



Spring 2010 C-START Course Descriptions

Updated: 10/26/2009

SPCL 400-001

C-START (Emily Carter)

Instructor: Faculty Mentor: Jay Garcia, American Studies

Days/Time: T, 07:00-09:00 **Enrollment:** 15 **Credit Hours:** 1.0

American Avant-Garde in the Old World: American Expatriates in the 20th Century

SPCL 400-002

C-START (Haley Koch)

Instructor: Faculty Mentor: Della Pollock, Communication Studies

Days/Time: T, 05:00-07:00 **Enrollment:** 15 **Credit Hours:** 1.0

queer political performance: hip hop, spoken word, and the possibilities of changing communities. This course will examine hip hop and spoken word as sites of queer political performance. Touching briefly on drag, burlesque, theatre, and pop art before focusing on hip hop and spoken word, the course will look at queer aesthetics and culture, drawing on the rich history of these intersecting movements, a variety of compelling texts on the arts and social change, and our powerful local context of performance activism. Students will both study and participate in the local queer arts scene, gaining a deeper understanding of the many possibilities of hip hop and spoken word as a teaching and learning tool for social change.

SPCL 400-003

C-START (Patty Kuo)

Instructor: Faculty Mentor: Elizabeth Pungello, Frank Porter Graham Child Development Institute

Days/Time: M, 05:00-07:00 **Enrollment:** 15 **Credit Hours:** 1.0

The Physiology of Love: Examining biological correlates in romantic relationships, friendships and the parent-child dyad. What changes are taking place in your body when you fall madly in love? What happens when you've just been dumped? What biological systems are in place that keep parents loving their children? How will your friends benefit your physical well-being?

In this class we will be exploring hormones, health and neurobiology all within the context of relationships and the different kinds of love between people.

SPCL 400-004

C-START (Libby Longino)

Instructor: Faculty Mentor: Mark Crescenzi, Political Science

Days/Time: W, 04:30-06:30 **Enrollment:** 15 **Credit Hours:** 1.0

Lingering Injustice: The Rise of Human Trafficking in Post-Conflict Areas. The spread of human trafficking and the rise of the modern-day slave trade have resulted in the subjugation, abuse, and degradation of millions of men, women, and children. In particular, the prevalence of human trafficking in post-conflict areas contributes to instability in these countries for years after peace agreements are reached and arms laid down. In this class, we'll examine some of the factors that contribute to the presence of human trafficking in post-conflict areas, including violence against women during conflict; the development of irregular migration patterns; the possible role played by UN and other peacekeeping forces; and economic development in rural and urban settings. Thus, not only will students develop a thorough understanding of the nature of human trafficking, but they will also gain insight into some of the most prominent challenges facing domestic governments and the international community in post-conflict areas--and how these might be approached in order to ensure the protection and liberty of traditionally marginalized and vulnerable groups. The course will be almost entirely discussion-based.

SPCL 400-005

C-START (Erin Marubashi)**Instructor:** Faculty Mentor: Mitchell Prinstein, Psychology**Days/Time:** M, 06:00-08:00 **Enrollment:** 15 **Credit Hours:** 1.0**OMG let's BBM: Relationship Communication Meets Technology**

Today we communicate through sending text messages, typing e-mails to family, holding business conference calls, and posting on Facebook walls all within minutes. But what kind of impact has technology made in how we communicate with other human beings and the kind of messages we send out? As a hybrid between psychology and communications, this class will discuss peer relationships and interpersonal communication styles by engaging students in active discussion of the effects of technology on communication and how this impacts our relationships.

Class time will involve discussion about research done in the field of psychology through various relationships: peer to peer, parent to child, adolescent to child, etc. We will also discuss various technologies and how particular outlets can alter the ways in which we send and receive messages. We will critically examine the motivations behind using certain mechanisms and the changes they undergo- some will even likely evolve throughout the spring semester. Students will read scholarly articles to discuss in class, but the course also incorporates the use of Twitter, Facebook, blogging, online dating, Post Secret, and even FML. This course is designed for students to think critically about the impact technology has had on our generation and how future mechanisms will continue to change the face of relationships, politics, news, and social networking.

If you are a BBMer, a texting fiend, a blogger, Tweeter, Googler, Skyper, or steer away from technology altogether, this class can be the place for you!

