RESIDENTIAL COLLEGES

Fall 2017 Course Offerings

Ashby College  Grogan College  Strong College
## Table of Contents

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>About RC Core Courses</td>
<td>2</td>
</tr>
<tr>
<td>Ashby Core Courses</td>
<td>3</td>
</tr>
<tr>
<td>Grogan Core Courses</td>
<td>4</td>
</tr>
<tr>
<td>Strong Core Courses</td>
<td>6</td>
</tr>
<tr>
<td>All-RC Courses</td>
<td>7</td>
</tr>
</tbody>
</table>
The Residential Colleges

The three Residential Colleges (RCs) at UNCG (Ashby RC, Grogan RC and Strong RC) are curricular and co-curricular academic communities designed around high-impact practices and populated by first- and second-year students who live together in a residence hall and take a common core of general education courses and have a capstone experience around a particular concept such as digital communication (Ashby), professionalism (Grogan), or sustainability (Strong). Having been a part of the UNCG academic community since 1970, these innovative living-learning environments offer a full slate of General Education courses in addition to a series of Core courses that speak to and engage with a key concept that frames the curricular and co-curricular programming in each RC. The Residential College model is founded on the idea that students who engage with faculty, take classes together in small communities, and connect their intellectual and academic experiences to their lives and communities have a better chance at thriving in college, while learning to explore new ideas and asking how that knowledge might benefit others.

RC Courses:

UNCG’s RCs feature two sets of courses: Core and All-RC general education courses. Core courses are designed specifically for students enrolled in each Residential College, while All-RC courses are general education courses open to students across the residential colleges. The Residential College curriculum offers students unique coursework that advances their intellectual and professional goals through general education courses. Taught by dynamic faculty dedicated to undergraduate teaching, the Residential College courses are designed and taught in innovative ways.

Core Courses:

Ashby Residential College:

Ashby College focuses on digital communication and ethical engagement in civic and academic life. Ashby College emphasizes the humanities with Core courses that ask students to expand their understanding of literacy and its role in global contexts to include audio, gestural, and visual, along with verbal, written, and oral discourse, so students recognize, with intentionality, how they interpret and create images, sounds, and words. Ashby College is located in Mary Foust Hall.

Grogan Residential College:

Grogan College focuses on the development of the professional self within the performing arts and professional fields, including health, medicine, nursing, education, and business. While Grogan students are pursuing different types of careers, professionalism in every field means conducting oneself with responsibility, integrity, and accountability. Therefore, Core courses use a project-based learning approach where students work on real-world issues to develop knowledge, attitudes, and skills that are valued in professionals. Grogan College is located in Grogan Hall.

Strong Residential College:

Strong College focuses on all aspects of sustainability through hands-on research. In Strong College Core courses, students and instructors engage with broader challenges and possibilities of sustainability, including social, cultural, ethical, environmental, political, and economic systems. Strong College is located in Guilford Hall.

All-RC Courses:

In addition to Core, Residential College students may enroll in specially designed Residential College general education courses open to students across the RCs.
Ashby College:
Core – Digital Communication and Ethical Engagement

CRN 85085
Christine Flood
TR 9:30-10:45

Welcome to the Twentieth Century! In this course, students will be studying the political, social and economic forces in world history from 1900-1945. Ostensibly, this course will focus on a world in conflict and the origins, events, and social and cultural impact of the world wars. However, this course will also focus on the long-brewing causes of the wars, the vast changes brought about by the dissolution of monarchies and de-colonialism, as well the American experience of the world conflicts. The concepts of the –isms: Socialism, Communism, Capitalism, Totalitarianism, and more will also be defined and explored as historical and political drivers of change. This course will include an overview of the basic narrative of the first half of the twentieth century, including both world wars, early globalization, trade conflicts, imperialism, and the creation of a post-colonial world based in the concept of the first, second and third worlds.

In addition to the geography and chronology, we will discuss major themes in Twentieth century history, the literature of the time period, as well as considering some of the challenges involved in a comparative, cross-cultural approach which moves beyond a traditional nation-state narrative.

RCO 224-01: Sense & Sensuality in “Women’s” Literature (GLT, GL, WI, WGS)
CRN 86582
Will Dodson
TR 9:30-10:45

“Eros” is the Greek word for romantic love, and it refers more broadly to the life energy that sustains, inspires, and motivates so many of our thoughts and actions. Whom we love is an expression of our deepest selves, and in loving and being loved we become ourselves. Closely related, but broader, is sensuality, the quality of fulfilling our physical senses, of existing in our bodies. It should be no surprise that love and sensuality are primary subjects of human art, poetry, cinema, and literature. Yet, outside of rare exceptions like Sappho, eroticism and sensuality in literature have been cast chiefly as the province of men, from Boccaccio to Shakespeare to the Marquis de Sade to D.H. Lawrence. Eroticism and sensuality expressed by women often have been dismissed as mere “romance novels” or worse, suppressed as dangerous or pornographic. This course will examine a diverse selection of literature by women writers, dating and ranging from Sappho to Toni Morrison, and theoretical works by Simone de Beauvoir, Dorothy Allison, bell hooks, Judith Butler, and others. Our organizing principles will be a collection of themes and questions. What does “women’s” literature mean, particularly as opposed to, simply, “literature?” What does “eroticism” or “sensuality” mean when a woman is writing? How do we account for the diverse bodies that identify as “women?” How do eroticism and sensuality change when we understand them in terms of different sexualities? What might we think of eroticism’s and sensuality’s “power,” and how do we define power? As you consider these questions and others, you will develop your communication skills, facility for critical and synthetic reading, and techniques for applied research in the humanities in various media contexts.

