RESIDENTIAL COLLEGES

Spring 2020 Course Offerings

Ashby College    Grogan College    Strong College
Table of Contents

About RC Core Courses 2
Ashby Core Courses 4
Strong Core Courses 5
Ashby/Strong Non-Core Courses 6
Grogan Core Courses 7
Grogan Non-Core Course 9
All RC Courses 9
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 contemporary media literacies (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’s curricular focus is Social Justice and Contemporary Media Literacies. At Ashby, we emphasize the humanities within Core courses that ask you to expand your understanding of literacy and communication. Using research along with more traditional verbal, written, and oral literacies, your Core courses are designed to include and interrogate in new ways the forms you already know well: sounds, images, and videos, for example. You will also learn how these literacies connect you to your community and the larger world around you. This approach helps you not only consume information but also interpret and create information. Ashby College is located in Mary Foust Residence Hall. http://ashby.uncg.edu

Grogan Residential College: Grogan College provides a vibrant academic community for Future Professionals through an engaging project-based curriculum. 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. 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. http://grogan.uncg.edu
Strong Residential College: Strong College’s curricular focus is 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. http://strong.uncg.edu

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 – Social Justice and Contemporary Media Literacies

RCO 202-01 Core - The Long Road of American Civil Rights Movement (GHP/GMO/SI), CRN 10876
Dr. Chrissy Flood
TR 9:30-10:45 am MFOU 120
Pick up any history textbook, and the story of 20th century America is always the same: a War, the Roaring Twenties, the Great Depression, another war, then another war, this one of a different kind, affluence, and then, all of the sudden, by the way, POOF! the Civil Rights movement comes out of nowhere. The real story is much more deeply embedded in American History, with its roots at the very beginning. As with all history, the civil rights movement did not up and occur one day, so we will look at each event in its larger historical context, finding the roots of each.

The majority of our readings are primary sources, a monograph a on particularly important event, and essays by historians. Hopefully, these types of sources will help us understand how the Civil Rights Movement affected normal, everyday citizens.

This course carries the Speaking Intensive Designation, and as such, students will complete both short, group presentations and a longer, individual presentation. A Speaking Intensive course is a collaborative process—we will work as a class to improve your skills.

RCO 204-01 Core - Dark, Viral and Full of Memes (GLT), CRN 10878
Dr. Alan Benson
TR 9:30-10:45 am MFOU 128
We all use computers and the internet daily. It is rare to be fully disconnected from the net, and we often engage with technology in ways that make the older on-/off-line divide illogical. But how often do we think deeply about our engagement with technology and, more specifically, the web?

In this Introduction to Internet Studies, this course asks you to think critically about the sites we use, the ways we interact online, and the effects our use of technology has on our selves, our communities, and our society. We will consider both the visible (social media) and "invisible" (deep web) elements of our networked world, engaging with the fun (memes), not-so-fun (trolling), ominous (darkweb), and downright terrifying (deepfakes).

In addition to scholarly materials, you will engage deeply with current online phenomena as we attempt to understand why certain things go viral, why news stories progress in particular ways online, and why our online world works the way it does.

RCO 390-01 Core - Digital Capstone (WI), CRN-10879
Dr. Sara Littlejohn
M 2:00-3:15 pm MFOU 128

RCO 390-02 Core - Digital Capstone (WI), CRN 10944
Dr. Sara Littlejohn/ Dr. Alan Benson Online
This course asks you to use the semester to explore your intellectual and creative interests by producing a website that houses your research project. Think of yourself as a researcher in residence. You will have the luxury of time to pursue a semester-long research interest that will result in a polished, online representation of your project and who you are as a researcher and member of Ashby College. Your research project will be about an area of interest within your field of study, profession or any other part of life that you find compelling.

The Capstone Research Project is a critical and intellectual investigation that illustrates knowledge about yourself, your research subject, and your understanding of the Ashby College experience, including contemporary media literacies and ethical engagement in your civic and academic life.
STRONG COLLEGE
Core – Sustainability and Hands-on Research

**RCO 155 Core - Discourse in Media Savvy (GRD/SI), CRN 10946**
Ms. Anne Barton
TR 12:30-1:45 pm GUIL 119
Here's the course where you can be an expert! Do you have social media accounts? Do you post to them or at least read others’ posts? Do you watch or read the news or at least the headlines? If you do any of these things, then you're ready to engage in the material for this course. We’re going to look at how we as a society sustain the systems of media that we’ve all had a hand in creating.

