact these events had on the human psyche. Students will be encouraged to look for positive changes that occurred in local building codes, health codes, safety codes, etc. as a result of many of these calamities. We will also examine cooperation within the international community in assisting disaster victims.

In addition to the required readings we will also view a handful of documentaries associated with the topics we will be covering.

Texts: *The Johnstown Flood* by David MacCullough, *A Crack in the Edge of the World* by Simon Winchester, *The Worst Hard Time* by Timothy Egan
The Great Deluge by Douglas Brinkley

Requirements: Midterm and final, class participation

REL 323-01

**Religious Movements and
Communities-Christian
Monastic Tradition
(WGS, WI)**

**Derek Krueger
TR 2-3:15 PM
Foust 111**

This course explores the history and literature of Christian monasticism from its origins in the fourth century Mediterranean basin through the Middle Ages. Topics will include the renunciation of family and wealth to pursue monastic life; asceticism and self-discipline concerning food and sexuality; patterns of ethical discernment and moral reflection and the knowledge of the self that such practices generated; and the formation and maintenance of communities in monasteries. Case studies will be drawn from the initial formation of monasticism in the Egyptian desert in the fourth century; the spread of monasticism in Syria and Palestine in late antiquity; the rise of monastic communities in the West in the early Middle Ages; the monastic reforms in 10th and 11th century Byzantium and among the Cistercians in 12th century Europe. We will study saints' lives, monastic rules, ethical treatises, arts and architecture.

Texts: *Early Christian Lives*
Lives Roman Christian Women
Sayings of the Desert Fathers
The Rule of St. Benedict
The Cistercian World

Requirements: This is a seminar, so requirements will include 5-6 hours/week of reading and other preparation for class; short writing assignments; two formal papers; and class participation

Maximum Number of ARC Students: 5

RCO 206-01	Animals and Ourselves (WI, GFA)	Larry Lavender TR 2-3:15 PM Guilford Parlor
<p>We will explore the nature of the so-called "human-animal" divide, and read and write and talk about diverse notions of humanity, animality, and human-animal relations. Special emphasis will be on the use and the representation of animals in artistic works. We will apply basic voice and movement performance techniques to deepen our understanding of connections between animal and human experiences of the world.</p>		

RCO 306-01	Music & Nature (GL, GFA)	Patricia Gray TR 2-3:15 PM Guilford 116
<p>Students will analyze musical works and traditions relating human sound and the natural environment from artistic, humanistic, and scientific perspectives. We will explore sounds that reflect nature, and in so doing describe the aims and methods of aesthetic and intellectual expression in the creative arts.</p>		

Ashby Residential College Core Course

RCO 223-01	The Good Life: Living Well and Doing Well in a Global Context GPR/GL/WI	Ed Arrington Mary Foust Arndt Parlor
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At least since Aristotle a key theme in philosophy, literature, religion, economics, and political theory has been how we are to live well as moral beings and do well as economic beings. The term "quality of life" speaks to these two ends in our times, just as *eudaimonia* speaks to them through Greek philosophy. How are we to live such that economic prosperity, or at least economic adequacy, coheres with questions of the good, the right, and the just?

Students will be able to articulate the relation between the area in which they want to earn a living and the moral quality of life for both themselves and others as that quality is influenced by the nature of a career that they have already chosen or may choose for themselves. Readings will include classical, liberal, and communitarian writings from the Western tradition as well as video lectures.

Texts: Bellah, Madsen, Sullivan, Swidler, Tipton, *The Good Society*
 Bauman, *Globalization: The Human Consequences*
 Miller, *Death of a Salesman*
 Selected videos, articles and internet materials

HSS 105-01

Creativity in the Arts
(SI, GFA,HSS)Larry Lavender
TR 11-12:15 PM
Mary Foust
Arndt Parlor

We all want and need to be creative-especially in the arts, but also in other domains of work, and in our everyday lives. Despite its importance, however, creativity is elusive. There are many different conceptions and definitions of creativity, and there are quite ordinary and highly specialized times when it is needed. There are many ways to awaken, unleash and focus creative thought and action, and in our class we will seek to do just that with a special emphasis on artistic creativity. Through readings, discussions, and hands-on experiments with an array of creative tools we will strengthen our abilities to see things in new ways, to overcome perceived obstacles, and to generate and harvest new and useful ideas. Sometimes we will work independently and sometimes we will work in groups. Above all, we will have fun as we explore this mysterious force: creativity.

