RESIDENTIAL COLLEGES

Fall 2021 Course Offerings

Ashby College
Grogan College
Strong College
# Table of Contents

- About RC Core Courses 2
- Ashby Core Courses 3
- Strong Core Courses 4
- Grogan Core Courses 5
- All-RC Courses 7
- All-RC Foundations Courses 8
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’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 – Contemporary Media Literacies

RCO 211-01: The Atlantic World, CRN 81675
GEC: GHP, GPM, GN
MAC: C10 - Diversity and Equity through Humanities and Fine Arts
TR 2:00-3:15 pm, Face to Face
Location: TBD
Instructor: Dr. Chrissy Flood

In this course, we will 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.

RCO 224-01: Zombies - Aesthetics, Economics, and Pandemics, CRN 81677
GEC: GLT, GL
MAC: C9 - Global Engagement and Intercultural Understanding through Humanities and Fine Arts
TR 2:00-3:15 pm, Face to Face
Location: Mary Foust Hall 120
Instructor: Dr. Will Dodson

Zombies shuffle through television, movies, video games, comics, fiction, and fan art, a nearly $1 trillion dollar economy worldwide. Historically, zombies originated in African folklore, and were metaphors for colonialism and the transatlantic slave trade. Modern zombies are metaphors for consumerism, xenophobia, and pandemics. This course explores the history, symbolism, and philosophy of zombies in contemporary life.

RCO 204-01: Literature of King Arthur, CRN 81678
GEC: GLT
MAC: C6 - Critical Thinking and Inquiry in the Humanities and Fine Arts
TR 12:30-1:45 pm, Online Synchronous
Instructor: Dr. Jennifer Whitaker

From the twelfth-century canonization of the medieval romance to modern novels and films with Arthurian themes, the legends of King Arthur and his knights have mesmerized audiences. From what sources do these legends originate? How do King Arthur and his knights change to accommodate various cultural and historical influences? Did King Arthur even exist? These are just a few of the questions we will consider as we explore Arthurian legend through an assortment of texts as a basis for discussion.
Zombies shuffle through television, movies, video games, comics, fiction, and fan art, a nearly $1 trillion dollar economy worldwide. Historically, zombies originated in African folklore, and were metaphors for colonialism and the transatlantic slave trade. Modern zombies are metaphors for consumerism, xenophobia, and pandemics. This course explores the history, symbolism, and philosophy of zombies in contemporary life.

Isms like racism, anti-feminism, and totalitarianism all threaten democracy. Join us for a tour through 20th-century European history – with George Orwell as our guide – to see what dangers these ideas pose and how we might counter them with better ideas of our own.

Introduces the study of film as an art form, industry, and culture. You will learn basic concepts and terminology for cinematic techniques, styles, and analytical approaches. The course highlights selected filmmakers and the traditions and contexts in which they produced their works. This is a hybrid Web/Lecture course.
People falling in and out of love isn’t new, but the conditions under which we do or do not fall in love have changed dramatically over time. This course explores the ways in which race, class, gender, and other identity markers have influenced how we define and communicate romantic love. We will use theories and approaches in the social and behavioral sciences to look more closely at how historical movements, such as the dawn of social media, have influenced the ways in which romantic relationships have been understood, valued, initiated, and sustained or disrupted. Finally, students in this course will work on developing foundational tools for reasoning by constructing sound arguments related to course topics and themes, evaluating the quality of evidence; and forming judgments about the evidence, arguments, and conclusions of others.

This class intends to look at education as a personal, local, and global construct. This course will trace a path from student to UNCG 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.

Diversity and equity issues are uniquely situated in student’s present and future realities and by exploring those issues through the lens of science fiction this class aims to use creativity and possibility to imagine a better, more equitable present and future world(s). Also, this is a class about questions. So often students are expected to KNOW- a major, what you want to be when you grow up, what job you want- but how can you know if you don’t explore and question? Like anything, learning to explore and how to ask questions, essentially how to be curious, is a skill that must be developed. This class will, through the lens of science fiction/fantasy short stories, give you a chance to be curious.
RCO 203-01 and 203-02: Ethics and Imagination, CRN 81923 (01), CRN 81930 (02)
GEC: GPR, WI
MAC: C6 - Critical Thinking and Inquiry in the Humanities and Fine Arts
(01) MWF 10-10:50 am, Face to Face
(02) TR 12:30-1:45 pm, Face to Face
Location: Grogan Hall 105
Instructor: Dr. Sheryl Lieb

