ASHBY CORE
You are required to take two Core courses anytime during your two years in Ashby. These courses meet general education requirements. Furthermore, with the goal of cultivating multiliteracy, all Core courses are designed to generate multi-modal genres that help you talk about and make sense of the content you are learning. For example, if you were in an English class, typically there have been only a few ways to express and process what you are learning in class: an essay, a presentation, an exam. But with multiliteracy, you can think about many other ways to communicate and process what you know: a podcast, a video, a map, a recipe, an elegy, a dance, a comic strip panel. How might your understanding of an idea shift as you change the shape of the vessels that contain and carry ideas around?

ASHBY CORE: DIGITAL CAPSTONE
In addition to two Core courses, you are required to take one Digital Capstone course during the Spring semester of your sophomore year. In the Digital Capstone course you will focus on a research inquiry of your own and generate your Digital Capstone Portfolio (DCP). Your DCP is a collection of genres that illustrate your researched opinion about an issue connected to your experiences in Core, your particular course of study at UNCG, or any other area of critical inquiry that has resulted from your intellectual curiosity.

What does this mean for you as an Ashby student?
All of your Core courses will have opportunities for you to create a variety of genres (in addition to essays and presentations) that speak to and engage with the content
you are learning in class. Your teachers in Ashby will help you think about the different kinds of genres available.

**Make the DCP process work for you!**
During your first 3 semesters at Ashby you will want to do a few helpful things to make your last semester at Ashby and the process of creating the DCP efficient, useful, and productive:

- Start formulating a research question early that addresses a concept or topic that you are curious to learn more about, usually this is an idea connected to your major or your life interests and it will likely (but not necessarily) emerge from your thoughts and experiences in your coursework.

- Save all electronic and hard copies of any genre work you produce in your Core classes so that you might use them in your Digital Capstone Portfolio.

- Save any genres you produce in any of your other courses that might connect to your area of inquiry.

- Save any genres you produce (or think about producing some!) while you are participating in your committee work.
In the fall of 2016, the three Core sections in Ashby College will focus on the scholarship, writing, and research of Dr. Warren Ashby, the namesake of our college.

This section will be focused on the biography of Dr. Frank Porter Graham, who was a vital participant in the progressive and educational movements in twentieth century North Carolina. Dr. Graham’s leadership as the President of the University of North Carolina and U.S. Senator from North Carolina uniquely intersected with the progressive impulse in the state and South as a whole, and continued to be influential throughout the civil rights era. As a southern liberal, Dr. Graham often found himself at odds with his constituencies and often acted as an agent for significant social change.

Readings in this course will include Dr. Ashby’s biography of Graham, a survey textbook on Southern History, and various other essays and primary sources that will be available on the class Canvas site. As this course is Speaking Intensive, students will each complete two group presentations and one individual multiliteracy assignment that will be presented to the class.
Western Ethics and the Rhetoric of Belief
RCO 203-03 Will Dodson TR 9:30-10:45 (GPR/WI)

What do we believe? Warren Ashby is only one of an illustrious line of philosophers--not to mention theologians, politicians, artists, and just regular folks--to have asked this question. The founding of Ashby Residential College, and Ashby’s culminating work, *A History of Western Ethics*, offer his answers to this question. In this course, we will gain a working knowledge of the history of ethics in various Western traditions, and just as important, we will ask, *Why do we believe what we believe?* We will consider the rhetoric of belief, how we come to accept certain values and reject others, and how shared beliefs form the basis of our communities. As you consider these questions and others, you will develop your oral and written communication skills, facility for critical and synthetic reading, and techniques for applied research in the humanities.
Introduction to Rhetoric: Education, Literacy, and Learning
RCO 204-01   Sara Littlejohn   TR 9:30-10:45
(GLT/WI)

This course will focus on developing a working knowledge of foundational rhetorical terms while examining the broader concepts of education, literacy, and learning. To learn about rhetorical theory and practice and how this discipline explores the fundamental nature of the big issues of Truth and Persuasion, we will investigate the creation of current educational systems, the political nature of literacy, and how learning functions within those two contexts.

How do we learn? What do we retain and why? What are the different models of university education? Why choose a residential college over others? Using rhetorical theory as a foundation, this course will explore these questions by looking at how school has historically been designed and investigating some of the challenges to this traditional approach, including what it means to learn in progressive ways, such as the Ashby Residential College model.
ALL OTHER RCO COURSES

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

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.

**College Algebra**

RCO 115-01

Quinn Morris

MWF 11-11:50

(GMT)

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.
Global Cult Cinema
RCO 215-04    Will Dodson    TR 2:00-4:15
(GSB, GN)

Increasingly, extreme cinema (and increasingly extreme cinema) from international film cultures has developed cult audiences in the United States and Western Europe. Cult status in Western nations can subsidize further productions that simultaneously exploit and interrogate taboo subjects. Thus, a transcultural industry of transgression thrives in the margins of mainstream film industries, and thrives in online fan cultures and academic circles. This course explores global cult cinema, analyzes specific cult films originating from various countries, and examines the impact of these films in mainstream and subcultures.

Medieval History
RCO 221-01    Anne Barton    MWF 9:00-9:50
(GHP/GPM/GL)

Welcome to medieval history! In our romantic imaginations, the history of the Middle Ages is concerned primarily with knights in shining armor, damsels in distress, and quests after such items as the “Holy Grail.” While the nobility, women, and Christianity will all play a part in our course, the sources we examine and the questions we ask of them will bear little resemblance to scenes from King Arthur and the Knights of the Round Table. Instead, we will be looking at a wide variety of sources to see 1) how the exercise of government changed over this period as kings and nobles struggled to exert their authority; 2) how the beliefs, practices, & institutional functions of Christianity changed over this period; 3) how
women participated in various facets of medieval cultures; and 4) how individuals defined themselves by the various groups to which they belonged. In looking at all of these themes over the course of the Middle Ages – roughly the period from 500 (the end of the Roman Empire in the west) to 1400, or 1500, or 1600 (depending on when the Renaissance occurred in a particular location), we will be examining sweeping cultural changes and the lives of individual people. One of our tasks as we read about individual people will be to consider how their stories reflect or affect these larger cultural changes. As we pursue our inquiries, it would be useful for you to keep in mind that while for many historians the Middle Ages marks the beginning of modern history, for others the Middle Ages is a period characterized primarily by its differences from the modern (or post-modern) world in which we live. We will be engaged in a search for modern institutions which have their origins in the medieval period, but we will not ignore the differences that exist between that age and our own.

Since this is a history course, the topics of our discussions will be roughly chronological, but we will be more concerned with analytical methods than with strict chronology. In other words, you will spend more time in this class reading and analyzing primary source materials than you will spend memorizing names and dates. As a consequence of this focus, you will need to bring the relevant primary source materials to class each day.
Introduction to Biology
RCO 252-01 Margaret Hood MWF 10-10:50 (GNS/GLS)

In this course you will learn some of the major concepts of biology, using human biology as the primary focus. Students will learn about the scientific method, the characteristics of life, human anatomy and physiology, reproduction, genetics, human diseases, and human impact on our planet. We will discuss how our impact directly affects our health, and how we can help sustain life on Earth including our own.

You will have an opportunity to see real human bones and other organs such as brains, hearts, and eyes.

History of North Carolina
HIS 347-01 Christine Flood MWF 11-11:50 (SI)

How much do you really know what 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.