You must be accepted into the *LHC* to register for this course.

CST 105-16

Introduction to Communication
Studies
(GRD, SI)Crystal Oldham
TR 12:30-1:45
Mary Foust
Arndt Parlor

The mission of the Department of Communication Studies is “to teach students the study of the strategic and ethical uses of communication to build relationships and communities.” This course 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. Your work will be constructively evaluated to enhance growth. Upon completion of the course, you should be able to: identify the principles of human communication; articulate specific goals for oral messages; organize oral messages in a clear, coherent manner; provide appropriate supporting material based on the audience and occasion; provide good reasons and evidence for persuasive messages; interpret and evaluate persuasive arguments; identify criteria for effective oral communication; evaluate and improve your oral communication skills; understand your ethical responsibilities to others in communication transactions.

Text: Schwartzman, R. (2010). Fundamentals of oral communication, (2nd ed.). Dubuque, IA: Kendall Hunt. ISBN: 978-0-7575-7723-9

Requirements: Tests, homework assignments (including reading), note cards for speeches, attendance and class participation.

Maximum Number of ARC Students: 10

FMS 140-01 (Freshman Seminar)	Wabi Sabi Ethics for Sustainability (GPR, WI)	Spoma Jovanovic TR 2:00-3:15 PM Mary Foust 128
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Wabi Sabi Ethics for Sustainability is a course designed to reveal the perfection that lies in the everyday aspects of our lives that we often take for granted. Wabi Sabi is the act of finding beauty in the imperfect, of accepting the natural cycle of growth and decay. Wabi Sabi is simple, slow, uncluttered, authentic, and modest. By paying attention to the seemingly small things and simple pleasures, we can explore the connection of our daily decisions and practices to global concerns. In this course, we consider how the choices we make are ones we can sustain and ones that can sustain us.

Texts: *Less is More*, Cecile Andrews & Wanda Urbanska (2009), New Society Publishers, ISBN 978-0-86571-650-6.

Bus Journal, Alan Brilliant (2007), Unicorn Press. Available for \$15 (cash or checks only) from Community Book Shop, 1206 Grove Street, Greensboro, NC 27403.

A 21st Century Ethical Toolkit, 2nd ed. by Anthony Weston (2008), Oxford University Press, ISBN 978-0-19-530967-6.

Wabi Sabi Simple, Richard R. Powell (2004), Adams Media, ISBN 1-59337-178-0.

Requirements: Learning activities, community outings, class participation, homework activities, in-class exercises, project, class papers.

Maximum Number of ARC Students: 10

FMS 160-03 (Freshman Seminar)	American Civil Rights Movement (GHP, WI)	Christine Flood MWF 10-10:50 AM Mary Foust 128
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Pick up any high school history book, and the story of 20th Century America is always the same: a war, the Roaring Twenties, the Great Depression, another war, then another war, this one of a different kind, affluence, and then, all of a sudden, by the way, POOF! The Civil rights Movement comes out of nowhere. The real story is much more deeply embedded in American History, with its roots at the very beginning. As with all history, the Civil Rights Movement did not up and occur one day, so we will look at each event in its larger historical context, finding the roots of each.

Texts: The majority of our readings will be primary sources, a monograph on particularly important events and essays by historians. Hopefully, these types of sources will help us understand how Civil Rights affected normal, everyday citizens.

Requirements: Students will complete 2 short papers throughout the term and one longer, research based paper. A Writing Intensive course is a collaborative process—we will work as a class, and with one on one meetings with the instructor, to improve your writing skills.

Maximum Number of ARC Students: 10

