RESIDENTIAL COLLEGES

Fall 2019 Course Offerings
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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 social justice and contemporary media literacies (Ashby), professionalism and team-based learning (Grogan), or sustainability and hands-on research (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 three sets of courses: Core (including Capstone), RC-specific non-Core general education courses, and All-RC general education courses. Core (including Capstone) and RC-specific non-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 students explore Social Justice and Contemporary Media Literacies. At Ashby, we emphasize the humanities within Core courses that ask you to expand your understanding of the larger world and how we interact and communicate in that world. Your Core courses are designed to include and interrogate new ways to understand your experiences, using traditional verbal, written, and oral literacies, forms you already know well. We will also explore how to communicate through the more contemporary forms of digital communication that have emerged, such as sounds, images, and videos we see on the web every day. You will learn how these literacies connect you to your community and the larger world around you. This approach helps you think about your education as an intersection with social concerns and how we not only consume information, but also interpret and create information. Ashby College is located in Mary Foust Residence Hall. ashby.uncg.edu

Grogan Residential College: Grogan College provides a vibrant academic community for future professionals. In Grogan College Core courses, you will follow your curiosities to explore important social questions alongside your peers. You will work in teams to understand and address these questions from diverse perspectives and come to understand the impact you can have on the world around you. And you will create a portfolio of your most meaningful learning experiences. In the process, you will develop foundational professional competencies and transferable skills needed in many different types of careers. Recognizing the changing nature of the world, in Grogan, we encourage you to imagine opportunities, take initiative, and create futures that best fit your individual aspirations. Grogan College is located in Grogan Residence Hall. grogan.uncg.edu

Strong Residential College: Strong College students focus on Sustainability and hands-on research. In Strong College Core courses, you will engage with the broader questions, challenges, and possibilities of sustainability that expand beyond the environment to also include social, cultural, ethical, political, and economic systems. Core courses are designed to generate a new understanding of your community through a variety of approaches to learning and fieldwork experience, including observations, interviews, analysis, and reflection that will help you make sense of your course material. Strong College is located in Guilford Residence Hall. strong.uncg.edu
**RC-Specific Non-Core Courses:** In addition to Core, students in each Residential College may enroll in other general education courses that are specifically designed to meet the needs of students in each specific Residential College.

**All-RC Courses:** In addition to the Core and RC-specific non-Core courses offered to students in each Residential College, Residential College students may enroll in specially designed Residential College general education courses open to students across the RCs.
Ashby College:
Core – Social Justice & Contemporary Media Literacies

RCO 222-01-Core-CRN 81385
Ms. Anne Barton
TR 9:30-10:45 GUIL 119
Orwell and the 20th Century (GMO, GL)

Long before it was a popular mode of expression, George Orwell was “speaking truth to power.” His essays, novels, and book-length non-fiction, although discussing a wide variety of subjects, focus on one central concern, the danger of -isms, such as colonialism, anti-Semitism, capitalism, and totalitarianism. In particular, Orwell spoke of the dangers that all of these systems of thought posed to individual free will and self-determination. How then do Orwell’s concerns connect to a course on the history of Europe in the twentieth century? Even a brief examination of the subjects of his works shows that he spoke succinctly about every major issue of the first half of the century, and many of his works contain prescient foreshadowing of dangers that when he wrote still lay in the future. Clearly then, his works provide a unique lens through which to examine the events of the last century and to call attention to the dangers still present in the current one. Now that that connection has been established, we need to ask ourselves how Orwell’s writings and 20th-century European history are linked to our theme of sustainability. The answer to that question lies, at least in part, in the second sentence of this paragraph. All of these -isms, these enveloping ideas, are systems and as systems they sustain themselves for good or ill. Our task in this course, then, is to examine these systems in order to discern how they have functioned in the past and to educate ourselves about the dangers inherent in all of them.

RCO 224-01-Core-CRN 81495
Dr. Will Dodson
TR 9:30-10:45 MFOU 120
The Zombie in Culture (GLT, GL)

Zombies shuffle through countless television shows, movies, video games, graphic novels, fiction, and fan art. They account for a nearly $1 trillion dollar economy worldwide. Zombies are so popular that the Center for Disease Control has produced a “Zombie Preparedness 101” guide. But what are zombies, exactly, and where do they come from? Zombies as we know them today - hordes of shuffling, flesh eating ghouls - began with the 1968 film, Night of the Living Dead. Historically, zombies originated in African folklore, and zombie produced a “Zombie Preparedness 101” guide. But what are zombies, exactly, and where do they come from? Zombies as we know them today - hordes of shuffling, flesh eating ghouls - began with the 1968 film, Night of the Living Dead. Historically, zombies originated in African folklore, and zombie stories made clear allusions to American and European colonialism and slavery. The latter-day ghouls have metaphorical value as well, to consumerism, revolutionary society, and xenophobia. Zombies have meaning, it’s clear. But why are they so popular? Or, perhaps a better word, so compelling? This course explores the history of zombies, their symbolism in various permutations, and their philosophical relevance to our lived experience.

