What is a Learning Community?
A learning community (LC) is usually a combination of two courses organized around a common theme. The connection between the subject matter in each course is emphasized so that information and skills learned in one of the courses can be applied to the other courses in the learning community. The same students enroll in all the courses in a learning community and the instructors team teach. Students learn collaboratively and assignments are integrated. At the end of the semester, each student gets a grade and credit for each of the courses that are part of the learning community.

Why should I join a Learning Community?
- LCs build confidence and skills you will need wherever you go.
- LCs help you meet cool, new friends!
- LCs give you one-on-one help from TWO professors!
- LCs make required courses FUN!
- LCs prepare you for any career.
- LCs explore cool topics!
- LCs get you six credits (usually).
LC 100: We All Come To America

In this course, students will have the opportunity to develop college reading, writing, speaking and listening skills while learning about the many dimensions of immigration. Why America? Why do we leave our countries of birth? What historical, political, economic and religious reasons bring us to America? What culture-shocks do we experience? What are our own attitudes and assumptions about migration/immigration? What stereotypes do we have about each other? How do we resolve the tensions of integration? We will closely consider these questions and more, through readings, personal stories, field trips, and research.

Prerequisites for ENG 095: Undergraduate level ENG 085 Minimum Grade of XC- or Undergraduate level ENG 085 Minimum Grade of T. Prerequisite for ESL 151: Undergraduate level ESL 141 Minimum Grade of C- or Fresh Start level ESL 141 Minimum Grade of C- or Undergraduate level ESL 141 Minimum Grade of T or Fresh Start level ESL 141 Minimum Grade of T.

Matin, ESL 151: MWF 9-10:50
Monize, ENG 095: MF 11-12:15 & Lab: F 9-10:50

CRN ESL 151.01: 10266
CRN ENG 095.06: 10587

To be registered in this LC you must register in each of its courses individually.
LC 101: Tiny House = Expansive Vision (7 credits)

The world-wide “power rush” is on! Tree hugging aside, countries, economies, and industries must learn to thrive on renewable energy if they do not want to choke on fossil fuel thanks to its diminishing supplies and soaring demands. Therefore, long-term sustainable solutions are to harness and use carbon-free energy especially in the area of residential housing design. In other words, viable life styles and competitive economies can subsist only on renewable energy. This vital role that clean energy will play on Earth necessitates the urgent need for a clearer understanding of its forms, powers, and legacies. This LC offers a scientific overview of renewable energy resources and their application to green building design while reading stories of human mindsets towards and experiences with various energy sources. Prerequisite: ENGL 101 with C- or better.

Maiolatesi, SUS 102: 9:30-12:00
Liu, ENG 102: 8:00-9:15

CRN SUS 102.01: 10475
CRN SUS 102.02: 10532 (lab)
CRN ENG 102.17: 10165

To be registered in this LC you must register in each of its courses individually.
In the book and Netflix series “Orange is the New Black”, author Piper Kerman describes the lives of the women she met while imprisoned for 15 months. What causes these women to be sanctioned by society? And what helps set them free? This LC will explore the concepts of women’s freedom and imprisonment through a sociological and literary lens. We will read a variety of non-fiction texts and literature—from “Orange is the New Black”, to poetry written by incarcerated women, to the play “Getting Out”--to discover what misconceptions we share about gender in our society and how it imprisons women—literally, emotionally and spiritually. In each of the texts we read, we will also consider the impact of the writer’s voice on society and how having a voice and being heard helps women find their own personal freedom, whatever it may be. This course will also feature civic engagement work with a community-based organization called Voices From Inside that is dedicated to illuminating the experiences of incarcerated women.

Mahon, ENG 101: TR 11-12:15
Weise, SOC 110: TR 12:30-1:45

CRN ENG 101.19: 10141
CRN SOC 110.10: 10089

To be registered in this LC you must register in each of its courses individually.
How do our identities change when we learn a new language? When schoolchildren arrive at school needing to learn the dominant language, what are the struggles they face? What are the assets they bring? In this class, we will experience the challenges of learning the Spanish language and will learn about several cultures of the Spanish-speaking world. We will read and analyze a variety of texts ranging from literary texts to memoir to scholarly research. This course will give the students the opportunity to explore and research a project related to the theme of bilingualism in education and the challenges of learning a second language. Students will acquire basic Spanish language skills, reflect on their own language learning, and develop insights into English language learners in an educational setting. Prerequisite: ENG 101
What can the cereal aisle teach us about effective communication? How do investigators use number theory to identify a suspect? Can a single number or word change everything? In this course, students explore communication and mathematics within real world applications. Students will examine how ideas are expressed verbally, nonverbally, visually and mathematically, with an emphasis on understanding how messages can be interpreted from multiple perspectives, and how math is a tool that can be used to get a point across. Prerequisite for MTH 155: Students taking MTH 155 as their only college level mathematics course will need to demonstrate their basic math skills competency by either taking MTH 075, or by being placed out of MTH 075 prior to graduation from HCC.
The Human Race – what does that really mean? What is and is NOT “race”? A biological reality, a social construct, and/or something else? Health, education, employment, housing, and the environment are all social constructs that have been affected by attitudes and beliefs about perceived racial differences. In this course, we will explore the concept of “race” by examining its use in society and in science. We will learn about biological and genetic variation that evolved among humans, at the cellular, organism, and population levels, and apply that knowledge to the concept of race as it has been historically used and misused by social, religious, and political systems. We will also learn about the four major subdisciplines of anthropology, including physical/biological, cultural, linguistic, and archaeological, as they apply to the study of human race. For comparison, we will look at definitions of race used for non-anthropological organisms such as plants. Note that BIO101 does not count as a biology course for science majors. Prerequisite: Eligibility for ENG101 and eligibility for MTH085.
LC 106: She Persisted - Exploring Women’s Lives through History and Acting (6 credits)

