

RESIDENTIAL COLLEGES

Fall 2020 Course Offerings



Ashby College

Grogan College

Strong College

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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. Students in the RCs 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 course; 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 courses, 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-CRN 83307

Understanding the Supreme Court (GHP/GMO/SI)

Dr. Chrissy Flood

TR 2:00-3:15pm, Guilford 119

Architecture can convey powerful images- look at the Supreme Court Building- visitors, lawyers, plaintiffs and defendants have to mount 44 massive and imposing steps and pass through eight towering columns to enter the structure, meant by the architect to imply a central, symbolic representation of the long march to justice.

However, most of us have little to no idea what goes on in this temple of Justice. In this section of Core we will explore how the Supreme Court works, and moreover, how the Court's decisions affect your daily life in the modern world. For the first half of the course, we will examine the foundational decisions of the court, from *Marbury v. Madison* to *Roe v. Wade*, and in the second half we will follow and track the cases before the Court this year, including cases on election law, first amendment violations, privacy rights, and the death penalty.

RCO 203-01-Core-CRN 83311

Ethics for Post-Millennials (GPR/WI)

Dr. Will Dodson

TR 2:00-3:15pm, Mary Foust 120

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.

RCO 204-01-Core-CRN 83315

Fairy Tale Literature: And They Lived Happily Ever After (GLT)

Ms. Jessica Abell

TR 2:00-3:15pm, Mary Foust 128

What is it about Fairy Tales that has captured the attention and imaginations of people all over the world? This course will seek to answer this question by introducing students to multiple Fairy Tales from western and eastern traditions with the goal of understanding why these tales are told, why there is such a fascination with them and why they get told over and over again. Students will learn how to think critically about Fairy Tales through analyzing the original tales and comparing them to remakes. Further, students will engage in the creative process by writing a fairy tale of their own through flash fiction/short story.

STRONG COLLEGE

Core – Sustainability and Hands-on Research

RCO 222-01-Core-CRN 83325

20th Century Europe/Orwell (GHP/GMO/GL)

Ms. Anne Barton

TR 12:30-1:45pm, Guilford 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 them, 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-Core-CRN 83316

Ethics for Sustainability (GPR/WI)

Dr. Will Dodson

TR 12:30-1:45pm, Guilford 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.

RCO 204-02-Core-CRN 83334

Dark, Viral, and Full of Memes: Internet Rhetoric (GLT)

Dr. Alan Benson

TR 12:30-1:45pm, Mary Foust 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.

ASHBY/STRONG NON-CORE RC COURSES

RCO 155-01-Ashby/Strong-CRN 83613

Media Savvy (GRD/SI)

Ms. Anne Barton

MWF 11:00-11:50am, Guilford 118

Here's a 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 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 – savvy communicators!

RCO 252-01-Ashby/Strong-CRN 83339

Intro to Concepts of Biology (GLS/GNS)

Ms. Margaret Hood

MWF 10:00-10:50am, Guilford 119

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.

MST 225-03-Ashby/Strong-CRN 80933**Film Appreciation (GFA)****Dr. Will Dodson****W 6:30-8:15pm, Mary Foust 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.

HIS 347-01-Ashby/Strong-CRN 80912**History of North Carolina (SI)****Dr. Chrissy Flood****TR 11:00am-12:15pm, Mary Foust 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.

RCO 206-01-Ashby/Strong-CRN 83344**Animals and Ourselves in Art and Performance (GFA)****Dr. Larry Lavender****MWF 1:00-1:50pm, Mary Foust 120**

This course is for students interested in the study of the "human-animal" divide as it shapes personal thinking and public policy, and in the analysis of human attitudes toward (and treatment of) non-human animals. There is special emphasis on the use and the representation of non-human animals in artistic works, and on methods to investigate one's own "humanity." The course is taught seminar-style: students are expected to be proactive learners who bring issues forward for lively discussion and debate.

RCO 101-01-Ashby/Strong-CRN 83348**College Writing 1 (GRD)****Mr. Ryan Piper****MWF 2:00-2:50pm, Mary Foust 128**

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 either RCO 101, ENG 101, or FMS 115.