To critique these media systems we need to hone our skills as skeptics. We need to question all that we see, read, and hear to see if we can figure out what’s really going on. This isn’t a new skill for you. In fact, it might be what you do every time you get a text "What did she mean? What does he want? Why do they keep asking me about this?"

As always, our understanding of the media issues takes place in a larger context, and for us that context is the First Amendment right to free speech. Does free speech mean that we can say anything we want, both privately and publicly? Or are there limits on our speech that have to do with hate speech or with civil discourse? How do we engage in an ethical manner with these issues? A careful consideration of all these contexts and issues will help us to be what we want to be - savvy communicators.

**RCO 224-01 Core - Zombies: Aesthetics, Economics, and Philosophy (GLT/GL), CRN 10945**
Dr. Will Dodson
TR 12:30-1:45 pm GUIL 118
Zombies shuffle through 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 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? How do aesthetic, economic, and/or ethical resonances of the zombie play out in the events we engage in all the time? This course explores the history of zombies, their symbolism in various permutations, and their philosophical relevance to our lived experience.

**RCO 390-04 Core - Fieldwork Capstone (WI), CRN 10948**
Dr. Sara Littlejohn
T 2:00-3:15 pm GUIL 119

**RCO 390-03 Core - Online Research Capstone (WI), CRN 10947**
Dr. Sara Littlejohn/ Dr. Jennifer Whitaker
Online

This course asks you to use the semester to explore your intellectual and creative interests by producing a website that houses your research project. Think of yourself as a researcher in residence. You will have the luxury of time to pursue a semester-long research interest that will result in a polished, online representation of your project and who you are as a researcher and member of Strong College. Your research project will be about an area of interest within your field of study, profession or any other part of your life that you find compelling.

The Capstone Research Project is a critical and intellectual investigation that illustrates knowledge about yourself, your research subject, and your understanding of the Strong College experience, including your broader understanding of sustainability and hands-on research methods.
ASHBY/STRONG RC COURSES

RCO 203-01 Ashby/Strong RC Course - Just and Unjust Wars (GPR), CRN 11252
Dr. Joseph Ross
MWF 10:10-10:50 am MFOU 128
When is war justified? When is it not? Are there rules to war? What is acceptable conduct during war, and what is not? These are ancient questions that are still relevant today, so this course addresses them by examining documents on “just war theory” from antiquity to the present. Students will gain a theoretical understanding of the justifications for war by analyzing the views of some of the greatest thinkers in Western history, such as Plato, Aristotle, Cicero, Augustine, Thomas Aquinas, Hugo Grotius, and Immanuel Kant. This foundation will provide students with the tools they need to determine whether or not more military conflicts throughout history have been justified.

After laying the foundation for just war theory, with students taking turns leading discussion on a variety of primary sources, students will be tasked with choosing a military conflict and then researching and writing about the justifications for it and/or the behavior of combatants during the war. Students will then determine whether the conflict met the criteria of a “just war.” At the end of the semester, students will present their findings to the rest of the class.

RCO 221-01 Ashby/Strong RC Course - Race and Gender in Middle Ages (GHP/GPM/GL), CRN 10949
Ms. Anne Barton
MWF 11:00-11:50 am GUIL 119
What makes history interesting? Sometimes it's the facts themselves, but more often, it's the interpretations we put on those facts.

The concepts of race, class, gender are all around us these days, in the media and then friends and family (and certainly instructors) are talking. What do these words mean, and can we use these concepts to understand another period like the Middle Ages? After all, they're modern concepts. Does this mean that they can only be applied in modern contexts?

To see if theories of race, class, and gender can be successfully used to study premodern history, we'll take what we learn about them and try to apply them to sources from Western Europe in the High and Late Middle Ages, c. 1050-1500. We'll ask ourselves whether these concepts help us to understand the sources differently that we might have otherwise, and finally, at the end of the course, we'll ask ourselves the big questions: Is it possible to use just one concept-like gender- as your only lens of analysis, or do you have to use them together to really understand what's going on? And, are there other necessary axes of interpretation to add to race, class, and gender?