The purpose of this course is to use inquiry in the traditional Humanities disciplines so as to develop students’ capacities for critical thinking by highlighting not only its applications to academic work, but especially emphasizing the significance of critical thinking to the development of professional competencies. To this end, we will examine the theories of key philosophers, scholars, and cultural critics—from Plato and Aristotle (classical), to Jean-Jacques Rousseau (18th century), to Booker T. Washington and W.E.B Du Bois (19th - 20th centuries), to Paulo Freire (20th century), to bell hooks and other contemporary theorists (21st centuries) — 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 in the Humanities, students will critically engage 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 301-01: Independent Study, CRN 83338
1 Credit
Topics and Times arranged with Faculty
Location: Online
Instructor: Mr. John Sopper

RCO 301-02: Independent Study, CRN 83341
1 Credit
Topics and Times arranged with Faculty, Face to Face
Location: Grogan Hall
Instructor: Mx. Will Muehl (Graduate Assistant)

RCO 390-01 and -02: Research Capstone, CRN 83316 (01) and CRN 83332 (02)
GEC: WI, SI
01: MW 12:30-1:45, Face to Face, Grogan Hall 105
02: TR 2-3:15pm, Online Synchronous
Instructor: Mr. John Sopper

Intended as a capstone experience for second year students in Grogan College, in this course you will connect your college experiences to your preparation for whatever field of study, profession, or artistic genre you intend to pursue going forward. To accomplish this, we will use the Strengths Finder psychological profile, various values exploration strategies, and multiple reflective writing assignments to explore who we are, what we value, how we find meaning and purpose, and how our identity connects to the work we want to do in the world beyond college. In addition, we will consider the demands of working in a 21st century global economy and what employers say they look for when hiring recent college graduates. Based on your reflections about your identity, strengths, and values, and based on what we can understand about the current world of work, you will develop a research project related to the field, profession, or artistic genre that you plan to enter, or that explores and addresses a real-word issue that is important to you. By expressing your research findings in writing, in the form of a research poster, and by presenting your research at the UNCG Undergraduate Research Expo, you will gain valuable research and communication experiences and skills that many employers seek.
All-RC Courses:
Available to all students in Ashby, Grogan, and Strong
Available for Non-RC students, space permitting, following SOAR

RCO 101-01: College Writing I (Exploring Writing in College Contexts), CRN 83342
Equivalent – ENG 101
GEC: GRD
MAC: C2 – Written Communication
TR 9:30-10:45am, Face to Face
Location: TBD
Instructor: Mrs. Jessica Abell

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. Note: Equivalent credit to ENG 101 and/or FMS 115; students may receive credit for only one of RCO 101 or ENG 101 or FMS 115.

RCO 112-01: Contemporary Topics in Mathematics, CRN 83636
Equivalent – MAT 112
GEC: GMT
MAC: C4 – Quantitative Reasoning
MWF 1-1:50pm, Face to Face
Location: TBD
Instructor: Ms. Sandi Rudzinski

Practical mathematical topics including set theory, properties and operations of number systems, algebra, geometry and consumer mathematics. Additional topics may be selected from logic, systems of numeration, and mathematical systems. Note: Students may not earn credit for both RCO 112 and MAT 112.

RCO 122-01: Beginning Spanish I, CRN 83343
Equivalent – SPA 101
GEC: GL (GFL track)
MAC: C9 – Global Engagement and Intercultural Understanding through Humanities and Fine Arts
TR 5-6:15pm, Face to Face
Location: TBD
Instructor: Ms. Marisa Gonzalez

This course is an introduction to Spanish with practice in listening, speaking, writing, and reading. We will explore and learn about a variety of different Spanish-Speaking countries around the world and their traditions, food, and acentos. In this course, we will also work on diverse projects like Dia de Los Muertos altar and culminate with a fiesta divertida! Note: Students may not receive credit for both RCO 122 and SPA 101.
RCO 252-01 and -02: Introductory Concepts in Biology, CRN 83671 (01) and CRN 83678 (02)
Equivalent – BIO 105
GEC: GNS, GLS
MAC: C8 - Critical Thinking and Inquiry in the Natural Sciences
01-MW 2-3:15pm, Face to Face
02-MW 3:30-4:45pm, Face to Face
Locations: TBD
Instructor: Mrs. 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. **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.**