RCO 204-01: The Graphic Novel (GLT, WI)
CRN 86583
Sara Littlejohn
TR 9:30-10:45

Graphic novels are both new and old: new(ish) in the genre of literature and old(ish) in the genre of comics and comic books. What are the crucial differences between these two genres? The intersection of image, text, space, color, and themes within graphic novels provides a complex window into contemporary culture, including identity formation, heroism, anti-heroism, politics and social control. Using visual rhetoric and literary analysis, we explore issues of sexuality, race, gender and class by reading several noteworthy graphic novels, situating each in its historical, cultural, aesthetic and theoretical context.
Grogan College:
Core – Developing the Professional Self

RCO 155-01: Seminar in Critical Thinking: Body, Communication, and Culture (GRD, SI)
CRN 86594
Caitlin Spencer
TR 3:30-4:45

RCO 155-02
CRN 86725
Caitlin Spencer
W 11:00-1:30

How would you describe what a body is, what it seemingly can and can’t do, and what marks or blurs its’ edges? Who or what informs these insights? What terms are often employed to talk about different bodies, and by whom, and for what purposes? What happens if and when such terms are altered, adapted, rejected? In this course, questions such as these prompt a creative inquiry with multiple kinds of texts, cultural and artistic mediums, and communicative interactions in an effort to open up “discourse” surrounding a body’s existence and potential. Drawing on and making any useful distinctions between having, being, inhabiting, living, and intervening as a body, this course invites curiosity about the limits of discourse about bodies.

RCO 203-02: Ethics in the Professions (GPR, WI)
CRN 86931
John Sopper
TR 9:30-10:45

RCO 203-03
CRN 86588
John Sopper
MWF 10:00-10:50

This course investigates different approaches to thinking ethically about issues that arise in a variety of professions (health care, education, business and the performing arts). Students will analyze and respond to case studies of common ethical dilemmas, complete a series of self-reflections and leadership workshops, explore the practice of "professionalism" as an ideal of “good work” and develop their own evolving sense of professional purpose and responsibility.

RCO 215-01: Global Social Problems (GSB, GN, SI)
CRN 86589
Sheryl Lieb
MW 2:00-3:15

In this class, we explore the concept of identity—personal, professional, and social. Emphasizing philosophical, critical, and creative thinking skills, we will address a variety of questions and issues. How do you identify yourself? How has your notion of identity changed overtime? What are the common labels of identification to which people and cultures attach, and how can we interrogate long-held assumptions about them? Students will study the phenomenon of identity across time, place, cultures, and countries. Specific to Grogan’s focus on the professions, we will consider the intersections and the tensions between personal identity (existence as a private person) and professional identity (existence as a professional in the world of work). The class format emphasizes individual voice, group discussion, reflective writing and a final project.
RCO 215-02: Global Social Problems (GSB, GN, SI)
CRN 86590
Sarah Colonna
TR 11:00-12:15

This class intends to look at education as a personal, local, and global construct. This course will trace a path from student to UNCG and Greensboro history to global schooling systems. In tracing these paths we will discuss large questions like: What does it mean to be educated? Where does learning occur? Why does a pre-professional student need to think about the process of education? The goal is not to accumulate “facts” about education, but to situate the student in a web of understanding by introducing tools needed to think critically about education as a system of knowledge production.

RCO 252-01: Introductory Concepts of Biology (GNS/GLS)
CRN 86591
Meg Horton
TR 12:30-1:45

RCO 252-02
CRN 86592
Meg Horton
TR 2:00-3:15

Introduction to major concepts in biology for students who do not plan to take additional biology courses. Explores basic aspects of biology, including genetics, physiology, and ecology. Specific topics may include conservation biology, biotechnology, and current issues.
Strong College:
Core – Sustainability through Hands-on Research

RCO 203-01: Theories of Aesthetics (GPR, WI)
CRN 86585
Matt McNees
TR 12:30-1:45

How do we explain what happens during those moments when we feel like we have left the world behind? What is that feeling when we exist in appreciation of something that seems to us tremendously awe-inspiring? Many of us have attempted to describe looking at a work of art from long ago and feeling lost in its seemingly timeless presence. Likewise, many of us have tried to describe a slowness or cessation of time when, say, suspending from the side of cliff or swimming effortlessly. What happens when we, as they say, “lose ourselves” in something deeply meaningful?

