Welcome!

Dear Honors Students,

The Honors College at UNCG eagerly awaits your arrival for SOAR and the new academic year. You are an extraordinary class with a diversity of talents and interests.

Consider this Handbook your first step in an exciting college career. It describes the advising and registration process that you should anticipate at SOAR registration. More importantly, it lists the intriguing course selections you have for next fall in the Honors College. And at the end of the Handbook you will find the e-mail addresses for the Honors academic advisors. They will be extremely helpful to you. Please contact them if you have any questions, ok?

Take full advantage of everything UNCG has to offer. Once again, welcome to the Honors College!

With best wishes for the upcoming semester,

Dr. Omar H. Ali
Dean
KEY TO ABBREVIATIONS

- CAS – College of Arts and Sciences
- ENV – Environmental Studies
- GEC – UNCG general education categories
- GFA – fine arts GEC
- GFL – foreign language GEC
- GHP – historical perspectives GEC
- GL – global perspectives GEC
- GLS – natural sciences GEC – life science (for CAS students)
- GLT – literature GEC
- GMO – historical perspectives GEC – modern (for CAS students)
- GMT – mathematics GEC
- GN – global non-western perspectives GEC
- GNS – natural sciences GEC
- GPM – historical perspectives GEC – premodern (for CAS students)
- GPR – philosophical/religious/ethical perspectives GEC
- GPS – natural sciences GEC – physical science (for CAS students)
- GRD – reasoning and discourse GEC
- GSB – social and behavioral sciences GEC
- HSS – the course prefix for courses offered by Lloyd International Honors College
- SI – speaking intensive GEC
- WGS – Women’s and Gender Studies
- WI – writing intensive GEC
- XXX – the course prefix for courses offered by the Department of XXX

Day of Week Abbreviations

- M = Monday
- T = Tuesday
- W = Wednesday
- R = Thursday
- F = Friday

For further course scheduling information, see:
http://www.uncg.edu/reg/Schedule/index.html
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Honors Bound!

Welcome to Lloyd International Honors College!

International Honors – An Overview
Lloyd International Honors College is a community of motivated, inquisitive students and faculty, where students benefit from a liberal arts curriculum while studying in a larger research university setting. Honors students pursue all majors at UNCG, and take uniquely themed Honors seminars that are taught by engaging faculty. Honors classes are capped at 25, which allows for collaborative, discussion-based teaching and learning. The International Honors Program is very flexible, and encourages you to think and read critically, to craft clear written and oral arguments, to engage in spirited discussion with your peers, and to find your place in an increasingly interdependent world.

Your Honors experience begins with the International Honors Program. This fall, you will take a one-credit Honors Colloquium, in which we will talk about the many ways you will engage with the Honors College, the university, the Greensboro community, and your own education during your time at UNCG. You will also choose a 100-level Honors seminar from the many available options, and you may also choose to take courses in a foreign language. For a complete description of the program, please read "Honors Graduation Requirements" at the end of this booklet.

Once you are at UNCG and taking courses in your major, you will want to consider the Disciplinary Honors Program, which is Honors in your major. If you complete both programs and meet program GPA requirements, you will receive Full University Honors.
International Honors Graduation Requirements

To successfully complete the International Honors Program, a student must be a member of Lloyd International Honors College at the time of graduation, have a UNCG GPA of 3.30 or higher at graduation, have achieved a GPA of 3.0 (grade of B) or higher on all Honors work, and have completed the following course work:

- a first-year Honors seminar - 3 semester hours (s.h.) - in the first semester after having been admitted to Lloyd International Honors College;

- HSS 198: Honors Colloquium (1 s.h.) in the first semester after having been admitted to Lloyd International Honors College;

- Nine (9) s.h. of additional Honors course work.

  In addition, a student must:

- Master a language other than their native language through the equivalent of the 204 level of language courses taught at UNCG. Ancient languages and sign languages are permitted. This requirement can be fulfilled by any combination of course work, placement tests, and appropriate evidence of mastery through other documentation.

- Complete an approved international experience, usually in the form of studying abroad for a semester or a full academic year. To document completion of the international experience, students must register for IGS 295 & 296 (1 s.h. each during the study-abroad experience), and IGS 297 (1 s.h.) in the semester following their international experience. Students who study abroad during the summer must complete HSS 198 in the fall semester in which they return. Honors students who have successfully completed HSS 198, an Honors academic course, and have a 3.30 or higher GPA are eligible for the Honors College Travel Grant. The Travel Grant provides $1,100 for a semester or year abroad or $400 for a short-term, approved summer experience.
The International Experience

The cornerstone of Lloyd International Honors College's International Honors program is an international experience, which empowers you to better understand yourself and others through a comparison of cultural values and ways of life. That's why an international experience is required for Honors students in the International Honors Program and is highly recommended for other Honors students.

From an employer’s or graduate school’s perspective, a student who has studied abroad is self-motivated, independent, willing to embrace challenges, and able to cope with diverse problems and situations. Your experience living and studying in a foreign country, negotiating another culture, and acquiring another language will make you stand out from your peers.

The expectation of Lloyd International Honors College is that students in the International Honors program will spend a semester or more studying abroad. Honors students at UNCG complete their International Experience in a variety of ways, but most typical - and most cost-effective - is participation on an exchange program with one of UNCG’s exchange partners. For these programs (at over 100 locations at last count), the tuition a student pays to UNCG is the tuition that is paid to the host institution abroad. And in most cases, the cost of housing and food is comparable to dormitory and food plan costs at UNCG. So, with careful planning, the cost of study abroad should not differ significantly from the cost of attending UNCG. And Lloyd International Honors College students receive a travel grant to defray expenses! The Honors travel grant, available to Honors students in good standing, is currently $1,100 for a semester or year-long experience. Qualified students can also apply for external funding such as the Boren and Gilman Scholarships sponsored by the Institute for International Education.

When to head out for your international experience? Almost any semester or year at UNCG is possible! You should go through preparation for study abroad in your first semester at UNCG, since the sooner you begin planning your semester or year abroad, the better the experience can be integrated into your college plans.