SPCL 400-006

C-START (Michael Morrill)**Instructor:** Faculty Mentor: Larry Goldberg, English and Comparative Literature**Days/Time:** R, 05:00-07:00 **Enrollment:** 15 **Credit Hours:** 1.0

One Ring to Rule Them All: The Politics of Tolkien's Lord of the Rings. The Lord of the Rings has entertained the world most recently in the form of three major motion pictures. Many people forget, however, the important literary quality of J.R.R. Tolkien's Lord of the Rings novels. The Lord of the Rings is not simply a fantasy trilogy ripe with adventure, magic, and drama; rather, it also makes some important thematic statements about politics, power, friendship, and what makes a good king. This class will hope to explore these themes in depth, discerning the broader political statements apparent throughout the trilogy. The class will be mostly discussion-based—not lecture-based—with students required to have ready at least two passages from the reading ready for discussion for each class. We will read all three Lord of the Rings novels (The Fellowship of the Ring, The Two Towers, and The Return of the King), excerpts from Tolkien's unfinished Silmarillion and Akallabeth, and a compilation of scholarly articles regarding political theory in Tolkien's works. The articles will include excerpts from Tom Shippey's J.R.R. Tolkein: Author of the Century, Ishay Landy's "Slaves of the Ring: Tolkien's Political Unconscious," Rafael Custa's "Communitarianism As the Official Politics of 'Middle Earth,'" and a number of articles from Neil Isaac's Understanding The Lord of the Rings: The Best of Tolkien Criticism. In order to get this large amount of reading done, I will require students to have read the first book in the trilogy over the winter break.

SPCL 400-008

C-START (Henry Spelman)**Instructor:** Faculty Mentor: Larry Goldberg, English and Comparative Literature**Days/Time:** R, 05:00-07:00 **Enrollment:** 15 **Credit Hours:** 1.0

Ancient Athenian Tragedy and Philosophy. This class will be dedicated to studying the interaction between ancient Athenian tragedy and philosophy, both ancient and modern. We'll be reading some of the greatest and most representative plays of the three canonical Athenian tragedians (Aeschylus, Sophocles and Euripides) paired with philosophers who have written on these texts, from Plato to Nietzsche to Martha Nussbaum. No knowledge of Greek is required, but thoughtful reading and spirited participation are musts.

SPCL 400-009

C-START (Meghan Staffiera)**Instructor:** Faculty Mentor: William Ferris, History)**Days/Time:** M, 05:00-07:00 **Enrollment:** 15 **Credit Hours:** 1.0***The auto-biographical sense: how we tell our story.****Who are you? How did you become who you are?*

Think about how you would start to answer these questions if someone asked you them. Would you start with your name? Would you tell them where you're from? Would you even be able to start?

We are asked these questions indirectly everyday. Most of the time, you answer them without even thinking about it; in casual conversation, by what you read for fun, by where you choose to sit in class, by the friends you have, as you plan out your classes for next semester...

The choices that you make tell the world who you are and how you became that way.

This class will focus on these questions and the forms their answers take in everyday life... through writing, radio, film, and professions we will explore the methods by which our stories are told. We will discuss the interrelation between these methods and how a culmination of experiences or even one specific moment can shape our life stories and, ultimately, who we are.

Class time will be discussion-based, with selected readings and audio listening from a variety of contemporary sources that have cultural, historical, and every-day significance to story-telling (including NPR's "This I Believe", Hemingway's six-word memoirs, the PostSecret project...). Speakers from a variety of backgrounds and professions will be invited to facilitate discussion. Assignments will include readings and analyses of stories told in the aforementioned forms in an attempt to understand their autobiographical sense. (One week's assignment will be to submit an entry to the Washington Post's, Life is Short: Autobiography as Haiku – a column that publishes selected submissions of an under-100-word insight into life). The final project will be a culmination of the different oral and written methods of the auto-biography in a personal portfolio.

SPCL 400-010

C-START (Sofia Wilson)**Instructor:** Faculty Mentor: Joseph Palis, Geography**Days/Time:** R, 05:00-07:00 **Enrollment:** 15 **Credit Hours:** 1.0

Asset-based Approach to Community Development. UNC emphasizes public service as one of the university's core values. The sheer amount of service-orientated student organizations on campus demonstrates this. Many of our organizations focus on community development on a local and global scale. The value of their intentions to eliminate poverty is clear---but are good intentions enough? How does the way we give "aid" impact the communities we are trying to help? The goal of this course is to introduce asset-based community development, re-framing the way we give aid and service. The vision is to provide students with the tools to conduct meaningful assessments of the communities they work with, widening their understanding of community development by introducing the concept of social capital.