GROGAN COLLEGE

Core – Developing Professional Competencies

RCO 155:02-Core-CRN 83624

Millennial Narratives: The Personal and Professional (GRD/SI)

Dr. Love Jones, Director of Human Relations, City of Greensboro

M 6:00-8:50pm, 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 203:03-Core-CRN 83633

Ethics, Imagination and Education (GPR/WI)

Dr. Sheryl Lieb, Educational Leadership

MWF 10:00-10:50am, 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 project-based learning experiences.

RCO 203:04-Core-CRN 83640

Ethics, Imagination and Education (GPR/WI)

Dr. Sheryl Lieb, Educational Leadership

TR 11:00am-12:15pm, 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 project-based learning experiences.

RCO 205:01-Core-CRN 83649

Emotional Intelligence (GSB)

Daniel Wiggins M.S.C, Coordinator for Residence Life, Grogan Residence Hall

MWF 9:00-9:50am, Grogan 105

This class will explore emotions, emotional expression, and emotional understanding of self and others using the work of Daniel Goleman as the theoretical framework. Goleman proposes that Emotional Intelligence is a key component of leadership, professional success, and healthy relationships. He argues that EI is made up of five competencies that can be learned: self-awareness, self-regulation, social skills, motivation, and empathy. We will critically examine

Goleman's ideas about EI as we apply the theory to practice in our own emotional exploration. We will also use Goleman's ideas to look at the Grogan Residential College community through the lenses of EI. Students will apply their learning throughout the semester, culminating in an end-of-semester project.

RCO 206:02-Core-CRN 83686

Art of Resistance (GFA)

Dr. Sarah Colonna, Educational Leadership and Women and Gender Studies and Associate Program Chair, Grogan College

TR 9:30-10:45am, Grogan 105

Poet Audre Lorde (1984) said, art "is not a luxury. It is a vital necessity of our existence...[and] the way we help give name to the nameless so it can be thought." Art is one way to understand the world. When we think of ways that we resist and rebel against the status quo, we must think about the art that contextualizes those moments. We are all artists. We are all resisters. This class intends to look at current and historical moments of resistance. We will explore how art shapes/influences/drives/ defines how people express themselves in moments of resistance and rebellion. We will consider multiple art forms including film, visual arts, and music, among others.

RCO 301:01-Core- CRN 83697 (2 credits)

How to Get an Internship

Meg Horton, Senior Lecturer, Department of Biology

M 1:00-2:50pm, Grogan 105

This course will focus on preparing students to obtain and successfully complete a traditional, for-credit internship (but many of the skills acquired will be useful in a job search, applying to post-bac programs, or gaining a shadowing opportunity or volunteer position.) Students will attend a weekly meeting, participate in all course activities, attend assigned career events on campus and complete a final project related to identifying and pursuing an internship that they could begin in the following semester and count toward their Grogan College capstone experience.

RCO 301-02-Core-CRN 83709 (1 credit)

Independent Study

Sarah Colonna, Educational Leadership and Women and Gender Studies and Associate Program Chair, Grogan College

(Meeting Time arranged with Faculty member)

RCO 390:01-Core-CRN 83713

Research Capstone (WI/SI)

John Sopper, Religious Studies and Program Chair, Grogan College

TR 12:30-1:45pm, Grogan 105

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-world 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.

GROGAN NON-CORE RC COURSE

RCO 252:02-Grogan Non-Core-CRN 83719

Introductory Concepts of Biology (BIO 105 Equivalent/GNS/GLS)

Meg Horton, Senior Lecturer, Department of Biology

MW 3:30-4:45pm, 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 122-01-All RC Course-CRN 83742

Beginning Spanish I (GFL/GL)

Ms. Marisa Gonzalez

MW 5:00-6:15pm, Mary Foust 120

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

RCO 115-01-All RC Course-CRN 83763

College Algebra (GMT)

Mr. James Rudzinski

MWF 12:00-12:50pm, 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 273-01-All RC Course-83757

General Psychology (GSB)

Ms. Jessica Caporaso

TR 11:00-12:15pm, Guilford 119

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.