RCO 301-01 Ashby/Strong RC Course - Independent Study/Recovery, CRN 11250
Dr. Chrissy Flood
Individual Meeting Times
Sometimes things don’t go as planned. This is a fact of life, and nothing to be ashamed of. So, if your Fall 2019 semester did not go as planned and you find yourself with an unsatisfactory grade point average for the term, Ashby and Strong Colleges have designed this course for you. This Independent Study will be a one-on-one academic boot-camp with Dr. Flood. Finding your identity as a successful college student is not easy for anyone, but this course is here to help you build the tools necessary to succeed. We will focus on literacies: academic, social, financial, media management, conversation, written communication, and time management. Through academic process of self-discovery, factors of motivation, and accessing tools for success, this course will help each student re-frame their internal definition of what being a college student entails.

Enrollment in this course is based on your academic performance in Fall 2019. Registration will take place over the winter break for those students who fall into this category. RCO 301 carries one credit hour and will require individual meetings with Dr. Flood and online assignments.
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 view a wide array of Westerns from film and television, and learn to identify and analyze formal elements of filmmaking. You will also learn about the mythology of American history as portrayed in classic and contemporary Westerns.

GROGAN COLLEGE
Core – Developing Professional Competencies

RCO 155:02 Seminar in Critical Thinking: Evidence Based Persuasion (GRD, SI), CRN 11254
Meg Horton, Biology, TR 3:30-4:45 pm, 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.

RCO 155:03 Millennial Narratives: The Personal and Professional (GRD, SI), CRN 11255
Dr. Love Jones, Director of Human Relations, City of Greensboro
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 203:02 Ethics, Imagination and Education (GPR, WI), CRN 11256
Dr. Sheryl Lieb, Educational Leadership
TR 2:00-3:15 pm, 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 203:03 Ethics, Imagination and Education (GPR, WI), CRN 11257
Dr. Sheryl Lieb, Educational Leadership
MWF 10:00-10:50 am, 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 205:01 Self-Directed Learning (GSB and SI), CRN 11258
Dr. Dale Schunk, School of Education
MW 3:30-4:45 pm, Grogan 105
The purpose of RCO 205 is to engage students in research and scholarly inquiry where they will (a) examine fundamental theories from cognitive psychology and the social sciences and how theory is applied to teaching and learning, b) learn to collaborate, gather and evaluate information, and make connections among diverse perspectives, and (c) develop multicultural awareness, active citizenship, and lifelong learning skills. RCO 205 is designed primarily for aspiring professional educators in the Grogan College living/learning community. Students will utilize research methodologies, critical inquiry strategies, and teaching practices, as they develop skills in project-based learning, academic research, college-level writing, and educational practice.

RCO 214:01 Science Fiction: Literature of Change (GLT, GN, WI and WGS), CRN 11259
Dr. Sarah Colonna, Women and Gender Studies and Associate Program Chair, Grogan College
TR 11:00 am-12:15 pm, 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 Global Social Issues (GSB, GN, SI and WGS), CRN 11260
Dr. Sarah Colonna, Women and Gender Studies and Associate Program Chair, Grogan College
TR 9:30-10:45 am, 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.

RCO 301-02: Independent Study, CRN 11418
John Sopper, Religious Studies and Program Chair, Grogan College
(Meeting Time arranged with Faculty member)

RCO 390:05 Capstone (WI and SI), CRN 11261
John Sopper, Religious Studies and Program Chair, Grogan College
TR 12:30-1:45 pm, Grogan 105
Intended as a capstone experience for second year students in Grogan College, in this course you will connect your college experiences (curricular and co-curricular) to your preparation for whatever field of study, profession or artistic genre you intend to pursue going forward. To accomplish this, you will develop a digital capstone portfolio of your meaningful academic work and other learning experiences that demonstrates your growth and preparation for your chosen profession. By reflecting on your digital portfolio, you will also create a multi-modal oral presentation that communicates the story of your development and preparation for pursuing the work you want to do in the world. You will also explore a question within your field of study that will culminate in a research paper.
**Grogan Non-Core RC Course:**

**RCO 252:02 Introductory Concepts of Biology (GNS, GLS), CRN 11262**  
Meg Horton, Biology  
MW 2:00-3:15 pm, 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:**  
**Large Enrollment/Multiple Sections/Seminars**  
Available to all students in Ashby, Grogan, and Strong