What is this feeling like? Is there a special attitude we should take toward beauty and natural environment? Is there a distinctive type of experience, the aesthetic experience? Are there specific objects of attention we can call aesthetic objects? Is there a distinctive value, aesthetic value, comparable with moral, epistemic (theoretical) and religious value?

In this course, we begin with classic ways of aesthetic thinking about beauty. Then we move toward a time when aesthetics increasingly values art as the best portrayer of beauty. After that, we move toward the contemporary world of everyday living and toward a fusion of the contemporary ecological world in what is called “environmental aesthetics.”

In addition to capturing philosophical theories and imaginative explanations about nature and beauty, students will immerse themselves personally in viewing both everyday experience and our contemporary world as aesthetic texts. What’s more, the course will delve into the aesthetic tones of nature in celebrated compositions and the actual sounds of nature itself, like waves on the beach or crickets in the woods. When studying aesthetics, you might say that the student should think about art—and everything but art.

RCO 204-02: Shakespeare Our Contemporary (GLT, WI)
CRN 86586
Will Dodson
TR 12:30-1:45

The literary scholar Jan Kott interpreted Shakespeare’s plays in terms of existential philosophy, applied to the historical experiences of the 20th century which, as a Polish Jew living in the Soviet Union during World War II, held particular urgency for him. His book, Shakespeare Our Contemporary, became one of the most influential and widely read books of Shakespearean scholarship. Now, in the 21st century, we will take up Kott’s project, and again look to Shakespeare as we try to understand our fraught present. In this course we will study several plays and poems in depth, attend performances at the Staunton Shakespeare Festival, and consider Shakespeare’s scenarios and language in terms of questions about family, social, economic, and political sustainability. As we ruminate on 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.

RCO 205-01: The Culture and Language of Food and Foodways (GSB)
CRN 86584
Sara Littlejohn
TR 12:30-1:45

How do people and groups understand, interpret, value, and relate to food and the practices associated with food? How does food shape our understanding of people, societies, and representation? This course engages these kinds of questions by exploring and analyzing the discourse, behavior, politics, and cultural practices connected to food and food ways, using critical theory, cultural studies, and contemporary texts.
All-RC Courses:
Large Enrollment/Multiple Sections/Seminars

**RCO 101-01 (ENG 101 Equivalent): College Writing I: Great Reading and Writing (GRD)**
CRN 86598
Matt McNees
TR 11:00-12:15

This course combines weekly readings and class discussions that lead up to seven different writing assignments across seven humanities topics* and that culminate in a final paper. We will focus on student writing as an active design/composition process, and will pay careful attention to the process from the sentence-level to the larger rhetorical interplay. We must take up both sentence-level and broader aspects of composition if we are to avoid the tempting and various modes of co-option that struggle to define our identities through language. The composition process 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. Our writing practice will also allow students 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; Government and Law; War and Peace.

**RCO 115-01 (MAT 115 Equivalent): College Algebra (GMT)**
CRN 86597
TBA
MWF 11:00-11:50

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 155-03: Art of Discourse (GRD, SI)**
CRN 86634
Anne Barton
MWF 11:00-11:50

The description of our course can only begin with a question. How can we contribute and/or strengthen the discourses of civility already present in modern western society?

To answer that question, we must begin with an explanation. ‘Civility,’ a word related to the Latin words for ‘citizen’ and ‘city,’ is a concept that has long regulated (or attempted to regulate) social interactions among the citizens of the nation-states that make up the modern western world. Such discourses of civility allow members of a community to express opposing and deeply felt opinions without recourse to rhetorical strategies that allow emotion and passion to overcome good manners and polite interactions.

In this our modern (or postmodern) age, civil discourse is threatened by extreme rhetoric fueled by the broadening of modes of communication. Social media and other forms of mass communication allow individuals to share their thoughts and reactions instantaneously. In a world in which the goal is #worldwide trending, nothing is left unsaid, even (or perhaps especially) those things that do not consist of thoughtful commentary but rather of incendiary remarks that incite rapid and thoughtless responses. Discourses of civility, then, allow us to create a space in which words and concepts are treated carefully, with due attention to their power both to bind and to divide.
RCO 221-01: Medieval Women: Daughters of Eve, Sisters of Mary (GHP/GPM, GL, WGS)
CRN 86633
Anne Barton
MWF 9:00-9:50

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 252-03: Introduction to Biology (GNS/GLS)
CRN 86632
Margaret Hood
MWF 10:00-10:50

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.

RCO 273-01 (PSY 121 Equivalent): General Psychology (GSB)
CRN 86599
Katherine Cotter
MWF 1:00-1:50

Psychology is the science of human behavior. This course provides an overview of the field of psychology. We explore a variety of topics, including the biological basis for behavior, developmental processes, social behavior, personality, learning and other cognitive processes, and abnormal psychopathology.

HIS 347-01 (Open to non-RC students): History of North Carolina (SI)
CRN 80316
Christine Flood
MWF 11:00-11:50

How much do you really know what the state you now call home? In History 347, students will be introduced 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.