

# Summer & Fall 2021 Learning Communities

## 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).

# Summer LC 101.01: “...And Justice For All?”

## Civil Rights, Civil Liberties, and the Supreme Court (6 credits)

Our LC examines the history of the Supreme Court and Civil Rights and Civil Liberties in the US. Underlying the LC is an appreciation that the Supreme Court and its most seminal, and often controversial, cases have both shaped by and reflected the complexities of the nation and its people at vital moments. Students will learn about developments in legal theory and of the Constitution as well as the changing definition of citizenry, civil rights, and privacy within the context of US social, political, and judicial history. Among the cases to be examined are: Dred Scott v. Sandford; Plessy v. Ferguson; Korematsu v. United States; Brown v. Board of Education; Miranda v. Arizona; Loving v. Virginia; Roe v. Wade; Texas v. Johnson; and Obergefell et al v. Hodges, Director, Ohio Department of Health, et al. Prerequisites: NONE

Henry, HIS 150 - Online  
Henry, POL 140 - Online

CRN HIS 150.70: 20139  
CRN POL 140.70: 20141

**To be registered in this LC you must register in each of its courses individually.**



# Fall LC 100.01: Living In Uncertainty (9 credits)

How do we overcome unexpected crises and rise through global and local challenges? How do we meet and respond to the suffering that follows? In this LC we will read a memoir, articles, essays, and short stories to explore the inner strength that we discover when we encounter the unknown. The writing assignments will include personal experience and will respond to the readings; a short reflective essay will be included. This semester we will focus on the theme of meeting uncertainty and the impact it has on all aspects of our daily lives. In particular, we will look at how we respond when the basic pillars in our society are shaken or shattered, when our basic expectations and needs are not met, when we suddenly feel groundless, isolated by actual pandemics and those of beliefs, biases, racism, and fear. Prerequisite: Recommendation of ESL 141 instructor, ENG 085, or placement test, or permission of the LC instructors.



**Matin, ESL 151.01: M 10-10:50 On Campus  
& WF 10-10:50 Online Web**  
**Monize, ENG 095.05: M 11-12:15 On Campus  
& F 11-12:15 Online Web**

**CRN ESL 151.01: 30203**  
**CRN ENG 095.05: 30510**

**To be registered in this LC you must register in each of its courses individually.**

# Fall LC 101.01: Unruly Differences: Universal Design and the Disabled Identity (6 credits)

What are the promises and challenges of universal access for students with exceptionalities in public education in the United States? How do our perceptions of identity reveal implicit, explicit and confirmation bias in our assumptions about teaching and learning? In this course, we will explore issues of access, inclusion, special education, and universal design. A ten-hour field study in an educational setting is required. Prerequisite: Appropriate scores on English placement tests or a grade of C- or higher in ENG 095.



**Giovannini, EDU 100.01: MW 9-9:50 On Campus**

**& F 9-9:50 Online Web**

**Gilleman, ENG 101.08: MW 10-10:50 On Campus**

**& F 10-10:50 Online Web**

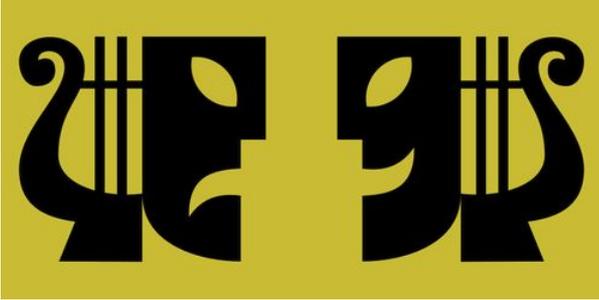
**CRN EDU 100.01: 30706**

**CRN ENG 101.08: 30101**

**To be registered in this LC you must register in each of its courses individually.**

# Fall LC 102.01: Teatro Nuestro:

Performing Latinx Cultural Identity, Community Aesthetic, Movement and “Conexión” (6 credits)



