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**RC Courses**

UNCG’s RCs feature two sets of courses: Core and Residential College General Education courses. 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 new and innovative ways.

**Ashby Residential College:**

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, a eulogy, 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?

**Grogan Residential College:**

Whether you plan to major in the performing arts or one of UNCG’s other Professional Schools, Grogan Core is designed to provide you with essential competencies that will enable you to succeed in college and in your professional or artistic life beyond college. Engaged in demanding practices that address important human needs and real-world problems, professionals enjoy a high degree of personal satisfaction doing meaningful work that makes a difference and connects to their passion and sense of purpose.

**Strong Residential College:**

With the goal of understanding sustainability and its broader implications, Strong College Core courses also focus on cultural, economic, political, and aesthetic concerns as well as the environment. Through a variety of approaches to learning, you will conduct fieldwork, including hands on experience, observations, interviews, analysis and reflection that will help you make sense of your course material. For example, if you were in a history class, typically you might write a research paper or do a presentation, but with fieldwork you will actively participate in gathering research in the form of collecting data about what you see, hear, and touch. Hands on experience in the field can help you think about broader ways to interpret sustainability, both locally and globally. How might your understanding of an idea or an experience shift as you participate in the research process?

**All RC Courses:**

In addition to Core, Residential College students may enroll in specially designed Residential College General Education Courses.

**Departmental Sections with Reserved Seats for RC Students:**

These courses are offered by departments with a select number of seats reserved for RC students.
Ashby College:
Core –

RCO 202-01: Southern Progressivism in Century North Carolina (GHP, GMO SI)
TR 9:30-10:45
Chrissy Flood

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.

RCO 203-03: Western Ethics and the Rhetoric of Belief (GPR)
TR 9:30-10:45
Will Dodson

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.

RCO 204-01: Introduction to Rhetoric: Literacy & Learning (GLT/WI)
TR 9:30-10:45
Sara Littlejohn

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.
Grogan College:
Core – Developing the Professional Self

RCO 203-01/203-02: Ethics in the Professions (GPR)
TR 9:30-10:45
TR 11:00-12:15
John Sopper

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 215-02/215-03: Global Social Problems   (GSB, GN)
MW 2:00-3:15
MWF 9:00-9:15
Sarah Colonna

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 252-02: Introductory Concepts of Biology   (GNS, GLS)
TR 2:00-3:15
Meg Horton

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.

RCO 150: Body, Communication, and Culture (GRD)
TR 3:30-4:45
Caitlin Spencer

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? What might any of this potentially suggest about “scripts” written for bodies that get memorized, recited, repeated, and performed? What might improvisation with such scripts or going off-script elicit? 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.
Millennials have been described as the generation to see the most change in the fabric of humanity over the course of their lifetime. Ranging from change in the political landscape, and the dawn of Hip-hop to technological advances, the economic downturn, and the reemergence of radical activism, Millennials have been both the audience and authors of change. Witnessing and co-authoring such historical shifts has directly impacted the way many Millennials’ experience, understand and connect personal and professional identity. *Millennial Narratives* is a 3 hour course designed to explore Communication Theory through the lens of Millennial experiences which mold and shape new understandings of the synergy between personal and professional life. Students will critically interpret depictions of Millennial experiences that are expressed in a variety of forms (e.g. music, art). Students will also examine the perspectives of contemporary writers who critique the impact of Millennial culture on America. Finally, students will apply what they learn to narrate their own personal and professional identities.
In this course, we will be thinking about societies as sustainable systems and looking in particular at medieval European society in the period between 500 and 1500. Because we will be examining medieval society as a social system, we will not be as concerned about political and military history as we will be about changes in social attitudes, particularly those represented by the medieval Christian church. As we examine medieval European society and the groups on its social margins — groups such as heretics, Jews, lepers, and the poor — we will be asking ourselves whether or not the actions of those on the margins strengthened or weakened medieval society. In other words, what effect did the existence of the medieval ‘other,’ those groups on the margins, have on the sustainability of medieval society? Did they force medieval society to change so that it remained dynamic? How do the issues of ‘the other’ related to our current society? Did they challenge the mainstream so vigorously that it became increasingly rigid? Did they foster so much social change that the society of 1500 has nothing in common with that of 500?

Money makes the world go ‘round -- but is it a world that can last in this way?