Farfy, the dragon, in Florence, Italy at Ponte Vecchio
Pre-SOAR and SOAR Advising & Registration

Academic advising in college is an essential process before each semester to ensure your long-term success. Spartan Orientation, Advising, & Registration (SOAR) is UNCG’s orientation program for all new undergraduate students and provides the opportunity to complete your Fall 2018 course registration. Advisors will assist you with course plans and registration to complement requirements for your major. As an Honors student, you will also meet with an Honors Academic Advisor at SOAR to ensure you begin your work at UNCG and Lloyd International Honors College in the best possible way. The advising process for Honors students continues with Honors Orientation the Saturday before classes begin, and in fall semester’s Honors Colloquium, in which you will develop your own plan for your education.

The Honors Session at Spartan Orientation Advising & Registration (SOAR) helps the newest members of Honors College register for classes, find out about key activities and learn about life at the University.
SOAR Day 1

At SOAR, the Honors College will have a two-hour session on the first day. Please check your schedules and visit us during that time. At this session, you may meet with Ms. Julie Boyer, Ms. Portia Harris, Ms. Maria Hayden, or Mr. Chris Kirkman (the Honors Advisors) to register for your HSS 198 Honors Colloquium course and your first-year Honors seminar. You will also receive information about the registration process for your major that follows on the second day of SOAR and your Honors Orientation on Saturday, August 11. You will also have the opportunity to ask any questions about the Honors College and enjoy your first chance to forge new friendships with other Honors students who share your intellectual curiosity! If you don't already have a roommate picked out, you may meet yours at this session!

SOAR Day 2

The second day of SOAR is registration day for all your remaining first semester courses. SOAR staff will provide advising times to all students, including Honors students, by major. As an Honors student, you will meet with a major advisor and complete your course registration with that advisor. When you meet with your major advisor, please be sure to indicate that you are an Honors student.

Kung Fu kick in QiBao, Shanghai, China
Course Registration After SOAR

Once you are at UNCG and taking classes, the protocol for course registration changes. In order to register for your first semester classes, all students MUST meet with an academic advisor in their major and an Honors College advisor. If you do not know your major advisor, contact your major department. All Exploratory Studies majors (undeclared) MUST meet with an academic advisor from the Students First Office. Students’ academic progress should be monitored using the degree evaluation which can be accessed via UNCGenie located on the University home page.

Honors Priority Registration

All Honors College students have the benefit of registering prior to non-Honors students of similar academic rank (by credit hours). After the first semester, the priority registration system provides access to classes starting with Honors seniors and moving down to Honors first-year students before all non-Honors students. In addition, 100-level Honors classes have been held for our incoming Honors freshman class. Seats will be released proportionally by the number of Honors students attending each orientation. Many sections of both HSS and departmental honors courses may currently appear full or closed, but seats may open up during orientation.

Honors students in London, UK for the “Literary London” course
Honors Advising Recommendations

Honors Advising works in partnership with all major academic advisors. The Honors College works with students to help fit in Honors classes alongside the coursework suggested by their major advisor. Our Honors Advisors will be available at SOAR to assist you with your first semester registration.

Registration in one Honors course (HSS-100 level) and HSS 198 is required for all freshmen in their first semester. First-semester Honors students must also successfully complete (with a B grade or better) each of these courses in order to maintain standing and continue in the Honors College.

HSS 198 - Honors Colloquium is a 1 hour class that fits in almost any schedule.

- HSS 198 is a one-hour credit course for new International Honors students. This course is required for all International Honors students during their first semester in Honors.

HSS 100-level courses fulfill many curriculum requirements.

- 100-Level Honors courses are offered during the fall semester for new freshmen to UNCG and the Honors College. These courses cover both Honors credits and General Education Credits (GEC) for the university. Incoming International Honors students should take one 100-level Honors course in addition to HSS 198: Honors Colloquium.

Other Honors Coursework:

- 200-Level Honors courses are offered fall and spring semesters for second-semester first-year students to seniors. These courses cover both Honors credits and General Education Credits (GEC) for the University. An example is HSS 208: Language and Culture.

- Departmental Honors courses are often offered to all Honors students. These courses are listed with a departmental prefix and carry the HSS (Honors) marker. Departmental Honors courses may or may not satisfy General Education Credits. Some courses are open only to students in the major. An example is BIO 111 (HSS).
On average Honors students take between 15-18 credit hours of coursework each semester, depending on major requirements.

As a guideline, International Honors seminars are intended to deepen students' intellectual inquiry in the first two years of undergraduate study, and students typically take one Honors seminar each of their first four semesters at UNCG, during which time they also work on their language study and plan their study abroad experience, which, again, typically, depending on the student’s major, credits transferred into UNCG, and other factors, takes place sophomore or junior year.

**Advising Recommendations by Major**

All majors are encouraged to complete the requirements for International Honors during the first 60-hours of coursework. With careful planning, this can be easily accomplished! In general, Honors students will register for HSS 198 – Honors Colloquium and an HSS 100-level course in the fall. The 100-level course is an Honors-level course of a needed general education credit. Honors students generally study abroad during their sophomore or junior year but may complete this at any time with careful planning. Some majors have certain issues and those are addressed below:

**Biology, Chemistry/Biochemistry, Nutrition, Sports Medicine, & Pre-Med**

- HSS 198 – Honors Colloquium
- BIO 111 – Biology I Honors (if not receiving AP or other credit for this course)
- HSS 100-level course that fulfills needed general education credits

Study Abroad: While sophomore or junior year is when most science majors study abroad, the International Experience may be completed at any time with careful planning. Countries where science or science-related majors may study abroad include: Australia, Botswana, China, Finland, Malta, Mexico, Spain, South Africa, South Korea, Sweden, United Kingdom, and Uruguay.
Nursing Majors

HSS 198 – Honors Colloquium
HSS 138 – Honors Cultural Anthropology
BIO 111 – Honors Biology I

Study Abroad: Nursing majors must study abroad during the summer in order to stay on a four-year graduation plan. A five-year plan would allow you to study abroad for a full semester or year and potentially complete another major or minor. If you plan to complete a semester or year abroad, the experience has to be completed within the first three years or before official admission to Nursing.