**RCO 215-02 All RC Course - Physical Activity in Native Communities (GSB/GN), CRN 11414**  
Dr. Laura Pipe  
TR 3:30-4:45 pm, MFOU 128  
Lacrosse, Stick Ball, and POWWOWs often define how people think about Native sport. However, these are just pieces of a greater story - one that defines the connected tissue of Native communities throughout the United States and Canada. Looking at traditional sports and modern games, students will explore how movement has shaped identities, histories and futures of Native communities. Additionally, students will examine how modern challenges and the fingerprints of colonial power have impacted the health of Native communities.  
Note, this course will be used as part of a research study on the Towards a Liberated Learning Spirit (TALLS) Model for Developing Critical Consciousness. You will be asked as a student enrolled in this course to participate in this research. You may agree to or decline the request to participate in the research portion of this course without any impact to experience or grade. If you agree to participate in this study, researchers will be using your course assignments, faculty member observations, outside researcher observations, mid-course feedback, and recording of final presentations after the course is complete with you identifying information removed.

**RCO 206-01 All RC Course - Creativity and the Arts (GFA), CRN 11253**  
Dr. Larry Lavender  
MWF 1:00-1:50 pm, MFOU 120  
We all want and need to be creative—especially in the arts, but also in other domains of work, and in our everyday lives. Despite its importance to our success, however, creativity is elusive. There are many different conceptions and definitions of creativity, and a great variety of contexts in which it is needed. There are many ways to awaken, unleash and focus creative thought and action, and in our class we will seek to do just that. Through readings, discussions, and hands-on experiments with an array of creative tools we will strengthen our ability to see things in new ways, to overcome perceived obstacles, and to generate and harvest new and useful ideas. Above all, we will have fun as we explore this mysterious force: creativity.
RCO 205-03 All RC Course - Diverse Marginalization in Higher Ed (GSB), CRN 11408
Ms. Shameeka Wilson
R 4:00-6:50 pm, GUIL119
This course will challenge students to think critically about marginalized student populations, specifically, marginalized student populations in higher education settings. Exploring the text: Our Stories Matter: Liberating the Voices of Marginalized Students through Scholarly Personal Narrative Writing, students will be challenged and encouraged to deconstruct unconscious biases and construct a Scholarly Personal Narrative of their own. Students will focus on reflection and the writing process, with continual feedback, to produce and share these narratives with their peers at the conclusion of the course. This course holds the GSB general education designation (GEC) and is intended for students enrolled in one of the three residential colleges.

RCO 205-02 All RC Course - The Experience of Race on College Campuses (GSB), CRN 11403
Ms. Kayla Baker
M 5:30-8:20 pm, MFOU128
Studying race as a socially constructed identity, this course is designed to introduce students to pertinent issues and topics centralized to the exploration of the influence of race in higher education. We will be discussing a broad range of topics as a foundation for understanding how race is experienced in various aspects of college campuses. The course is a comprehensive exploration of the experience of different racial groups in higher education and compares perspectives on social inequalities, campus structure, and the development of the individual within the social context of higher education. This course seeks to help students develop comfort with one’s own racial and ethnic background and sensitivity to racial and ethnic differences. The goal of this course is to enrich our understanding of race relations and racial inequalities in higher education through an examination of a number of problems and questions, including those related to the different populations on college campuses.

RCO-101-01 (English 101 Equivalent) All RC Course - College Writing I (GRD), CRN 11395
Mr. Ryan Piper
MWF 2:00-2:50 pm, GUIL119
A course in academic writing, focusing on analysis, argument, and critical reflection using the tenets of rhetoric. Instruction in drafting, revising, and compilation of a final portfolio.

*Equivalent credit to ENG 101 and/or FMS 115. Students may receive credit for only one RCO 101 or ENG 101 or FMS 115*

RCO 114-01 All RC Course - Intro to Statistics (GMT), CRN 11400
Dr. Monika Goel
MW 2:00-3:15 pm, GUIL 118
Survey of statistics intended for undergraduates in any discipline. Graphical displays, numerical measures, relationships between variables, elements of good data collection. Basic probability, introduction to inferential techniques including confidence intervals and significance testing. Emphasis on statistical literacy.

*Student may not earn credit for both RCO 114 and STA 10*