In this course we will read, discuss and explore some of the world’s great philosophical studies of our social existence within the so-called structure of capitalism and money, and explore the sustainability of these economic forms. Whether it be Adam Smith’s laissez faire, Karl Marx’s “phantom-like appearances” and “dazzling fetishism” of money and exchange, or John Maynard Keynes’ pleas to keep an open mind in thinking about the science of economics, all the great writing about economics is rife with inherent crises and problems. In addition to strictly economic philosophy work, we will read, discuss and explore some poetry and literature concerned with the kinds of scientific reality and economic notions of progress that disrupted artistic life. We will also glimpse into some contemporary theory that asks if we have become mere schizophrenic machines rooted in economic hierarchies. Particularly interesting is how, at its basis, the very idea of science is riddled with the conflict of creativity, on one hand, and logic, on the other—and this is what our economic systems struggle with each day.

If we want to understand who we are within this incredibly complicated society, and if we want to therefore begin to solve complicated social problems like environmental destruction and world poverty then we must confront the question of by whom and how the foundational value structure (economics) of our society is being made. You are involved, for as humans we all economize. Perhaps the question is, what contradictions, questions, and crises do we face as we struggle to keep our economizing in tact.

Many students will be interested in the political intersections between corporations and government, lawful economic abidance and individuality, and the current economic crises we know as the 2008 housing crisis (as depicted recently in the film The Big Short.) We will seek meaningful evidence that aids our understanding and create worthwhile dialogue that speaks to such important concerns as we go about this discussion-driven course in capital flow.
RCO 101-01: College Writing I—Great Reading and Writing (GRD)
TR 11:00-12:15
Matt McNees

*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 (GMT)
MWF 11:00-11:50
Quinn Morris

This course is part of the GEC mathematics requirement and 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 215-04: Global Cult Cinema (GSB, GN)
TR 2:00-4:15
Will Dodson

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.
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.

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.

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.
Instructor Bios

**Anne Barton**

Anne Barton has been teaching history courses at UNCG since 1999, and she has taught a wide variety of courses in European history including Western Civilization, Medieval Legacy, Women and the Family in the Middle Ages, and Europe Since 1920. Mrs. Barton studied French Literature (B.A.) and Medieval History (M.A.) at the University of California at Santa Barbara, and her particular fields of interest are monastic women and women and gender in the later medieval period.

**Sarah Colonna**

A former nurse and life-long forward thinker, Sarah Colonna enrolled in the WGS Master’s program in search of something. As a student in the first MA cohort for WGS, Sarah established a foundation important to her present success. When people ask her, “What are you going to do with that degree?” she always responds, “What am I NOT going to do with this degree?!” She believes that the WGS MA program trained her to think critically and to consider everything. She is now committed to work combining her concerns with health, gender, youth, social justice, and women’s and LGBTQ issues. Sarah is currently steering her way through the PhD program in Educational Studies with an emphasis in Cultural Studies at UNCG. She works in the Office of Multicultural Affairs and holds the official title of LGBTQ Advocacy and Outreach Coordinator. What this really means is that she is the go-to person on campus for all LGBTQ concerns. Whether a student is in need of help or interested in becoming a LGBTQ ally, Sarah is the individual to seek out. Sarah also teaches WGS 250: Introduction to Women’s Studies. In Summer 2012, she developed an approach to the course centered on an exploration of the recent novel and film *The Hunger Games*.

**Love Crossling**

I’m a SPARTAN and a GROGANITE! Since 1997, I have worn the badge as a proud member of the UNCG Community. Not only have I been a student at both the undergraduate and graduate levels, but I have served UNCG in professional roles that include Instructor, Coordinator for Residential Learning, Academic Director, and Research Associate. Needless to say, it’s Spartan Pride all the way!

I have dedicated my entire professional/academic journey to understanding the needs of people. I earned a BA as a double major in Psychology and Communication Studies. I earned my MS from East Carolina in Marriage and Family Therapy out the School of Human Ecology. Finally, I returned to UNCG to earn a Doctorate in Cultural Studies with a concentration in Communication Studies out of the School of Education. I am genuinely interested in the way in which people establish identity and build community!

Currently I serve in the role of executive with the City of Greensboro, as the Director of the Human Relations Department, which is the human rights arm of local government. I also continue my work as an educator teaching both Interpersonal and Organizational communication to both traditional and non-traditional college populations.

My personal interests include Slam poetry, mixed media art, all things live music, and spending time with friends and family!
Will Dodson

Dr. Will Dodson has been the Ashby Residential College Coordinator since 2011. He teaches rhetoric and composition, literature, and media studies courses. His research interests include neuroscience and interactionism, film and new media, feminism, and literary theory.