Foreign Language Placement Exams

Exams are offered at SOAR in French, German, Latin, and Spanish. Placement exams for other languages and other subjects must be arranged with the academic department that teaches that given language or subject. If you have taken any of these languages in high school, we urge you to take the placement test. If you place out of lower sections of a language, you have more freedom to take higher-level language courses or other types of courses.

Y Draig Goch

Y Draig Goch is Welsh for “the red dragon.” First recorded around 829 AD in Historia Brittonum, the red dragon has long been a symbol of Wales and a popular image of the battle standard for King Arthur. The red dragon is also the mascot of Lloyd International Honors College in honor of its benefactress, Rebecca Lloyd, whose parents came to the US from Wales. In 2013, the Honors College began a tradition of sending students abroad with a red dragon.
Mark Your Calendar for Honors Orientation on Saturday, August 11!

Before classes begin in the fall, you can look forward to joining us for Honors Orientation on Saturday, August 11. On that day, you will meet other incoming Honors students as well as current Honors students, faculty, and staff. We'll talk about what you can expect in your Honors classes and what it means to be a member of the Honors community, and we'll answer any questions that you might have about Honors, UNCG, and your upcoming college experience.

Honors Common Reading Project

This year the Honors College partners with the New Student Transitions & First Year Experience to participate in the Keker First Year Common Read. As part of the fall Honors Colloquium (HSS 198), we will read and discuss *The Distance Between Us* (2012) by Reyna Grande. You will receive your very own copy of the book at SOAR.

We will be sending you more information about Honors Orientation in early August, but you can plan to spend most of the day with us, from mid-morning to late afternoon.

*We look forward to seeing you!*
HONORS COURSES
FALL 2018

REQUIRED HONORS
FIRST-YEAR EXPERIENCE COURSES

Entering freshman Honors students are required in their first fall semester to take HSS 198: Honors Colloquium as well as at least one 100-level Honors seminar. These courses are only open to new International Honors students. Students will be placed in a section of Colloquium when meeting with an Honors Advisor at SOAR.

Honors Colloquium

The purpose of this course is to introduce you to the many ways you will engage with the Honors College, the university, the Greensboro community, and your own education during your time at UNCG. Together, we will explore topics like power, privilege, globalization, civic engagement, and developmental learning while participating in visits to museums, lectures, panels, and other events on campus, and a service-learning experience in the Greensboro community.

FIRST-YEAR (100-LEVEL) SEMINARS

All students in the International Honors Program are required to take a 100-level seminar during their first semester in the program. From the selections on the following pages, please rank your top 5 choices on response form sent to you in your email. This will assist your Honors advisor at SOAR in helping to build your schedule.
FIRST-YEAR HONORS SEMINARS

HSS 102-01H
Greensboro: The World through a City
GEC: GHP, GMO, HSS
TR 9:30-10:45
Instructor: Virginia Summey
CRN: 80362
Course Limited to Freshmen

This course is an experiential learning course that explores Greensboro as part of the wider world. Home to indigenous peoples, migrants, and refugees from across the nation and the globe, Greensboro encompasses a vibrant mix of people and traditions. We will look at the history, politics, and cultures of Greensboro as a reflection and microcosm of both the United States and the world. There will be a series of guest lectures and presentations by experts in specific areas—from environmental studies and ethnomusicology to law, medicine, and government administration. Among the places we will visit: Greensboro Historical Museum; Guilford College Woods (home to Native Americans and later a safe haven for fugitive slaves and escaping Confederate soldiers); Guilford Courthouse National Military Park; local restaurants; downtown artist co-operatives; historical Warnersville; sister colleges; and the UNCG campus itself.

Virginia Summey received her Ph.D. in History at UNCG in December 2017. At UNCG she also received a post-baccalaureate certificate in African American and Diaspora Studies. She received her MA in History and a post-baccalaureate certificate in Women's and Gender Studies from the University of Montana. Her current research focuses on gender and race during the civil rights movement.
HSS 105-01H
Swords, Sandals, and the Silver Screen
GEC: GFA, HSS
TR 12:30-1:45
Instructor: Rebecca Muich
CRN: 80410
Course Limited to Freshmen

While the ancient world was a favorite topic of Hollywood and foreign filmmakers from the beginning of the genre through the 1970s, the popularity of ancient Greece and Rome eventually waned as audiences interested in historical epics turned their attention to other cultures. The commercial success of *Gladiator* in 2000, with its big-budget depiction of the height of the Roman Empire and megawatt star power, led to a resurgence of interest in presenting the ancient world in film, especially as summer blockbusters. This course will examine the representation of ancient Greek myth and ancient Greek history in the Hollywood films of the 2000’s including: *Clash of the Titans* (2010), *Immortals* (2011), *The Legend of Hercules* (2014), *Hercules* (2014), *Alexander* (2004), *300* (2006), and *300: Rise of an Empire* (2014), among others. As part of the course, students will learn how to “read” a film as a distinct narrative genre and will understand the history of the interest of Hollywood in the ancient world. The course will investigate the process of adapting ancient mythological and historical texts for consumption on the big screen. By reading ancient mythographers and historians on the legends of Perseus, Theseus, and Hercules and the battles of Thermopylae, Salamis, and the campaigns of Alexander the Great, students will be able to analyze the films from ancient and modern perspectives.

**Rebecca Muich** is an Assistant Dean in Lloyd International Honors College. She holds a Ph.D. in Classical Philology from the University of Illinois in Urbana-Champaign, an M.A. in Classics from the University of Florida, and an Honors Bachelor of Arts in Classics and History from Xavier University. Her research interests include relationships and gender in the Iliad, warfare as depicted in Greek epic and tragedy, women in antiquity, narrative theory, and classical reception.
HSS 105-02H
Creativity and the Arts
GEC: GFA, HSS, SI
TR 2:00-3:15
Instructor: Larry Lavender
CRN: 80423
Course Limited to Freshmen

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 abilities 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.

