

SPRING 2026 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).
- LCs may fulfill GEN EDS
- LCs fulfill ILE requirements for Lib Arts Majors

A little bit about the “lingo”...

- **OL = Fully Online**
- **OC = On Campus**
- **HB = Hybrid (some parts of course OL, some parts OC)**

LC 101.01: In the Picture: Cultural Representations by Children's Illustrators (6 credits)



Graziano, EDU 100: TR 9:30-10:45 (OC)
Lovegrove, COM 121: TR 11:00-12:45 (OC)

CRN 10759 - EDU 100.02
CRN 10769 - COM 121.03

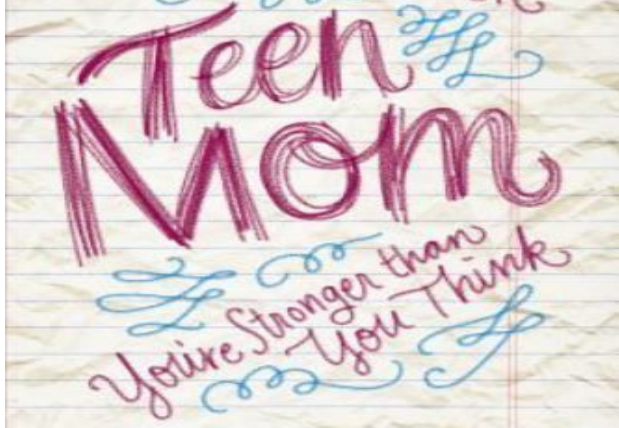
To be registered in this LC you must register in each of its courses individually.

Examining cultural symbols in classical and contemporary children's books will help us survey how cultural representation has changed throughout America's educational system, and how award-winning children's book illustrators have impacted the nature and value of education in society and our methods of communication. Analyzing how symbols influence our thinking and behavior will support our exploration of historical, philosophical, social, and political issues in early childhood through secondary education. How does communication impact the role of schools in maintaining, perpetuating, and influencing culture, both nationally and internationally? A ten-hour field study in an educational setting is required. NOTE: Students enrolled in EDU courses may be subject to CORI/SORI background checks. **ATTN Majors:** Secondary Ed, Liberal Arts, and students exploring Education.

Prerequisite: None

LC 102.01: Teen Mom: The Real Story

Exploring Teen Parenting Through the Lens of Sociology and Literature (6 credits)



Mahon, ENG 102: TR 9:30-10:45 (OC)

Weise, SOC 110: TR 11:00-12:45 (OC)

CRN 10762 - ENG 102.10

CRN 10761 - SOC 110.07

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

In this class, we will explore the causes and consequences of teen pregnancy through the lens of sociology and English. What role do institutions, schools, family, poverty, gender, and identity play in this issue? Where is there support for teen parents and how are they being let down? Holyoke, MA has often had the highest rate of teen pregnancy in the state of Massachusetts. How is the city of Holyoke addressing this issue? We will explore that question through relationships with organizations that aim to improve the lives of teen parents. We will also analyze the techniques of writers who illuminate the experiences of teen parents in non-fiction, novels and poems. **Welcomes students in all majors.**

Prerequisite: Undergraduate level ENG 101 Minimum Grade of D- or Undergraduate level ENG 101 Minimum Grade of T"

LC 103: “...And Justice For All?”: Analyzing Civil Rights, Civil Liberties, and the US

Supreme Court (6 credits)

Our LC examines the history of the Supreme Court, Civil Rights, and Civil Liberties in the US. Underlying the LC is an awareness that the Supreme Court and its most seminal, and often controversial, cases have both been shaped by and reflective of the complexities of the nation and its people at vital moments. Students will learn about developments in legal theory and 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; Obergefell v. Hodges; and Dobbs v. Jackson Women's Health Organization."

Welcomes students in all majors

Prerequisite: None



Henry, HIS 150: Online (OL)
Orsich, POL 140.60: Online (OL)

CRN 10763 - HIS 150.60

CRN 10764 - POL 140.60

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LC 104: “The Last Shall Be First, & The First Last”: Colonialism and Its Postcolonial and Decolonial Afterlives

(6 credits)

This learning community will introduce students to colonialist ideology and practices and some key texts in Postcolonial and Decolonial theory. We will examine the major debates and contested genealogies and possible futures of this theoretical framework. We will also consider what counts as “theory” in postcolonial and decolonial theory: in what ways have novels, memoirs, political texts, historical texts and/or revolutionary manifestos engaged the theory. The students will read and analyze literary, philosophical, political, and historical works; view and critically analyze movies, documentaries, and other film sources. We will examine the relationships between these theories and other theoretical formations, such as poststructuralism, feminism, environmentalism, Marxism, and Third Worldism. **Welcomes students in all majors.**

NOTE: Course will be taught in English. No Spanish fluency is required.

Prerequisite: ENG 101



Clinton,, POL 230: TR 11:00 - 12:15 (OC)
Gutiérrez,SPA 210: TR 12:30 -1:45 (OC)

CRN 10765 - POL 230.01
CRN 10766 - SPA 210.01

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

LX 101: The US Border: Whose “Rites of Passage”? ENG 095

Pre-College /ESL 155, Writing and Grammar 5 (6 credits)

In this course, students will have the opportunity to develop English language skills while studying the varied aspects of immigration. What are the push and pull factors for coming to America? What specific historical, political, economic, social, and religious reasons bring immigrants to the US border? Who has the “rites” of passage into the US? What challenges do immigrants face in their attempts to integrate? What culture shocks do they experience? What are their own attitudes and assumptions about immigration? Students will collaboratively attempt to answer these questions through the lens of their own identities, world experiences, textbooks, fiction, essays, oral interviews, film, or community events.

Prerequisites: Recommendation of ESL 143 instructor, ENG 085, placement test, or permission of the LC instructors



Idem, ESL 155: MW 9:00-10:50 + Online (HB)

Gilleman, ENG 095: M 11:00-12:15 + Online (HB)

CRN 10771: ESL 155.65

CRN 10772: ENG 095.66

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

Got Questions?

Feel free to contact Raúl D. Gutiérrez at:

lcprograms@hcc.edu



LCs Are For Everyone!

LCs Are For YOU!