**Gutierrez, LAX 110: M 2-3:15 On Campus**  
& **W 12:30-1:45 Online Web + Online**

**Sandoval, THE 100: M 12:30-1:45 On Campus**  
& **W 12:30-1:45 Online Web + Online**

**CRN LAX 110.01: 30884**

**CRN THE 100.02: 30889**

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According to Stuart Hall, “[c]ultural identity... is a matter of becoming as well as being. It belongs to the future as much as to the past.” Latinx cultural and performative identity formation is “always in process” yet it has histories grounded in the past moving towards the future. Colonialism and resistance in the Americas informs Latinx contemporary artistic representations, social identities, cultural practices, structural inequalities and immigration patterns that connect the experience of the diverse Latinx populations. Theater has the potential of confronting and decentering this colonial logic and dominant racial and cultural hierarchies. Authors write and actors perform about the strains between the oppressors and the oppressed – destabilizing cultural oppression and reinterpreting the work of the oppressed, and providing a potential emancipation. We can think of cultural identity as a “production” which is never complete, always in process and always constituted within, not outside, representation. How do we perform cultural identity? This course will engage in a critical examination of a wide selection of materials ranging from visual art, literature, film, and documentary to historical, cultural, political, economic, and sociological texts while participating in performative practices. This learning community will explore the problematic Latinx cultural experience in the United States from its indigenous and colonial roots through struggles of social movements for Pan-ethnic solidarity in the era of neoliberal globalization.

Prerequisite: Eligibility for English 101

# Fall LC 103.01: Money Shot:

## Gender, Politics & Economics in HBO's *"The Deuce"* (6 credits)



Orisich, ECN 105: TR 9:30-10:45 Online Web  
Hendricks, WST 100: TR 11-12:15 Online Web

CRN ECN 105.01: 30616

CRN WST 100.01: 30844

**To be registered in this LC you must register in each of its courses individually.**

*"It's now a multibillion dollar industry and it affects the way we sell everything from beer to cars to blue jeans. The vernacular of pornography is now embedded in our culture. Even if you're not consuming pornography, you're consuming its logic. Madison Avenue has seen to that."* – David Simon, creator of *The Deuce*

Situated in 1970s NYC, *The Deuce* locates hustlers, pimps, sex workers, and cops in a Times Square filled with graffiti, trash, neon lights, rising crime and sex shops. This course uses the acclaimed HBO series as a semester-long case study to examine the dynamic relationship between capitalism and patriarchy. This includes an investigation of how the intersections of race, class, gender, politics, economics and culture impact women's lives as well as a critical examination of relevant policy solutions. Note: this class contains mature content.

Prerequisite: English 101 with a grade of C- or higher.

# Fall LC 104.01: Crime Scenes & Cold Cases:



Barry, CRJ 200: TR 11-12:15 - Online Web

Breton, FRS 101: Online

CRN CRJ 200.01: 31309

CRN FRS 100.60: 30681

CRN FRS 100.61: 30682 (lab)

**To be registered in this LC you must register in each of its courses individually.**

## Solving the Unsolvable (7 credits)

Join Professors Barry and Breton as we work together and discuss historical and more recent cold cases, like Molly Bish, Brianna Maitland, and Drew Webster. We will explore the progression of the cases to date and ask questions about how investigators might proceed using current forensic science techniques. We will have opportunities to visit some scene locations, speak with investigators, and practice the scientific techniques used to analyze evidence. This course combines FRS 100: Forensic Science for Non-Majors and CRJ 200: Contemporary Issues in Criminal Justice, so students will receive credits for an “E” designated laboratory science and a “B” designated social science. Warning: Some graphic content, including depictions of sexual violence, will be part of the reading, viewing, and discussion in this course. Prerequisite: PSY 110 or SOC 110.