Larry Lavender is Professor of Interdisciplinary Arts in the College of Visual and Performing Arts, and a Faculty Fellow in Lloyd International Honors College. His primary areas of teaching are creativity theories and practices, performance art, human/animal relations in the arts, and dance theories and practices.
HSS 106-01H
Philosophy Goes to the Movies
GEC: GPR, HSS
MW 2:00 – 3:15
Instructor: Angele Bolte
CRN: 80424
Course Limited to Freshmen

Not every movie is a popcorn flick aimed at dazzling you with the latest in special effects and wowing you with the biggest Hollywood stars of the moment. Some films are true works of art, exploring abstract philosophical questions and setting the stage for both long-lived debates and contemporary questions. And, interestingly, some movies can be both, mixing popcorn and philosophy. The goal of this class will be to utilize film as an accessible and entertaining way of asking some of life’s most difficult, and important, questions. Questions like: What is real and how do we know? Who am I? What does it mean to have a mind? Do I have free will or are all of my actions predetermined? Why should I be a moral person? Do I have an obligation to obey society’s laws? These movies will provide a set of examples which we, as a class, will use to frame our discussions of these important questions. Thus, students are required, first and foremost, to see these films as philosophical texts in themselves and not solely as entertainment.

Angela Bolte is an Assistant Dean in Lloyd International Honors College. She earned her PhD in Philosophy and Graduate Certificate in Women’s Studies from Washington University in Saint Louis. She also earned a MA in Philosophy from the University of Wisconsin-Milwaukee and an Honors BA in Philosophy from Kansas State University. Her research interests include issues in ethical theory such as autonomy, philosophy of emotions, philosophy of law, applied ethics, and feminist philosophy.
**HSS 108-01H**  
**Unfit for Reproduction: The Global History of Eugenics and Neo-Eugenics**  
GEC: GSB, HSS  
T 3:00 – 5:50  
Instructor: Justina Licata  
CRN: 80512  
*Course Limited to Freshmen*

While the Nazis’ use of eugenics during the Holocaust destroyed the discipline’s reputation, the practice of eugenics persisted long after the end of the Second World War. This course will examine the global history of eugenics from its origins in the 1880s to the 1990s, when a birth control device was used to limit minority women’s reproductive rights. Using both primary and secondary sources, students will explore the development of eugenics, neo-eugenics, and the population control movement, and how these concepts were used to justify stripping individuals’ of their reproductive rights. Additionally, students will be exposed to the organizations and people who struggled to shed light on unlawful sterilizations and end eugenic practices. In this class, students will learn how to read, use, and evaluate a wide range of historical sources. They will identify different methods of historical inquiry and gain an appreciation for how history structures our daily lives.

**Justina Licata** is a Ph.D. candidate in the UNCG History Department. Her dissertation examines the history of the birth control implant, Norplant, and its connections to the expansion of feminism, the politicization of class action lawyers, and the rise of neoliberalism in the 1990s. For the history department, she has taught courses on U.S. and Women’s History, and she won the 2016-2017 Outstanding Graduate Teaching Assistant from the College of the Arts and Sciences.
HSS 108-02H
Why Go To College?: A Sociological Examination of Higher Education
GEC: GSB, HSS
TR 11:00 – 12:15
Instructor: Maria Hayden
CRN: 81175
Course Limited to Freshmen

Welcome to college! The American university predates the founding of America, so what is it about these institutions that is so valued? We know that college graduates will have higher salaries than those without college degrees, so the value of a degree is not just theoretical, it can be quantified. What happens while you’re in college that makes you a better employee? Is it just the knowledge you gain? Does a diploma prove that you learned what you were taught? Could someone else gain the same knowledge but never earn a diploma? In this course we will examine what the university claims to offer, how it attempts to provide that, and if it is successful. We will explore the messages sent by educational policy makers, historically and currently, and compare them to what universities are actually providing to students. We will use educational sociology to study the history of higher education in America and analyze how the modern university supports student learning and development.

Maria Hayden is the Coordinator of Data and Student Records and Academic Advisor in Lloyd International Honors College. She earned an Honors BA in Philosophy and Political Science from Guilford College with departmental honors in Philosophy and a MEd in Student Personnel Administration in Higher Education from UNCG. Before her employment at UNCG, Maria worked for many years as an academic advisor for Continuing Education students at Guilford College. She then transferred to a position as the Housing Coordinator, where she also served as a mentor and instructor for first-year students.
HSS 122-01H
War, Crimes Against Humanity, and Global Justice
GEC: GHP, GL, GMO, HSS
MWF 10:00-10:50
Instructor: Joseph Ross
CRN: 81852
Course Limited to Freshmen

This course examines the devastation of war and conflict throughout the nineteenth and twentieth centuries, the development of human rights and the creation of the term “Crimes against Humanity” in international law, and the various attempts to use legal trials to bring about peace and justice in a chaotic world. We will explore the challenges facing international institutions and agreements, such as the United Nations and the Universal Declaration of Human Rights, in maintaining peace without violating the rights of individual nations to govern themselves.

Joseph A. Ross has taught a wide range of courses at UNCG over the past 10 years, including American, European, Asian, and World History, as well as a brief stint teaching the History and Philosophy of Sport and Physical Education. His research and teaching focus on the history of human rights, genocide, international law, American foreign relations, and the globalization of the United States. Dr. Ross earned his M.A. in European History from UNCG and his Ph.D. in American History from UNCG.
HSS 138-01H
Introduction to Cultural Anthropology
GEC: ENV, GN, GSB, HSS
MW 3:30-4:45
Instructor: Susan Andreatta
CRN: 80520
Course Limited to Freshmen

Introduction to Cultural Anthropology - This course provides an overview of cultural anthropology. We will use cultural anthropology to examine humans’ relationship to their environment, political and economic systems, religion, and social organization. Through this exploration we will study cultural similarities and differences in contemporary societies. By drawing upon lectures, readings, ethnographic films, and group discussions you will be exposed to a wide range of topics in the study of comparative cultures. These foci include language, means of livelihood, marriage, family, kinship, gender relationships, social stratification, social control mechanisms, belief systems, and culture change. This course, however, goes beyond the basic outline of introductory materials by asking you to apply the insights, theories and methods of the disciplines to the solution of societal problems.

Susan Andreatta is a Professor in the Department of Anthropology at the University of North Carolin Greensboro (UNCG) where she maintains an active research program working with small-scale farmers and fishermen in North Carolina and Peru. She is also co-director of UNCG Campus Gardens where there are 50 raised beds for vegetable, herb and flower production.