RCO 221-01-Core-CRN 81390
Dr. Christine Flood
TR 9:30-10:45 MFOU 128
Creation of the Atlantic World (GPM, GL)

Imagine the world at 1400: Joan of Arc was recently burned at the stake as a heretic, The Canterbury Tales were written, the Inquisition was beginning in Spain, and the Atlantic Ocean was thought of as a vast, swirling, demonic and dangerous blockage to the riches of the West, or East as they hoped.

This world began to change and get a little bit smaller. The true first age of Globalism began as advances in navigation and trade began by the Portuguese Empire, coupled with the rise of the Ottoman Empire, brought about the opening of the Atlantic World. In this course, we will we explore the paradigm of the Atlantic World, fusing together the crown heads of Europe, the tribal empires of West Africa, and the civilizations of the Americas into an exchange of people, commodities, diseases, customs and cultures.

The course will be combinations of readings, lectures, short writing assignments and student presentations. Our readings will include both an essay compilation on the major facets of the Atlantic World, and a monograph on the African Slave Trade and its human and political consequences.
What does it mean to say “we are what we eat?” It’s true, of course, in a literal sense because food becomes both the fuel for our bodies and the substance of our bodies themselves. But there’s also a cultural aspect to this statement, a connection between what we eat and who we are. Through the study of the interwoven processes of the production, distribution, preparation, and consumption of food, we will begin to formulate more substantive answers to the question of what we mean when we say “we are what we eat” and to examine related issues such as food and social justice, food and sustainability, and food and culture.

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.

Theories of education and learning have evolved over the course of 2,500 years, from Plato to Piaget, and have sparked varying movements in educational theory. Debates on the nature of learning rage on. Aristotle advocated for a “whole person” approach to education, believing education should involve the “head, heart, and hands.” He believed that the mind gains knowledge through experience. This is in contrast to the “empty vessel” theory; students requiring a knowledgeable teacher to fill them with information through lecture. We will compare and contrast their theories and explore the cultural nature of learning, researching and discussing the commonalities and differences among the theorists. Finally, you will reflect on your own educational experiences and preferred methods of learning, which will allow you to form and articulate your own philosophy of education and learning.
Ashby/Strong Non-Core Courses:

HIS 347-01 All RC Course-CRN 80336
Dr. Christine Flood
MWF 11-11:50 MFOU 128
History of North Carolina (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.

MST 225-01 All RC Course-CRN 80473
Dr. Will Dodson
R 6:30-8:15 MFOU 120
Film Appreciation (GFA)

As a general entry to the broad field of film studies, this course introduces you to the study of film as an art form, as an industry, and as a culture. In addition, you will learn basic concepts and terminology for cinematic techniques, styles, and analytical approaches. The course also highlights the achievements of selected prominent filmmakers and the traditions and contexts in which these filmmakers have produced their works. This is a hybrid Web/Lecture course. You will meet weekly as a class for a lecture and film screening, and participate in online discussion forums and complete online course assignments.

RCO 252-01 All RC Course-CRN 81392
Dr. Margaret Hood
MWF 10-10:50 GUI1 119
Intro to Concepts of Biology (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.

RCO 204-01 All RC Course-CRN 81393
Dr. E. Chiseri-Strater
TR 11-12:15 MFOU 128
Ethnography (GLT, WI)

The study of an “other” is also a study of the self. This course will prepare students to conduct ethnographic field research on cultures and subcultures both on and off campus. We will consider the implications of our subjective and objective selves, our white or non-white and spatial gaze(s) as we enter the field to collect data about “others.” We’ll learn how to observe closely and organize our field notes which may include sketches, maps, photographs, artifacts and recordings on our selected field sites. We’ll discover that fieldworking is not only a reflective practice but one that is based on intensive writing as fieldnotes become part of a researched essay. In addition to writing a field study, students will submit a research portfolio which includes many exercises to help support the researched essay.
I invite you to spend a semester with cool and interesting people, like yourself, excavating and re-thinking ideas on a wide-range of "matters of art." For example: How can you tell if something is or is not a work of art? Can something that was not created to be a work of art become one at a later time? How can you tell what a work of art "means" -- or if it means anything at all? If it is possible for a work of art to be "good," how can you tell if it is? We will also debate the question of why (when, how, for whom) art matters today. Finally, you will have a chance to create an individual "arts research" project, in a form appropriate to your interests. Importantly, no previous background or "talent" in the arts is necessary for success in this class.

This course represents a philosophical journey through three stages of life: 1) the moral or ethical view of the world; 2) the organization of daily life or the economic view of the world, and; 3) the aesthetic view, which is to see the world as understood by way of our ideas about what is truly beautiful. In each stage of life, we come to see the world differently. Also, each philosophical stage can seem to comprise the very height of truth...until we move on to a new stage of our lives, that is. Only by moving through these stages do we come to see the greater philosophical whole of our moral, economic, and aesthetic life.
Grogan College:
Core – Professionalism and Team-Based Learning

RCO 155: Seminar in Critical Thinking: Evidence Based Persuasion (GRD, SI), CRN 81646
Meg Horton, Biology
MW 3:30-4:45, Grogan 105

Making oneself understood and giving convincing reasons for what we ask others to do and support is important for leadership and success in life, especially in professional contexts. Therefore, students in this course will work on developing their ability to make persuasive arguments, practice oral presentations skills and learn fundamentals of digital design. Our dual focus on 1) evidence-based argument as a mode of discourse in data-driven disciplines and 2) professionalism in oral and digital communication, will be explored using themes and issues relevant to your individual career aspirations and/or academic interests.

