RESIDENTIAL COLLEGES

Fall 2018 Course Offerings

Ashby College  Grogan College  Strong College
Table of Contents

About RC Core Courses 2
Ashby Core Courses 3
Grogan Core Courses 4
Strong Core Courses 6
All-RC Courses 7
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 Contemporary Media Literacies in civic and academic life. 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 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.
There is an old cliché that truth is stranger than fiction. While that may be so, fiction is oftentimes an imaginative re-telling of historical events, and much can be learned from reading novels critically. In this course students will be studying the political, social, and economic forces of twentieth-century America as represented in the characterizations, plot lines, and literary devices of novels. The pieces of literature covered in the course are some of the great works in the American literature genre and represent much more than just a creative piece but also a reflection of the time that they were written. Using literature as a lens for understanding and contextualization, this course will offer a comprehensive overview of American history.

The description of our course can only begin with a question. How can we contribute to 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.

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. Ashby College is an experiment in learning and applying that learning in our communities. In that spirit, you will gain in this course a working knowledge of ethics as a field of inquiry and action, and just as important, you will ask why do we believe what we believe? As you consider contemporary ethical dilemmas, you will learn about the rhetoric of belief, how we come to accept certain values and reject others, and how shared beliefs form the basis of our communities. You will also develop your oral and written communication skills, facility for critical and synthetic reading, and techniques for applied research in the humanities through media productions and cross-community communication.
Grogan College:
Core – Developing the Professional Self

**RCO 155-02: Seminar in Critical Thinking: Body, Communication, and Culture (GRD, SI, WGS)**
CRN 83613
Caitlin Spencer
TR 3:30-4:45 PM, GRO 128

**RCO 155-03: Seminar in Critical Thinking: Body, Communication, and Culture (GRD, SI, WGS)**
CRN 83623
Caitlin Spencer
MW 2-3:15 PM, GRO 105

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 155-04: Millennial Narratives: The Personal and Professional in Millennial Perspective (GRD and SI)**
CRN 83629
Dr. Love Crossling
M 6:00-8:50 PM, GRO 105

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.

**RCO 203-03: Ethics in the Professions (GPR and WI)**
CRN 83641
John Sopper
MWF 10:00-10:50 AM, GRO 105

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 203-04: Ethics, Imagination and Education (GPR and WI)**
CRN 83652
Dr. Sheryl Lieb
TR 11:00 AM-12:15 PM, GRO 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 206-01: Creativity in the Arts (GFA)
CRN 83658
Dr. Larry Lavender
TR 12:30-1:45 PM, GRO 128

Exploration of the nature and meaning of arts experiences, with emphasis on roles and functions of creators, performers, participants, spectators, and institutional forces that impact the arts.

RCO 215-01: Global Social Problems (GSB, GN and SI)
CRN 83669
Dr. Sheryl Lieb
MW 3:30-4:45 PM, GRO 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 215-02: Global Social Problems (GSB, GN, and SI)
CRN 83676
Dr. Sarah Colonna
TR 9:30-10:45 AM, GRO 105

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, and SI)
CRN 83682
Meg Horton
TR 2:00-3:15 PM, GRO 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.
Strong College:
Core – Sustainability through Hands-on Research

RCO 204-02: Sustaining Reading Literacies (GLT)
CRN 83277
Christina Murrell
TR 12:30-1:45 PM, MFOU 128

This course is divided into two major sections. The first section will expose students to a variety of environmental and nature writing so that we can explore how the ideas and concepts of sustainable literacies have progressed and shaped certain political, social, and cultural views in the United States. In the second section, students will see how writing about the environment and nature has pushed through different genres of communication in the 21st century. Students will also join the conversation by writing their own views and reflections on the topics of nature, human perspective, and the role of sustainable literacies within sustainable practices. By the end of the course, students will work together to share their academic and personal writing and embrace 21st century genres by reconstructing their writings into a class magazine to be arranged and developed by the students.

RCO 222-01: Orwell and Social Justice (GHP, GMO, GL)
CRN 83272
Anne Barton
TR 12:30-1:45 PM, GUIL 119

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 203-02: Ethics of Sustainability (GPR, WI)
CRN 83284
Will Dodson
TR 12:30-1:45 PM, GUIL 118

What does “sustainability” entail in an ethical sense? How do our choices about how we interact with people, animals, and objects in our environments affect those environments? What does it mean to want and try to develop a sustainable community? As you consider contemporary ethical dilemmas, you will learn about the rhetoric of belief, how we come to accept certain values and reject others, and how shared beliefs form the basis of our communities. You will also develop your oral and written communication skills, facility for critical and synthetic reading, and techniques for applied research in the humanities through fieldwork on campus and in the local area.
All-RC Courses:  
Large Enrollment/Multiple Sections/Seminars  
Available to all students in Ashby, Grogan, and Strong

RCO 101-01 (ENG 101 Equivalent): College Writing I (GRD)  
CRN 83292  
Christina Murrell  
TR 11:00 AM-12:15 PM, MFOU 128

Writing does not exist only within the four walls of the classroom. Rather, writing is a social act that engages with people and social contexts. As we learn the academic approach to writing essays, we will also challenge the four walls of the classroom, read articles, and write essays that enable us to be involved with our current political climate. Focusing this course on issues of diversity and American identity, you will be asked to read and write on the theme of what it means to be American and how our ever-changing and diverse systems shape our understanding of what it means to be an American college student.

RCO 115-01 (MAT 115 Equivalent): College Algebra (GMT)  
CRN 83296  
Aaron Rapp  
MWF 11:00-11:50 AM, GUIL 119

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 155-05: On Demand Media Culture (GRD, SI)  
CRN 84053  
Amy Brown  
TR 2:00-3:15 PM, GUIL 119

Media influences who we are and our beliefs in the perspectives of others. This course introduces how the invention and expansion of the on-demand media concept is changing our culture and behavior. We will examine how changes in the media affect globalization, social norms, consumer expectations and business practices. As we focus on the recent invention of on-demand media, students learn how to become critical consumers and producers of media.

RCO 203-05: Moral, Economic, & Aesthetic Life (GPR)  
CRN 83301  
Dr. Matt McNees  
MW 3:30-4:45 PM, GUIL 118

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 of life do we come to see the greater philosophical whole of our moral, economic, and aesthetic life.

RCO 252-02: Intro to Concepts of Biology (GN, GLS, SI)  
CRN 83307  
Meg Horton  
TR 3:30-4:45 PM, GRO 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.
RCO 274-01 (PSY 121 Equivalent): General Psychology (GSB)
CRN 83302
Katherine Cotter
MWF 10:00-10:50 AM, 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.

HIS 347-01: History of North Carolina (SI)
CRN 81640
Dr. Chrissy Flood
MWF 11:00-11:50 AM, MFOU 128

How much do you really know about 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 225-05: Film Appreciation (GFA)
CRN 81779
Dr. Will Dodson
W 6:30-8:15 PM, MFOU 120

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.