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 imply 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. For the first half of the course, we will examine the foundational 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 cases on election law, first amendment violations, privacy rights, and the death penalty.

Rhetorical theory, the art of persuasion, how we make-meaning from the world around us, begins in childhood. Therefore, this literature course engages with the foundations of rhetorical theory through the available means of children’s literature, one of the earliest forms of written communication that proactively shapes a child’s sense of self. More specifically, we will focus on multicultural children’s literature that influences how children understand American cultural norms and history. Studying how text and visual representations shape a child's understanding enables us to best determine how particular subjects and themes tied to American cultural identity can be best taught to the younger generation.

Therefore, this course has a community service component. Students will volunteer with a local family literacy program provided by Reading Connections in order to gain a fuller understanding of how the books we teach children can have a lasting impression for those children. Students are responsible for completing formal writing assignments, one genre piece, in-class activities, and at least ten hours of service for Reading Connections.
This hybrid online and face-to-face course asks you to explore an area of research within your field of study or profession or (with permission) an area of interest that you find compelling. The course has a semester-long project that will result in a well-researched, multi-modal, multi-genre digital portfolio about your area of interest. The Digital Capstone Portfolio is a critical and intellectual investigation that illustrates knowledge about your subject, your experience with multiliteracies and its connections to the Ashby College experience. The Digital Capstone Portfolio also includes refashioned work from committee work and previous Ashby courses.

This Ashby Capstone is the final course in your Core Curriculum, designed with specific goals in mind:

- To understand the concept of Multiliteracy, loosely defined as literacy in its linguistic (written and spoken), sonic, visual, spatial, and gestural forms.
- To understand Multiliteracy in relation to social access, global awareness, and consideration of others.
- To apply the concept of Multiliteracy through the creation of a variety of genres.
- To engage with course content by processing ideas and concepts through language and/or images, sound, digital texts, movement, or spatial arrangement.
- To become intentional in the ways that you interact with the world using words, images, sounds, gestures and movement, as well as spatial relations.
- To make connections between varying disciplines: history, English, language, rhetoric, religion, and science, all of which are interconnected, even though they seem like discrete subjects.
- To illustrate how your liberal arts education is the foundation for critical thinking.
- To become intentional in the way you apply what you are learning in this course and to impact and adapt to evolving global contexts.

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ALL OTHER RCO COURSES

RCO 101-01: College Writing I: Great Reading and Writing  (GRD)
Matt McNees  TR 11:00-12:15

What are the great burning questions to which we seek answers and how do we create a meaningful exchange of ideas with great ideas in the humanities across time? In this course, we will mix weekly reading assignments, weekly writing assignments, weekly class discussion, and periodic essay writing in an attempt to better understand the big topics and questions that arise in the humanities.

While we will focus on student writing and while writing is a very important tool and mode of production in our culture, writing is only part of the composition process. As a social relation, writing creates, manages, expresses and determines so many key factors of our everyday lives that one’s so-called success in life can be measured by one’s approximate writing competence. Often, writing can suffer from misuse and rejection, and has the potential to become a working device of co-opting external elements in a world where many seek to antagonize one’s intentions. We are all at risk, therefore, of having our writing overtaken by the very modes of production and consumption in which we must participate and, further, of losing out on some possibilities of knowledge. That is why, in this course, we will take up the broader notions of composition that are more important than your “writing” in a narrow-minded sense.

We will cover several key elements of writing hands on throughout the semester as we write each week. The context for our writing will be some essential human topics* that will serve as the basis for our reading, writing and discussion. Your assignments will challenge you to actively design/compose writings based on the struggle and growth you will experience as a result of our readings and discussions. This practice will also allow you to enter into the discussion of core values that are so important in your classes here at Ashby Residential College.

*Our topics include the following:

—Education; Science and Nature; Human Nature; Art and Music; Rhetoric and Philosophy; Wealth, Poverty and Social Class, Government and Law, and War and Peace.
RCO 115-01: College Algebra
Quinn Morris
11-11:50

This course is part of the GEC mathematics requirement. Students will learn algebraic expressions, exponents, radicals, factoring, solving equations and inequalities, graphing, polynomial and rational functions. By the end of the course, students will think critically, communicate effectively, and develop fundamental skills in quantitative and information literacies, as well as understand fundamental principles of mathematics and statistics, and recognize their relevance in the world.

RCO 155: Art of Discourse
Will Dodson
TR 2:00-3:15

“The art of conversation is the art of hearing as well as of being heard.”