Dr. Andreatta mentors undergraduate students in research and study abroad experiences which provide opportunities for hands-on experiences in cultural anthropology.
DEPARTMENTAL HONORS COURSES
OPEN TO ALL HONORS STUDENTS

BIO 111-03H
Principles of Biology I
GEC: ENV, GLS, GNS, HSS, SUS
MWF 12:00-12:50
Instructor: John Lepri
CRN: 81786

Join us in BIO 111: Principles of Biology I, as you launch your Fall semester at UNCG. Students in BIO 111 will learn about matter, energy transfer, information and genes. Studying the complexity of the molecular and cellular operations of plants and animals might make you wonder how life is even possible! There will be many opportunities for you to engage one another in scientific arguments as a team-based, inquiry-guided problem-solving approach will break up the lectures.

*Enrollment in BIO 111L is a co-requisite of this course.

John Lepri is a Professor in the Department of Biology. Long ago, halfway through a century long complete, he was puppy #3 in a “basket of nine puppies,” originating in Detroit, Michigan. He studied zoology and psychology at the University of Michigan and completed a Ph. D. in zoology at North Carolina State University. His research on hormones, pheromones and endocrine disruptors that affect mammalian reproduction has taken him to the Monell Chemical Senses Center, Princeton University and the National Institute of Environmental Health Sciences. He has served as Chief Faculty Consultant for College Board’s Advanced Placement Biology program and, at UNCG, he teaches general biology, physiology, biological clocks, and reproduction. He also works closely with UNCG’s future high-school science teachers, and directs General Biology Education at UNCG. Outdoors is where you’ll find him in his free time, golfing, hiking, canoeing, and engaged in the never-ending chores of raising chickens and vegetables.
ECO 201-02H  
Principles of Microeconomics  
GEC: ENV, GSB, HSS, SUS  
TR 12:30-1:45  
Instructor: Jeff Sarbaum  
CRN: 83234

This course is an introductory microeconomic analysis of how individuals and firms cope with the fact that they have unlimited wants but limited resources. Explores the role markets play in efficiently addressing the scarcity problem and evaluates how alternative policies can impact their functioning. Examines conditions within which markets fail and solutions to correct for such.

**Jeff Sarbaum** (Ph.D., SUNY Binghamton, 1997), Senior Lecturer of Economics, has over twenty years of university teaching experience. He has developed numerous innovative graduate and undergraduate courses, integrating traditional pedagogy with new modalities and technologies. He has won the Bryan School Teaching Excellence Award, the UNCG Excellence Award for Student Learning Enhancement, and been nominated for the UNCG Excellence Award in Online Education as well as the UNCG Teaching Excellence Award. Dr. Sarbaum has been invited to speak about his teaching and research at numerous conferences, including a keynote presentation at the Duke University Instructional Technology Showcase. He has served on the UNCG Faculty Senate Online Learning Committee, the UNCG BLS Online Steering Committee, and the Economics Department and Bryan School Undergraduate Program Committees. Dr. Sarbaum also served as a Co-PI on a project funded by the National Science Foundation to develop online modules that teach mathematics skills in the context of economics to promote economic literacy.
**ELC 375-02H**  
**Philosophy of Education: A Philosophical Exploration into the Origin of Western Education for Today’s World**  
GEC: GPR, HSS  
TR 12:30-1:45  
Instructor: Glenn Hudak  
CRN: 80695

This course explores the philosophic origins of western education as it pertains to contemporary society. Indeed, while education is related to learning and schooling there is something quite distinctive about “education.” For it is neither about acquiring coping skills for living, *per se* (learning), nor is it about institutional and societal expectations, *per se* (schooling), rather education for Plato and others is *the* craft (*techne*) of turning the soul towards The Good, The Truth. What does it mean to pursue the truth, especially today where we live in a world saturated by opinion? Is it really the case that if we seek the truth it will set us free? And free from what? To address these and other issues we will critically explore the “spirit” of truth seeking by following the origins of education found in Plato’s *Republic* through and to contemporary educational thinking. We will explore that in its inception there is a strange marriage between philosophy & education, as both are linked to truth seeking, unraveling the implications for current pedagogical practices. From Plato we are transported to the 21st century and explore how this scholastic tradition is manifested today in issues revolving around public schooling, the nature or role of Study, and the educational possibilities for Human emancipation.

**Glenn M. Hudak** is a Professor in the Department of Educational Leadership & Cultural Foundations of Education (ELC). He received his PhD from the University of Wisconsin, Madison in Curriculum Theory, his M.A. from Wisconsin, Madison in Philosophy of Education, and his A.B. at University of California, Berkeley in Philosophy. He taught at several universities, and while a Professor of Education at Pace University, NYC he enrolled at Union Theological Seminary, NYC to study the philosophic and religious foundations of education, where he earned a M.Div. While at Union and later at UNCG, he earned a Diploma in psychoanalytic psychotherapy at the Harlem Family Institute, NYC, working with children in economically poor neighborhoods in NYC. He returned to school to study how education enhances the human condition. As such, his research interests revolve around an interdisciplinary approach to philosophy of education exploring such issues as: Autism, Buddhist thought, Modern Continental Philosophers such as Arendt, Heidegger, Psychoanalytic Thought, and the essence of technology all as they pertain to education.
GEO 103-02H  
**Introduction to Earth Science**  
GEC: ENV, GNS, GPS, HSS  
TR 9:30-10:45  
Instructor: Jeffrey Patton  
CRN: 82179

This course looks at both what we know of the origin and evolutionary development of the planet Earth and also how we know it. Three major aspects of our planet will be explored. First, the geophysical behavior of the solid earth, including volcanism, tectonics, and mountain building. Secondly, the modification of the surface by running water, glaciers and wave action; and finally, the processes and dynamics of the atmosphere including the causes of climatic regions, weather patterns and prediction, and extreme weather events (hurricanes, tornadoes, droughts and floods). The course also investigates the role people play as agents of environmental change, including hydrologic and coastal engineering, deforestation, and human modification of the atmosphere and climatic change.

