

NOTES

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

ARC CORE  
COURSE

NATURE OF PEACE IN A  
GLOBAL CONTEXT

MW 11:00 AM-  
12:15 PM and  
Fridays 11-11:50

In the Spring Semester 2012, the Core series will examine, through multidisciplinary seminars on various issues, a deeper understanding of contemporary local and global experiences as they pertain to our community's focus on peace, culture, politics, and society.

See each individual section for readings and assignments.

**Requirements:** Participation and attendance at Monday/Wednesday seminars and all Friday lectures, a mid-term and final exam, common readings, and seminar assignments. Every seminar will require 10-12 written pages, deep reading of texts, seminar discussions, and attendance of lectures.

***\*\*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 203-01      The Supreme Court: Architect of  
Future Policy  
GPR/WI**      **Christine Flood  
Mary Foust 120  
Arndt Parlor**

Architecture can convey powerful images-look at the Supreme Court Building-Visitors, lawyers, plaintiffs, and defendants have to mount 44 massive and imposing steps and pass through eight towering columns to enter the structure, meant by the architect to be a central, symbolic representation of the long march to justice. However, most of us have little to no idea what goes on in this temple of Justice. In this section of Core, we will explore how the Supreme Court works, and moreover, how the Court's decisions affect your daily life in the modern world. In the first half of the course, we will examine the monumental decisions of the court, from *Marbury v. Madison* to *Roe v. Wade*, and in the second half we will follow and track the cases before the Court this year, including difficult challenges to the first amendment, privacy rights as they apply to GPS use by authorities, and the death penalty.

**Texts:** *The Nine*, Jeffrey Toobin; *Storm Center: The Supreme Court in American Politics*, David O'Brien; *Give Me Liberty* (text), Eric Foner

**Requirements:** Midterm, Final, 2 short papers, research paper, reviewed and revised.

**RCO 301-01      Independent Study  
RCO 302-01      Advanced Study  
RCO 302-02 (WI)      Advanced Study**

These are other PAX classes available for those students interested. If you want to explore a topic that is relatively underrepresented within the UNCG curricula, or if you wish to pursue a topic at an advanced level, then please inquire in the ARC office if you have an interest in one of these courses.

**RCO 310-01**                      **Peace in the Professions**                      **David Rogers**  
**MWF 1-1:50 PM**  
**Guilford 119**

Most of us simply take for granted the language(s) we use. This course focuses on the dynamic and powerful relationship that our language has with our thoughts and behaviors.

Special focus will be given to issues of identity, social stratification, linguistic racism, language attitudes, institutionalized discrimination and non-standard language varieties as well as ethical and social implications of hate-speech. The core objective of this course is to apply functional linguistic theory and sociolinguistics to literacy studies toward the development of new classroom pedagogy. This course will be especially useful for undergraduate students seeking to become civic and community leaders, teachers, and educational researchers.

**In addition to course readings, small, and weekly meetings, each student will work with a community partner, applying the skills from their specific major. The majority of your course work will be tied to the work you do for your community partner.**

### *Ashby Residential College Core Course*

**RCO 205-01**                      **The Evolution of Peace and War: A**                      **Mike Cauthen**  
**Bio-cultural View**                      **Mary Foust**  
**GSB/SI**                      **Room 128**

Why does humanity persistently resort to warfare in a wide variety of circumstances? Some scholars argue that human aggression is hard wired or innate. Others point out that there is a massive amount of data showing how difficult it is to get most people to kill even during war. Thus, might we have a “drive” toward kindness and reconciliation? Clearly individual aggression, pro-social communication, intergroup confrontation, and global conciliation, are exceedingly more complex phenomena than commonly believed. As living organisms, and social (and cultural) animals, all human behavior is undergirded by generations of biological and sociocultural evolutionary processes (e.g., biocultural evolution). The nature vs. nurture paradigm is woefully ill-equipped to comprehend them. In this course we will explore the many socio-political, cultural, evolutionary dimensions of personal aggression, individual cooperation, internecine war, and globally organized conciliation. Students will also apply critical and creative thinking techniques to come up with “grand unified theories” of why we fight, or reconcile.