Dr. Love Crossling, Director of Human Relations, City of Greensboro, CRN 81647
M 6:00-8:50 PM, Grogan 105

Millennials are described as the generation seeing the most change in humanity, encompassing changes in politics, the dawn of Hip-hop, technological advances, the economic downturn, and the reemergence of radical activism, Millennials have been both the audience and authors of change, and this has impacted the way many Millennials’ experience, understand and connect personal and professional identity. This course explores Millennial experiences through the lens of Communication Theory with special attention to the new synergy between personal and professional life. Students will examine the perspectives of contemporary writers who critique the impact of Millennial culture on America, and they will apply what they learn to narrate their own personal and professional identities.

RCO 202: Historical Perspectives--Work and Modern History (GHP, GMO, WI), CRN 81648
John Sopper
TR 12:30-1:45, Grogan 105

Are you constantly asked what you are majoring in and what you are going to do with that major? Do you wondered how our daily work lives, careers and economy got to be the way they are today? Have you wondered if it could be different? This course explores the intersection of economics, society, politics and culture through a sustained historical inquiry into the changing nature of “work” in modern and contemporary times. We will learn about how modern work came to be and how it is different from the medieval and early modern past. We will also construct our own “economic histories”, practice research skills, make presentation posters and use historical inquiry to gain perspective on our current work-life challenges.

RCO 203: Ethics, Imagination and Education (GPR and WI), CRN 81649
Dr. Sheryl Lieb, Educational Leadership
MWF 10:00-10:50, Grogan 105

The purpose of this course is to examine the theories of key philosophers, scholars, and cultural critics whose works continue to hold ethical implications for educating, living, and working within the complex landscape of the 21st century. From historical and philosophical perspectives, students will engage in primary readings and apply their understandings, interpretations, and imaginations to the contemporary moment—through seminar discussions, various writing activities, and through project-based learning experiences.
RCO 214: Science Fiction: Literature of Change (GLT, GN, WI and WGS), CRN 81650
Dr. Sarah Colonna, Women and Gender Studies and Associate Program Chair, Grogan College
TR 9:30-10:45, Grogan 105

This course explores the genre of science fiction short stories, looks at the history and functions of science fiction, examines both American and global (Chinese and pan-African) science fiction, and imagines what students can learn from writing their own science fiction short story influenced by these national and global factors.

RCO 215:01 and 02 Global Social Problems (GSB, GN and SI), CRN 81651 (01), CRN 81652 (02)
Dr. Sheryl Lieb, Educational Leadership
TR 11:00-12:15 (01) and 2:00-3:15 (02), Grogan 105

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 over time? 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.

Grogan Non-Core Course:

RCO 252:02 Introductory Concepts of Biology (GNS, GLS), CRN 81655
Curtis Green, Biology
MW 2:00-3:15, Grogan 105

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. Prerequisite: Permission of instructor; Admission to a Residential College; Notes: Students may not earn credit for both BIO 111/BIO 112 and RCO 252; Students may not earn credit for both BIO 105 and RCO 252.
All-RC Courses:
Available to all students in Ashby, Grogan, and Strong

RCO 115-01 (MAT 115 Equivalent) - College Algebra (GMT) All RC Course, CRN 85231
Sandy Rudzinski
MWF 12-12:50, Grogan 105

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 122 101-01 - Beginning Spanish I (GFL, GL) All RC Course, CRN 81985
Ms. Marisa Gonzalez
TR 5-6:15 GROG 105

Introduction to Spanish with practice in listening, speaking, writing, and reading.

RCO 273-01 - General Psychology (GSB) (PSY 121 Equivalent) All RC Course, CRN 81511
Ms. Gail Corneau
TR 2-3:15 MFOU 128

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.

RCO 212-01 Garifunas: Joy & Culture (GHP/GMO, GN) All RC Course, CRN 81515
Ms. Nodia Mena
TR 11-12:15 GUIL 118, CRN 81515

The Garifunas are peoples of African and indigenous descent living in Honduras, Belize, Guatemala, and Nicaragua, with many migrants having moved to New York City and other U.S. cities, including Greensboro, North Carolina. Originally from the island of St. Vincent and descending from a mix of Arawak, Carib and West African peoples, Garifunas were forced into exile during the seventeenth and eighteenth centuries, ending up on the Caribbean shores of Central America. This course will explore the ethno-genesis of the Garifunas and how they have preserved their ancestral cultural heritage for over two centuries. Additionally, you will have a chance to discover joy through practicing your own cultural traditions. A combination of primary and secondary sources will be used to deepen our understanding of Garifunas and other cultures across time and in present-day societies.