Because I am a woman, I must make unusual efforts to succeed. If I fail, no one will say, “She doesn’t have what it takes.” They will say, “Women don’t have what it takes.” – Clare Boothe Luce

Women’s marches of 2017. Second Wave feminism. Rosie the Riveter. Surviving the Great Depression. The fight for the vote. Triangle Factory Fire. Anti-lynching campaigns. Slavery. Native American resistance. Throughout American History, women have persisted by negotiating the often oppressive political, social, economic, and cultural forces that shape their lives. Integrating the study of history and acting techniques, we will bring to life the stories of specific women in order to better understand the diversity of all women’s experiences. We will explore the ways in which notions of gender differences have changed over time and how women both created and responded to shifting and contested cultural, political, and social roles. Some of the major themes include the differences among women in class, race, ethnicity, and sexuality, the construction of gender, women's roles in family and community, various movements for women's rights, women and reform, and women in the work force. Class format will include interactive discussion, critical reading and writing, improvisational techniques, and performances of monologues and scenes. Prerequisite: Eligibility for ENG 101

Beers, HIS 130:
MW 12:30-1:45
Sandoval, THE 110:
MW 2-3:15

CRN HIS 130.02: 11149
CRN THE 110.02: 11150

To be registered in this LC you must register in each of its courses individually.
LC 107: Immigrant City (3 credits)

A history of American cities in the industrial era, this course will focus especially on the city of Holyoke as a site of industrialization, immigration, urban development, and deindustrialization. We will begin with a walking tour of Holyoke and an exploration of the making of a planned industrial city. We will then investigate the experience of several key immigrant groups – principally Irish, French Canadian, Polish, and Puerto Rican – using both primary and secondary historical sources, as well as fiction. Students will write several papers based on research in the archives of Wistariahurst Museum and the Public Library in Holyoke, and a final paper that explores in greater depth one of the topics addressed in the course. The course will include students from Amherst College and Holyoke Community College; enrollment is limited to ten students per institution.

Clinton, HIS 150: T 2-5; R 2-3:15

CRN HIS 150: 10336
LC 200: Reimagining Incarceration (6 credits)

There are currently over 2 million people living in prisons and jails across the United States – more incarcerated people per capita than any other country in the world. What is the carceral state and how do particular gendered and racialized bodies get caught up in its logics? How do gender, race, sexuality, and class shape systems of discipline, punishment, surveillance, and control? What is “anti-carceral feminism” and what are some of the abolitionist critiques of the prison industrial complex? This course approaches the issue of mass incarceration through the lens of feminist social justice theory, gender and sexuality studies, critical race theory and political economy. An intersectional and deeply interdisciplinary exploration of the carceral, the course draws on literature, memoir, film, history, the social sciences, art and popular media to interrogate and explore the many dimensions of mass incarceration in the US. Note: Meetings outside of scheduled class time are an integral part of the course. Prerequisites: SOC 110 or PSY 110; completion of any ECN course with a passing grade of C or higher or permission of instructor.

Hendricks, CRJ 217:10-10:50 + web
Orisich, ECN 250: 9-9:50 + web

CRN CRJ 217:11405
CRN ECN 250: 11404

To be registered in this LC you must register in each of its courses individually.
Something Different: Collaborative Courses

HIS 225: Environmental History (3 credits) & ECN 120: Ecological Economics (3 credits)

Interested in integrative learning but not ready to dive into an LC? A collaborative course may be the choice for you.

In these courses, the instructors share some readings, films and/or speakers, but the courses do not meet at the same time and different students can be enrolled in either course. Once or twice during the semester, both classes will meet to engage with the coursework shared in both courses.

A student can enroll in one (for 3 credits) or both (for 6 credits) of the courses in the collaboration.

Beers, HIS 225: TR 9:30-10:45
CRN HIS 225: 10343

Orisich, ECN 120: MW 12:30-1:45
CRN ECN 120: 10454
Got Questions?

Feel free to contact Diane Beers and Mary Orisich at:

lcprograms@hcc.edu

Or at the Integrative Learning Programs, Frost 270
LCs Are For Everyone!

LCs Are For YOU!