**Texts:** Paul R. Erlich, *Human Natures: Genes, Cultures and the Human Prospect*; and assorted Blackboard e-reserves

**Requirements:** Paper and presentation, quizzes, several exams, and class participation

*Ashby Residential College Core Course*

RCO 205-02	<b>American Environmental Policy in the 20<sup>th</sup> Century GSB</b>	Jeff Colbert Mary Foust Room 012
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Many policy areas in the United States changed dramatically in the 20<sup>th</sup> century. For example, in 1900, few considered the United States to be an international power, the national government did not engage in the retirement income of our citizens, nor did it consider providing health care for any of our citizens. All those areas, and many others, have changed.

However, environmental policy differs somewhat from most of those other policy areas in that the United States did not consider engaging in the environmental policy area, other than national parks, until the 1960s. And, the engagement was so swift that concepts we did not even discuss in 1965 (recycling, for example) are now part of our daily lives. So, how did this happen?

In this course, we will first study the policy process of the federal government. I believe that you cannot discuss policy in an informed way if you don't know how policy is made in Washington. After we have that common body of knowledge, we will look at national environmental policy from an historical sense, as well as examine current environmental issues. Assignments will involve 2-3 tests, and at least one significant (6-8 pages) research paper on an environmental policy area that YOU are interested in. Readings have yet to be determined, but you should assume that you will read at least the equivalent of a couple of books for the class discussions. Obviously, you will read more outside of class for your research paper.

**Texts:** TBA

**Requirements:** Midterm and final, class participation

## PAX Scholars



*The following courses are available to all  
UNCG Juniors and Seniors, with priority  
given to students enrolled in the  
PAX Scholars program*

*Ashby Residential College Core Course**Notes*

**RCO 214-01      Ancient Cultures, Young Countries:      William Dodson**  
**Surveying Modern Literature of the      Guilford 114**  
**Middle East and South Asia**  
**GN/GLT**

This course explores literature from several countries in the Middle East and South Asia, including Iran, Iraq, Afghanistan, Libya, Israel, Pakistan, and India. Each of these countries has had significant changes to its political identity in the 20<sup>th</sup> century. One of the central themes we will consider is the clash between traditional culture and modern globalism. This course will survey novels, short stories, and poetry, some in translation and some originally written in English. The course will discuss issues related to translation, as well as review general histories to help provide contexts. None of the authors read in the course should be taken to “represent” their cultures, but rather to express voices and aspects of their cultures. The course will emphasize regional interconnections among the countries surveyed, and encourage students to read from a perspective of peace. That is, to read openly, considerately, and respectfully to discover commonalities and contrasts. This Core course is a cognate of ENG 209: Topics in Non-Western Literature

**Text:** Hina Haq. *Sadika S Way: A Novel of Pakistan and America*. ISBN: 9780897335188

Khaled Hosseini, *The Kite Runner*. ISBN: 9781594480003

Betool Khedairi, *A Sky So Close*. ISBN: 9780385720786

Hisham Matar, *In the Country of Men*. ISBN: 9780385340434

Naveed Noori, *Dakhmeh*. ISBN: 9781902881775

In addition, a selection of short stories and poems will be made available on Blackboard.

You will need Blue Books for your midterm and final exams.

*Ashby Residential College Core Course*

<b>RCO 215-01</b>	<b>Introduction to Arab Language and Culture GN/GSB</b>	<b>Micheline Chalhoub-Deville Guilford 114</b>
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This is an introductory course to the language and cultures of the Arab world. The course introduces second/foreign language learners to Modern Standard Arabic, the official language of 22 Arab countries. Some exposure to the Lebanese dialect is also provided. The course will cover the Arabic alphabet and basic communication (reading, writing, listening, and speaking) conventions. Also, the course will introduce students to Arabic culture, history, religion, film, music, and current affairs by employing documentaries, newspapers, and other authentic materials.