*Jeffrey Patton* is a Professor in the Department of Geography at UNCG and Co-Director of the National Science Foundation-funded Science Technology and Mathematics Preparation program (STAMPS) at UNCG. He teaches classes in earth science, cartography, and in the summer a field course during which students travel to various national and state parks in the western U.S. His research interests include cartographic communication, the physical geography of the U.S. and Canada, and science education. He is the author or co-author of 4 books and numerous articles, and was named the “Educator of the Year” by the North Carolina Geographical Society.
200-LEVEL HONORS COURSES

The following courses are either 200-level Honors courses or special Honors sections of regular UNCG classes. You may elect to take one of these courses in order to meet required major courses, or GEC requirements, and to enhance your schedule. Your Honors Advisor at SOAR will recommend certain classes based on your major and previous academic experiences. Typically, 200-level Honors courses are reserved for upper classmen.

HSS 202-01H
History of Evolutionary Thought
GEC: GHP, GMO, HSS, WI
MW 2:00-3:15
Instructor: Timothy D. Johnston
CRN: 80521

Evolution is the idea that the natural world has not always existed in its present form, but has come into being through the operation of natural processes. This course examines the history of evolutionary accounts of physical, biological, and social systems from the late 17th century to the present. Darwin’s theory of biological evolution by means of natural selection provides an important focus for the course, but we will also examine pre-Darwinian accounts of both physical and biological evolution, the intellectual and scientific context for Darwin’s work, reactions (both pro and con) to his writing, the assimilation of Darwinian theory into 20th-century scientific thinking, and the creationist opposition to evolution.

Timothy Johnston is a Professor in the Department of Psychology. He has published numerous articles and book chapters focusing on the development and evolution of behavior, and on the history of scientific inquiry into those topics during the 19th and 20th centuries.
HSS 204-01H
How to Win a Nobel Prize
GEC: GLS, GNS, HSS
MW 2:00-3:15
Instructor: Robert Cannon
CRN: 80535

Nobel Prizes in Physiology and Medicine and Chemistry are often awarded for research that has transformed both biology and our world. Nobel prize winning scientists have written their autobiographies, and there are excellent biographical accounts of their lives and their work. The goal of this course will be to explore some fundamental biological topics in disciplines such as genetics, microbiology, molecular biology, immunology, and virology. This exploration will employ the writings by and about Nobel Prize winners.

Rob Cannon is a Professor Emeritus in the Department of Biology. Emeritus means that I have retired, but for some strange reason, I still teach (part time). Why? Because it keeps my mind active and I enjoy working with young, enthusiastic students, such as those found in the Honors Program. I am married (for 47+ wonderful years) to Dr. Janne Cannon, Professor Emerita, in the Department of Microbiology and Immunology at the School of Medicine at UNC-Chapel Hill. She also now teaches at UNCG for the Honors Program.

I am a microbiologist. My most recent research project involved a small study of bacteria in used cars. Janne and I have no children, but we do have 3 cats – Gus, Mini, and Rosie. We are both trained mediators. We mediate disputes for the District Court in Alamance County, and we are also contract mediators for the Greensboro Police Department where we mediate complaints between citizen and GPD officers. For fun, I love to read, and I work out 2x per week at a local gym, play tennis, golf occasionally, play bridge, and have recently learned how to play pickleball. I also have a pilot’s license and try to go flying on nice days about once a month. After living for 35 years in Alamance County, we now live in Greensboro where we enjoy socializing with friends and going to the theater and concerts.

May The Force Be With You.
HSS 206-01H
Playing Doctor: Rights, Responsibilities, and Medicine
GEC: GPR, HSS
TR 11:00-12:15
Instructor: Angela Bolte
CRN: 80331

Issues within Biomedical Ethics are some of the most hotly debated topics within American society today: the nature of the Doctor-Patient Relationship, arguments for Euthanasia and Physician-Assisted Suicide, Reproductive Issues (including abortion, contraception, and artificial reproductive technologies), principles of Patient Decision-Making (including informed consent), and Research Ethics. The aim of this course is to carefully explore a variety of issues within Biomedical Ethics, working through the ethical dilemmas that are inherent within health care. While this course will be valuable for those considering a career in the health professions who will be regularly confronted with these dilemmas, it should also be valuable for those who are not, because it will foster a critical awareness with respect to health, sickness, and death, events that impact everyone.

Angela Bolte is an Assistant Dean in Lloyd International Honors College. She earned her PhD in Philosophy and Graduate Certificate in Women's Studies from Washington University in Saint Louis. She also earned a MA in Philosophy from the University of Wisconsin- Milwaukee and an Honors BA in Philosophy from Kansas State University. Her research interests include issues in ethical theory such as autonomy, philosophy of emotions, philosophy of law, applied ethics, and feminist philosophy.
HSS 208-01H

Autism Spectrum Disorder: Science and Culture
GEC: GSB, HSS
TR 2:00-3:15
Instructor: Sara Estle
CRN: TBD

Autism Spectrum Disorder (ASD) is a developmental disorder characterized in part, by difficulty in communication and social interaction. This course will explore how our scientific understanding of, and cultural attitudes toward, ASD have changed since Leo Kanner first defined the disorder in 1943. Through lecture and discussion, students will examine the evolution of ASD from the early years of mystery and isolation, to the current views of inclusion and neurodiversity.

Sara Estle is a Lecturer in the Psychology Department at UNCG. She holds a PhD and an MA in Experimental Psychology from Washington University in St. Louis, and a BA in Psychology from Illinois Wesleyan University. Dr. Estle is also a Board Certified Behavior Analyst with over a decade of experience using evidence-based naturalistic interventions to increase language, listener skills, play, social interaction, and daily functioning skills in children with Autism Spectrum Disorder.
HSS 209-01H
The Classical Art of Persuasion
GEC: GL, GRD, HSS, WI
TR 3:30-4:45
Instructor: Jonathan Zarecki
CRN: 80529

This course explores the concepts of rhetoric, oratory, and persuasion and their importance in the cultural and political life of the ancient and the modern world. We will survey ancient theories and techniques for effective speech-making, read Greek and Latin speeches in translation as models for our own rhetorical skills, and evaluate modern speeches according to the ancient rules for public speaking, and practice our own delivery through memorization and performance. A significant portion of this course will be devoted to information literacy, specifically identifying information needs, distinguishing between academic and popular sources, evaluating websites for appropriateness as information sources, and communicating information from sources for specific purposes. As a writing-intensive course, emphasis will be placed on your application of the ancient models to your own ability to write persuasively using reputable sources.