Christine Flood

Christine Flood has been teaching at UNCG since the last century, which is a much more exciting way to say 1999. She primarily teaches United States History, including seminars on the Supreme Court, historical films, and the Civil Rights Movement, and every so often a seminar on the Atlantic World. A graduate of the University of Maryland and UNCG, she is currently working on her dissertation, tentatively titled "North South and Neither." She is married and has two boys, who quickly bore of her endless discussions on arcane yet fascinating historical subjects.

Meg Horton

I received my Master’s Degree in Biology from UNCG in 1990. While a graduate student, I realized that in the University, you don’t have to choose between science and teaching—you can pursue both simultaneously. I have never seriously considered other employment since. I first taught in Ashby Residential College in Spring 2008 and in Grogan Residential College in Fall 2009. Teaching in the Residential Colleges has been a rewarding and productive experience. Not only do I have the opportunity to engage with fantastic students but in Ashby I have been able to explore different ways of teaching science to non-majors while in Grogan I have the chance to learn how to help science majors learn. In class, expect a mix of individual and group activities, projects, case studies, traditional lecture, and real world problems, but also be prepared for individual study because there is no other way to master scientific concepts.
Sara Littlejohn

Dr. Sara Littlejohn is the Faculty Program Chair of Ashby College at University of North Carolina Greensboro. Her research interests include digital language and literacy, rhetoric, terrestrial and online writing center theory, and composition theory. In her spare time she hangs on her front porch stairs with her cat Mycroft.

Matt McNees

Matt McNees has a PhD in literature but has since generalized his scholarly efforts to include philosophy, history, literature and culture in an attempt to better ask meaningful questions about and propose worthwhile changes in our culture. All of his courses--from writing and composition to postcolonial and capital literature--rigorously examine the status quo. He hopes that his teaching methods both 1) demand intellectual habits that must stem from thoughtful reading, research and ethical self-examination as well as 2) create a space for students' burning questions about reality.

Quinn Morris

Quinn Morris is a Ph.D. candidate in the Department of Mathematics and Statistics, where he has been teaching since 2011. His research interests include nonlinear partial differential equations and mathematical biology. In his spare time, Quinn is a high school and NCAA mens basketball official and college football fan. Quinn lives in Greensboro with his wife, Jenny.
John Sopper

Academically, I completed a self-directed undergraduate degree in the Humanities at Brown University before getting a Masters’ in Religious Studies from Princeton. My abiding intellectual passion is to understand how religious ideas influence modern social life and how modern social developments influence religious thought and ethics. Since coming to UNCG, I’ve taught numerous courses on the religious thought and ethics of Christians, Muslims, Jews, Hindus and Buddhists as they seek to understand and respond to the changes in family and sexual life, gender relations, economic arrangements, globalization and political democratization that characterize much of the modern world. I want my students to develop a deeper understanding and appreciation for religious and ethical ideas and values, understand some of the significant trends that shape modern life and to learn to think critically about beliefs, values and modern society. I am especially concerned with how students apply all of this to their own search from meaningful work that makes a difference. On a more personal note, I live in an old house in downtown Greensboro with my partner of 25 years, Woody, and our 2 cats—Zia and Sojo. I love gardening, hiking, good architecture, drinking strong coffee, eating lovingly prepared food and despite being a classic introvert, I push myself to help make the world a little more beautiful as best I know how.

Caitlin Spencer

Caitlin Spencer holds an MFA in Choreography from UNCG, a BA in Dance and African American Studies from Oberlin College, and is currently a doctoral student in Educational Studies with a concentration in Cultural Studies and a student in the Women’s and Gender Studies post-Baccalaureate certificate program at UNCG. Caitlin teaches, researches, and creates work across disciplines and with a range of people, materials, sites, and media. Among current areas of interest: performance studies, critical legal studies, poststructural feminism, sound studies, curriculum theory.

Jennifer Stephens

Dr. Jennifer Stephens is the Coordinator of Residential College Development and the Director of the Teacher Education Fellows Program at The University of North Carolina at Greensboro. She holds a B.A. in Education from The University of North Carolina at Chapel Hill, an M.S. in Counseling from the North Carolina State University, and a Ph.D. in Educational Studies with a concentration in Cultural Studies from UNCG. Her research interests include school-university-community collaborations, culturally-responsive and critical place-based pedagogies, curriculum development and design, and innovative practices in teaching. Influencing her work with educators and students is a teaching philosophy that includes the following principals of teaching and learning: (1) Learning is a holistic endeavor that encompasses the intellectual, social, emotional, and spiritual aspects of the human experience; (2) teaching and learning are reciprocal processes involving both teachers and students; and (3) learning should extend beyond the classroom to the local and global communities in ways that are both practical (what is) and theoretical (what is possible).