The course will provide students with the capability to attain basic language proficiency and cultural knowledge needed to communicate with Arabic language users in the U.S. and around the world. (Arabic is one of the official languages of the United Nations. It is also the official language of 22 Arab countries, which are located on two continents. Additionally, Arabic is the language of a large number of people from diverse backgrounds who live in the U.S.) The course also facilitates a variety of interesting prospects for continued learning/future employment.

*Notes*

RCO 301-01	<b>Independent Study</b>
RCO 302-01	<b>Advanced Study</b>
RCO 302-02 (WI)	<b>Advanced Study</b>

These are other ARC classes available for those students interested. If you want to explore a topic that is relatively underrepresented within the UNCG curricula, or if you wish to pursue a topic at an advanced level, then please inquire in the ARC office if you have an interest in one of these courses.

RCO 205-03	<b>The Rhetoric of Adolescence in American High School Films</b>	<b>William Dodson</b>
	<b>GSB</b>	<b>MW 2:00-4:00 PM</b>
		<b>Guilford 119</b>

This course explores issues of class, gender, and race in the wildly popular "high school film" genre. The genre, typified by films like *The Breakfast Club* and *Ferris Bueller's Day Off*, offers complex representations of primarily upper-middle class, primarily white male adolescents. Among other things, a consequence to cinematic narratives entering the 1980s was that what it meant to be "a man" or "a woman" could no longer be what it had been before feminism and sexual revolution, post-colonialism, Watergate, the Cold War, and Vietnam. These teen comedies in offer nostalgic odes to youthful libido, allowing the narratives to avoid some of the complications of feminism and political progressiveness in favor of stories about male teens performing bonding rites, having sex, and other hijinks cast as "rites of passage." The class will explore issues of authorship as well, considering closely the generation of filmmakers, who mostly came of age during the Vietnam era. The course examines, via feminist film theories, rhetorical constructions of adolescence in this particularly American cinematic genre, and questions the ways both male and female characters are represented. The course, which explores pop culture's creation, consumption, and influence on politics, justice, identities, and social relationships, is a cognate of MST 222: Topics in Media and Popular Culture.

Bernstein, Jonathan. *Pretty in Pink: The Golden Age of Teenage Movies*. ISBN: 0312151942

Bulman, Robert C. *Hollywood Goes to High School: Cinema, Schools, and American Culture*. ISBN: 9780716755418

Shary, Timothy. *Generation Multiplex: The Image of Youth in Contemporary American Cinema*. ISBN: 9780292777712

In addition, I will provide additional reading material in PDF form through Blackboard.

<b>CST 105-16</b>	<b>Introduction to Communication Studies (GRD, SI)</b>	<b>Crystal Oldham TR 9:30-10:45 Mary Foust 128</b>
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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.

<b>RCO 252-01</b>	<b>Introduction to Biology (GNS)</b>	<b>Radmila Petric TR 2:00-3:15 Guilford 114</b>
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This class will focus on big picture biology. We will briefly start by examining our world from the molecular level and spend the remainder of class discussing different animal groups and how they interact with the natural world. Our main focus will be the basic characteristics of extant vertebrates and their behavior, including humans. Furthermore, we will discuss the impact of humans on our planet and some measures we can take in order to maintain and preserve life systems.

**Texts:** No required textbook, students must purchase and use an iClicker.

**Requirements:** Tests, homework assignments (including reading), attendance and class participation.

**Maximum Number of ARC Students: 25**

**Equivalent: BIO 105** There is an optional 105 lab for this course that can be taken concurrently, or after you have earned credit for the course.