--William Hazlitt

Conversation, or discourse, is the foundation of civil society. Yet, if many pundits are to be believed, conversation is in steep and rapid decline in this age of social media and political polarization. What is the history of conversation in human society? Why is it important to be a skilled conversationalist? How can you develop your professional and civic ethic through conversation? This course is an introduction to discourse in global professional, social, digital, and academic contexts. Students will learn how to present themselves as ethical interlocutors in the back-and-forth of conversation. Students will also develop their understanding of ethical communication as professionalization, and understand etiquette in interpersonal, written, and digital interaction. We will explore the history of The University of North Carolina at Greensboro in the context of sustainable community development as a foundational conversation starter, from its founding to the present.
HSS 205-02: Animals and Ourselves in Art and Performance  
Larry Lavender  
TR 11:00-12:15  
(GRD/SI)

This course is for students interested in the study of the "human-animal" divide as it shapes personal thinking and public policy, and in the analysis of human attitudes toward (and treatment of) non-human animals. There is special emphasis on the use and the representation of non-human animals in artistic works, and on methods to investigate one’s own “humaninality.” The course is taught seminar-style: students are expected to be proactive learners who bring issues forward for lively discussion and debate.

RCO 206: Creativity and the Art  
Larry Lavender  
TR 9:30-10:45  
(GRD/SI)

We all want and need to be creative—especially in the arts, but also in other domains of work, and in our everyday lives. There are many ways to awaken, unleash and focus creative thought and action, and in our class we will seek in a variety of ways to do just that. There is special emphasis in this course on collaborative creative work, in-class and online discussions, reading and writing for discovery, and each student’s development of a personal research project for presentation in class.

RCO 221-01: Medieval Women: Daughters of Eve, Sisters of Mary  
Anne Barton  
MWF 10:00-10:50  
(GHP/GPM/GL/WGS)

To study the histories of women in the middle ages and to focus on constructions of sexes, genders, and sexualities is to leave aside the emphasis on the traditional narratives of the activities of kings, popes, and scholars and to consider the ways in which women and attitudes about them shaped a new, more inclusive, narrative. In this course, we will consider the changing definitions of sex, gender, and sexuality, the understandings of women’s roles in marriage and the family, the religious activities and concerns of women, the roles of queens and noblewomen, and the activities of women who worked on the land and in the towns. Using primary sources both by and about women, our study will examine selected individuals and social changes from roughly 500 to 1500. Lying behind this examination is the question of whether or not the status of women improved over the course of this thousand-year period and whether the attitudes toward women and the conditions of their lives vary much from the medieval period to our own.
RCO 223: Global Politics and Religion  
Bennett Ramsey  
TR 3:30-4:45

Religion and Politics, is a seminar course in which we will investigate the interplay of the major world religions and national, international, and global political institutions and forms. How do religions affect international policy, peace and justice movements, national and international governance, and governmental policy? How, in turn, does the political realm influence developments within the religions? Our perspective in the course will be global, that is, we will frame our investigations and discussions through the idea that human life is now irrevocably unified. The most significant learning in the course will be in terms of the insights about the intersection of religion and politics that are gained by taking a global perspective.

RCO 255: Earth Science  
Jay Lennartson  
W 3:30-6:00

IN RCO 255 you will learn about the physical environment of our home—"Earth." You will study the fundamental concepts that undergird the four sciences that comprise Earth Science: Geology, Meteorology, Oceanography, and Astronomy. Collectively, these sciences seek to understand the physical nature of Earth. (You may think of our course as sort of an owner's manual for the physical nature of our planet.) An important component of our course will be for students to acquire an understanding and appreciation for the seminal environmental challenges of our time (e.g. global warming, declining biodiversity, deforestation, air and water pollution, etc.).

PSY 230: Biological Psychology  
Pam Ladrow  
TR 2:00-3:15

An introduction to the contributions of molecular, genetic, cellular, developmental, physiological, and evolutionary biology to the scientific understanding of psychological processes.
By any measure, the Western was the most popular American film genre from the first silent pictures through the late 1960s. This genre, more than any other, created and cohered American mythology for generations of American and international audiences, continuing a cultural process through media ranging from dime novels to newspapers to wild west shows. In this course you will learn about the mythology of American history as portrayed in classic and contemporary Westerns. You will also learn about Hollywood production history, and the artistic and cultural impact of American Westerns around the globe.

How much do you really know about the state you now call home? In History 347, I hope to introduce students to the historical development of North Carolina, both chronologically and topically, from its beginnings in the sixteenth century up to the present time. To do so we will focus on diverse subjects such as politics, race, age, gender, economics and culture, all the while attempting to understand how historical events touched everyday citizens. We will view history not as a random list of dates and events, but instead as a narrative of inter-related events.