Jonathan Zarecki is an Associate Professor of Classical Studies and co-director of the UNCG in Rome program. His area of specialty is the Late Roman Republic (133-31 BCE), and his current research focuses on theories of political legitimacy and effective leadership, the concept of age in Roman political philosophy, and, oddly enough, forest fires and forest husbandry in Roman Italy. He has published a book on Cicero's political philosophy, and articles on Roman and Greek poetry, Roman provincial law, and Cicero's speeches. He is also a member of Legio VI Ferrata Fidelis Constans, a Roman living history group based in South Carolina.
HSS 225-01H
Performing Blackness/ Imagining Africa in Brazil
GEC: GFA, GL, HSS, IGS
TR 3:30-4:45
Instructor: Ana Paula Höfling
CRN: 80561

This course examines the processes through which blackness is performed in Brazil through embodied cultural practices. We will critically examine early twentieth-century theories of Africanity in the Americas—from theories of Yoruba superiority to models based on quantifiable “Africanisms” proposed by Melville Herskovits. We will explore the intersections between “race,” Africanity, and tradition, and analyze how Afro-Brazilian traditions are constructed, performed, and legitimized in reference to Africa. Through readings, discussions, and writing assignments, we will explore the ideas of “purity” and “roots” as they relate to idea(l)s of Africa in Brazil, specifically in candomblé ceremonies, capoeira practice, carnival celebrations, and staged “folk” performances. Focusing on the state of Bahia, the “Afro-Brazilian capital,” we will analyze debates of origins, tradition, and authenticity surrounding Afro-diasporic practices in Brazil.

Ana Paula Höfling is Assistant Professor of Dance Studies at UNCG; She holds a PhD in Culture and Performance from the University of California, Los Angeles and she was an Andrew W. Mellon Postdoctoral Fellow at the Center for the Americas at Wesleyan University. She approaches African diaspora studies from an interdisciplinary perspective, drawing from the fields of Dance Studies, Anthropology, Cultural Studies, and Brazilian Studies. Her research focuses on Afro-diasporic embodied practices of Brazil, with an emphasis on the development of capoeira in relationship to mid-twentieth century folkloric shows in the state of Bahia.
DEPARTMENTAL EMBEDDED HONORS COURSES

These courses meet in lecture with a larger non-Honors course but have a minimum of 15 hours of additional contact hours with the professor for further explorations of the material. It has a different syllabus and may have different texts, other readings, and assignments than the non-Honors course.

**ADS 306-02H**
Afro-Latin America: Africa, Iberia, and the Americas
GEC: HSS
TR 9:30-10:45
Instructor: Omar Ali
CRN:

The course explores the intersection of Africans, Iberians, and Native Americans across Latin America, including Brazil, Peru, Colombia, Ecuador, Cuba, Honduras, and Mexico, as well as people of Afro-Latin American descent in the United States. We begin by looking at the history of Iberia, and West and Central West Africa, and the spread of Christianity and Islam across these regions. Drawing upon archival records, ethnographic accounts, oral history, material culture, and music, we look at how enslavement and resistance to slavery shaped the creation and ongoing development of Afro-Latin American cultures and people.

**Omar Ali** is Dean of Lloyd International Honors College and the 2016 Carnegie Foundation North Carolina Professor of the Year. A graduate of the London School of Economics and Political Science, he received his Ph.D. in History from Columbia University.
ARH 210-03H
The Art of Disney and Pixar
GEC: HSS
TR 11:00-12:15
Instructor: Heather Holian
CRN: 81501

This class focuses on the art produced for all aspects of the two Studios’ animated shorts and feature-length cartoons, including but not limited to storyboard sketches, concept paintings and drawings, three-dimensional maquettes, and painted or digitally rendered backgrounds and environments. The various media employed by Disney and Pixar artists to create these works, as well as the technological and artistic innovations of these Studios will be addressed. To fully understand and appreciate the achievements of both Studios within the field of animation, the essential processes of animation used by each Studio will also be discussed throughout this survey.

Emphasis will also be placed upon the individual artistic personalities responsible for the pre-production and production art of the Disney and Pixar Studios. Therefore, each artist’s unique contributions to the field and Studios, his/her artistic style, influences, and inspirations will be considered. As a result, the final cartoon will be discussed as an artistic product created through both individual, and collaborative efforts, and set against the relevant contemporary historical, artistic, social and cultural background of its day. This backdrop will demonstrate the often reflective relationship these cartoons and their creators had with American culture. And, this semester we will also have the unique opportunity to consider how Disney fairy tales have impacted artists outside of the studio through artworks featured in the “Dread and Delight” exhibition at the Weatherspoon Art Museum here on campus.

The basic vocabulary of art and animation will be introduced during this course and therefore no prior knowledge of animation or art is required to succeed in this class.

Heather Holian is an Associate Professor of Art History, who teaches classes on the art of early modern Europe, Disney and Pixar. She is currently writing a book focused on the art, artists and collaborative processes of Pixar, where she has conducted research since 2008.
ATY 253-02H
Intro to Biological Anthropology
GEC: ENV, GLS, GNS, HSS, SUS
TR 9:30-10:45
Instructor: Charles Egeland
CRN: 82401

Why are humans, well, human? We have culture and language, we walk upright on two legs, we gather our food in unique ways, we have colonized nearly every habitat on Earth, and we exhibit a bewildering variety of social and sexual behaviors. How did we come to be this way?

Biological (aka physical) anthropology harnesses a wide range of evidence and approaches from the natural and social sciences to explore this question and, in so doing, to understand the human species within an evolutionary framework. Our journey in this course will thus include a survey of evolutionary theory, genetics, non-human primate and human biology and behavior, and human evolution.

Charles Egeland’s research interests revolve around the evolution of human behavior. He directs paleoanthropological excavations at Neandertal sites dating to ~200,000 years ago in the Republic of Armenia and at Homo erectus sites dating to ~1,500,000 years ago in the United Republic of Tanzania.
CCI 211-02H
Intro to Greek Archaeology
GEC: ARC, GHP, GL, GPM, HSS
TR 9:30-10:45
Instructor: Joanne Murphy
CRN: 81952

The aim of this class is to explore the archaeological remains of ancient Greece from the 3,000 BC –31 BC. Through an examination of the artifacts and buildings from these periods and a study of archaeological methods and theories, students will learn how archaeologists reconstruct the past societies and past ideologies. Our examination will cover many aspects of the ancient world including the rise and fall of complex societies, religion, daily life, colonization, and artistic expression.