# Fall LC 105.01: Building A Healthier World: How Culture Affects Health Around the World (6 credits)



**Martinez, ANT 101: T 2-3:15 On Campus  
& R 2-3:15 Online Web**

**Lesley, ENG 101: T 12:30-1:45 On Campus  
& R 12:30-1:45 Online Web**

**CRN ANT 101.02: 30658**

**CRN ENG 101.29: 30279**

**To be registered in this LC you must register in each  
of its courses individually.**

No matter what other differences people may have, we all get sick sometimes. Illness is one of those things humans have in common around the globe, right? Well, maybe not! Our beliefs, our habits, our built environments, and our governments help to shape which illnesses we get, how we experience our symptoms, and how we get better. In this learning community, we will look at illness and health through the study of culture(s). We will compare how people experience illness and health around the globe, investigating questions such as why wealthier nations are not always healthier, why people from different cultures develop different mental illnesses, and why living in cities with public transportation is good for everybody's health (even for those who don't use it). Students will also have an opportunity to ask and explore their own questions about health.

Prerequisite: Eligibility for ENG 101

# Fall LC 200.01: Fight the Power!:

## The History and Stories of Worker Resistance in the U.S. (6 credits)

*Never forget, people DIED for the eight-hour workday. —Rebecca Gordon*

Work is one experience that many of us share. An enduring belief in the United States is that if you work hard, you will achieve the so-called American Dream. For many, however, that belief is more myth than reality. This Learning Community honors the powerful stories and history of the struggle for worker justice. We will show how workers exposed this myth and confronted their exploitation, especially under industrial and post-industrial capitalism. In doing so, workers demanded that we make the ideal behind myth real for everyone. By exploring working class struggles from the 1800s to the present we will examine the major problems of labor and working-class history in the United States including struggles for economic security, workplace democracy, and grassroots efforts to organize, unionize, and fundamentally alter the workplace, American politics and economics. Moreover, we will expose how constructions of race, ethnicity, class, gender, sexuality, and citizenship contributed to moments of solidarity and/or fragmentation among working men and women in their jobs, unions, and communities, and how corporations and the government responded. Lastly, we will study how working-class activism shaped our culture through music, film, poems, and literature. Prerequisites: Any HIS course, ENG 102 or permission of instructors



**Beers, HIS 250: TR 9:30-10:45 On Campus**  
**Kennedy, ENG 230: TR 11-12:15 On Campus**

**CRN HIS 250.01: 30845**

**CRN ENG 230.01: 30846**

**To be registered in this LC you must register in each of its courses individually.**

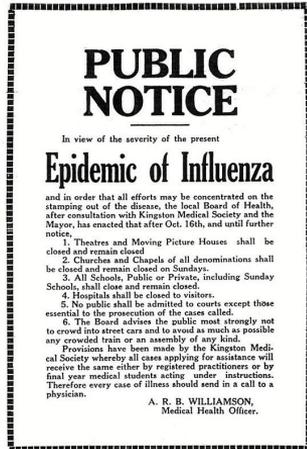
# Something Different: Inter-Institutional “LCs”

## Summer & Fall : Epidemics in History (3 credits)

**Summer:** 6/7 - 7/9

**Orisich, HIS 150: TWR 10:30 - 12:20 Online Web & Online**

**CRN HIS 150.20: 20230**



**Fall:** 10/16 - 12/18

**Orisich, HIS 150: MW 6:15 - 9pm Online Web**

**CRN HIS 150.70: 31357**



Is COVID-19 the most deadly or disruptive pandemic in history? How does this pandemic compare with the “Spanish” influenza pandemic of 1918-1919? Are we doomed to repeat history? This course will make connections, identify themes, and tease out issues between several epidemics and pandemics in history. Students will explore the ways that epidemics shaped culture and society and how ideas about science, race/ethnicity, gender, sexual orientation, national origin, and class influenced the popular understanding of diseases and contagion. We will focus on three epidemics that had major, global impact: the 19th century cholera outbreak in London, Spanish Influenza in the early 20th century, and the AIDS epidemic in the late 20th century. Students will examine primary and secondary source materials and make historical and economic connections between these epidemics and the Covid-19 outbreak they are experiencing in 2020 and 2021. This inter-institutional course will be co-taught by faculty from HCC and Coastal Carolina University in Conway, SC and will include students from both institutions.

# Got Questions?

Feel free to contact Diane Beers and Mary Orisich at:

[lcprograms@hcc.edu](mailto:lcprograms@hcc.edu)

Or at the Integrative Learning Programs, Frost 270



**LCs Are For Everyone!**

**LCs Are For YOU!**