RCO 185-01: An Autonomous Approach to Health and Wellness, CRN 83696
MAC: C5 – Health and Wellness
TR 11 am-12:15 pm, Face to Face
Location: TBD
Instructor: Ms. Angelica Knight

This is a college-level course that is intended to address, educate, and implement various aspects of health and wellness. It will discuss personal health topics, interpersonal relationships, community, and public health, as well as discuss how legislation, policy, and societal structures influence us on an individual level. Understanding health from an autonomous point allows each person to create personal habits that will improve and maintain a better quality of life over a lifespan.

**ALL RC Foundations Courses (first-year students only)**

RCO 181-01: Residential College Foundations Seminar: Introduction to New(s) Media, CRN 83573
MAC: C1 – Foundations
MWF 11-11:50 am, Face to Face
Location: Guilford Hall 118
Instructor: Mrs. Anne Barton

Success tied to knowledge of self and participation in communities. Here’s your opportunity to be an expert! In this course, we’ll have two subjects for discussion – each student’s successful transition to college at UNCG and each student’s understanding and use of media – both social media and news media. You are each certainly the best informed person about yourself – your goals, challenges, and dreams. We’ll do a number of exercises and introduce you to a number of campus resources to help to make sure that you can take advantage of what university education (and UNCG in particular) has to offer you in terms of habits of mind and habits of being. When we turn to the subject of new(s) media, you’ll also 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 skill 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?” It’s easy to take things at face value, especially when there’s so much information to sift through. So, we’re going to step back and examine our personal interactions and our interactions with various media. In the best of all possible worlds, this is a three-step process: gather the facts, consider the interpretations, and then form an opinion. But are opinions always rational? Of course not! More often than not, we react emotionally rather
than rationally. It’s not always possible to be analytical in the heat of the moment, but we need to try to train ourselves to step back and analyze what’s going on. We need to try to figure out why ‘the system’ wants us to react like that. As always, our understanding of these 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 of these contexts and issues will help us to be what we want to be – successful communicators!

**RCO 181-02: Residential College Foundations Seminar: Introduction to Southern History, CRN 83596**

**MAC: C1 – Foundations**  
**TR 11 am – 12:15 pm, Face to Face**  
**Location: TBD**  
**Instructor: Dr. Chrissy Flood**

A college education represents, for many, a transition to adulthood and full civic responsibility, a time when we consider how we can contribute and/or strengthen the discourses of civility already present in modern western society and the kinds of social and cultural literacies we need to contribute successfully. We will work towards achieving academic and professional habits of mind and habits of being. To help you succeed in college, this course will help you hone your skills as a student, and also apply your skills of critical thinking, writing and public speaking within an academic discipline, in this sections’ case the history of the American South in the Twentieth Century.


**MAC: C1 – Foundations**  
**MW 2-3:15pm, Face to Face**  
**Location: Grogan Hall 105**  
**Instructor: Mr. John Sopper**

This course is grounded in the academic discipline of Educational Studies which includes the philosophy, sociology, and history of educational practices and institutions. The course is designed as a sustained investigation into three overarching questions: What is a college education, why get a college education, and how do you get a college education. As we explore and attempt to answer these questions, the course seeks to facilitate your academic and personal development and to support your successful transition to college level work. To pursue our goals, we read about education and the social history of education in the United States with a view to understanding how the contemporary college experience came to be the way it is, for whom it was originally designed, and why. Paying attention to issues of diversity, equity, and inclusions, we also critically evaluate contemporary initiatives that attempt to define the “essential” learning that should be included in a 21st century education, and that try to show us how to achieve 21st century learning outcomes, (e.g. so called “high impact educational practices”). In this course you will also reflect on your own educational journey thus far, and critically consider the assumptions, beliefs, and habits you bring to your own learning. We will explore various resources at UNCG intended to facilitate your learning and growth, and you will develop a life, career, and educational plan using information about campus resources as well as individualized assessments of your values and strengths (Strengths Finder). Lastly, to develop transferable skills at finding, critically evaluating, selecting, synthesizing, and applying information on your own (information literacy), as a class, we will design and conduct a semester long research project that uses survey techniques to investigate the assumptions, beliefs, attitudes, and habits of your peers at UNCG as these relate to how they “do” college.