**RCO 226-01      Global Folk Art, Indigenous Creativity, and the Unschooled Outsider      Susanne Martin  
M 6:00-8:50PM  
Mary Foust 012  
GFA/GL**

The term “outsider artist” is sometimes used as a catch-all marketing label for art created by people outside the mainstream “art world,” regardless of their circumstances or the content of their work. In this course we will explore the “outsider” and how global human creativity has informed the contemporary, unschooled artist.

By the end of this course, students will

- explore the historical and cultural development of traditional eighteenth, nineteenth, and twentieth century American folk arts and how they have been influenced by immigrant populations;
- examine objects and forms in terms of their historical, cultural, functional and aesthetic evolution beginning with early indigenous and European-influenced folk art forms to contemporary world folk art; and
- develop a vocabulary for outlining the controversial distinctions between craft and art as it later pertains to contemporary, unschooled creativity.

\$70.00 due by the 3<sup>rd</sup> week of class. This covers all basic supplies. If you want to get more elaborate with your projects, you will need to come up with extra materials yourself. I can help within reason, just let me know what you need as we go along.

**RCO 221-01      What’s Wrong with the UN and How to Fix It      Mark Moser  
MWF 9-9:50 AM  
GHP/MO, GL      Mary Foust 128**

In this course we will use a multifaceted approach in trying to gain a better understanding of how the United Nations, as a global organization with a primary focus of promoting and maintaining peaceful relations between nation states, struggles to remain relevant in the increasingly chaotic world of the early twenty-first century. Much of this class will be hands on in the form of case studies that deal with key international issues—including, but not limited to issues dealing with human rights, conflict mediation and sanctioned conflict intervention—but we will also examine the history of the United Nations with an emphasis placed on examples of some of the UN’s most highly publicized failures. Rather than condemn the United Nations however, we will do this with the purpose of trying to find legitimate ways to improve the UN’s overall job performance.

**Texts:** Stanley Meisler’s *United Nations: A History* and Thomas G. Weiss’s *What’s Wrong with the United Nations—and How to Fix It* will provide the bulk of the required reading for the course.

**Requirements:** One short paper of 5-7pp. and one or more group projects will be required. Frequent class participation will be mandatory, expected and will make up a significant portion of your grade.



**FMS 130-02**                      **The Dramatic Impulse:**                      **Marc Williams**  
**Theatre from Antiquity to the**                      **MW 3:30-4:45PM**  
**Middle Ages**                      **120 Mary Foust**  
**SI/WI/ GFA**                      **Arndt Parlor**

Why do we tell stories? When did humans first tell stories and how did telling stories evolve into performance? This course will address early performance and the role of theatre and entertainment in Western society from Ancient Greece through the Middle Ages. The plays of Ancient Greece, Ancient Rome, and medieval England will be used as a lens for exploring humankind's "dramatic impulse."

**Text:** Classical Comedy Greek and Roman (ed. Corrigan)  
Classical Tragedy Greek and Roman (ed. Corrigan)

**Requirements:** This course is Writing Intensive and Speaking Intensive. Assignments include a research paper, attendance at a performance event, craft project, oral presentation, and a class performance.

**Maximum Number of ARC Students: 11**

**FMS 160-02**                      **Truth, Lies & Videotape:**                      **Christine Flood**  
**Hollywood and History**                      **MWF 10-10:50 AM**  
**(GHP, WI)**                      **Mary Foust 128**

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 in films persist even over the protests of frustrated historians. Movies, in reality, represent history for many of us.

In this seminar, we will look at issues of power, oppression and interpersonal relationships 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*. We will context and critique the films on their historical storytelling. To facilitate these discussions, our readings will include essays on popular films as well as a history textbook to help us contextualize the real events and issues.

**Text:** *Screening America*, an essay set about films and their reflection on society, and a recommended American History text.

**Requirements:** This course, like all FMS, is writing intensive. There will be four short papers and one long research paper as well as a midterm and final.

**Maximum Number of ARC Students: 11.** This course is cross-listed with the University's Freshman Seminar Program and is open to non-ARC Students as well.