Joanne Murphy’s research focuses on diverse elements of the Greek Bronze Age, including mortuary and religious activities, production and prestige, and archaeological methods. Currently, she is working on the publication of the Bronze Age tombs around the Palace of Nestor in Southwestern Greece and continues her study of the religious and funerary activities on Minoan Crete. Most recently she has started a field project on the Greek island of Kea, which explores the value of surface survey as an archaeological method.
CCI 228-02H  
Comparative Studies in World Drama  
GEC: GL, GLT, HSS  
MW 2:00-3:15  
Instructor: Rebecca Muich  
CRN: 81973

When we watch Cleopatra and Mark Antony plot Rome’s destruction, or Troilus realize Cressida’s betrayal, or Brutus eulogize Julius Caesar, we can easily see how Shakespeare was fascinated by the ancient world. Many of his best known plays are about events from Roman history or incorporate stories from Greek mythology. But what about that powerful moment when the ghost of Hamlet’s father appears onstage? Or when the twin Dromios decide to switch places? Or when the “rude mechanicals” bumble through a production of a play about lovers separated by a wall? The truth is, Shakespeare didn’t just adapt stories about the ancient world to appeal to his Elizabethan audience; Shakespeare, like other playwrights of his day, and many other who followed him, was deeply indebted to a rich tradition of storytelling on the stage that started in ancient Greece and continues to this day. Even those memorable moments that, on the surface, have no connection to ancient Greece or Rome, were conceived in antiquity: Hamlet is indebted to Seneca’s Agamemnon; The Comedy of Errors is built on the bones of Plautus’ Menaechmi, and that hilarious scene from A Midsummer Night’s Dream comes straight from Ovid’s Metamorphoses. This class will explore the foundations of that tradition, and its many reinventions and mutations in Italy, Greece, England, and beyond, covering nearly 2,600 years of performance history. Beginning in ancient Greece with the plays of Aeschylus, Sophocles, Euripides, and Menander, we’ll learn how drama developed as a narrative form distinct from other forms of poetry and prose, and consider how the staging conventions and performance contexts helped shape the nature of the story. Then, moving on to ancient Rome, we’ll examine how the tragedies of Seneca and the comedies of Plautus and Terence reimagined Greek classics for the new era. Finally, we’ll reach the early modern era, and appreciate how playwrights from England, France, and America refashioned the stories again and again, updating the performance practices and sensitizing the material to ever-evolving notions about love, philosophy, religion, violence, sex, and power. In comparing and contrasting scenes, works, authors, and performances, we’ll see how a flexible medium responded to the power of innovation to create some of the greatest stories ever staged.

Dr. Rebecca Muich is an Assistant Dean in Lloyd International Honors College. She holds a Ph.D. in Classical Philology from the University of Illinois in Urbana-Champaign, an M.A. in Classics from the University of Florida, and an Honors Bachelor of Arts in Classics and History from Xavier University. Her research interests include relationships and gender in the Iliad, warfare as depicted in Greek epic and tragedy, women in antiquity, narrative theory, and classical reception.
ENV 100-02H
Intro to Environmental Studies
GEC: ENV, HSS, SUS
M 3:30-6:20
Instructor: Jay Lennartson
CRN: 80426

ENV 100 is designed to provide students with an understanding of key environmental problems and issues—from a natural sciences perspective. In particular, students will be able to describe the nature, causes, and consequences of—as well as possible solutions to—major environmental problems in the United States and around the world. Further, students will be able to discuss the ethical dimensions of the causes and possible solutions to the seminal environmental problems of our time.

Jay Lennartson is a Senior Lecturer in the Department of Geography at UNCG and is also the Director of Undergraduate Studies for the Department. His research specialties include air pollution meteorology, synoptic climatology, synoptic meteorology, environmental planning, atmospheric hazards, micrometeorology, and aviation meteorology.
PCS 309-02H
Conflict and Culture
GEC: GN, HSS
Time: TBA
Instructor: TBA
CRN: 80997

Critical multiculturalism provides the framework for exploring multiple dimensions of diversity and its impact on creating and transforming conflicts. The impact of cultural interactions is a core focus.
PSC 200-05H
American Politics
GEC: GSB, HSS
TR 11:00-12:15
Instructor: David Holian
CRN: 83126

Organization and behavior of the institutions, groups, and persons in American national government and politics. Introductory level course.

David B. Holian is an Associate Professor in the Department of Political Science at UNCG who teaches courses on American institutions, including the presidency, Congress, and the mass media. His research focuses primarily on elections at the local and national levels, as well as the interaction between the president and the media. He is the author (with Charles Prysby) of Candidate Character Traits in Presidential Elections, published by Routledge Press in 2014.
PSC 355j-02H
Middle East Politics
GEC: GCP, HSS
MWF 1:00-1:50
Instructor: Jerry Pubantz
CRN: 82321

This course analyzes contemporary politics in the Middle East. It explores the roles of Islam, regional issues, and the Great Powers in the area. It will assess the significance of the events during the last 70 years, including recent Palestinian-Israeli developments, the conflicts in Iraq and Syria, Iranian Politics, the Arab Spring, and the rise of Islamic radicalism. Honors students will complete and discuss additional interesting readings on the Middle East.

Jerry Pubantz is Professor of Political Science and founding dean of Lloyd International Honors College. He is the co-author or editor of six books on the United Nations, including the current second edition of The New United Nations: International Organization in the Twenty-first Century. Dr. Pubantz is a member of the Middle East Policy Council’s National Advisory Board and former President of the North Carolina Political Science Association. His articles have appeared in Politics and Policy, the International Encyclopedia of Political Science, ArabiesTrends, Social Forces, and the Turkish Journal of International Relations among other periodicals.
**TED 250-02H**  
**Teaching as a Profession**  
**GEC: HSS**  
W 8:00-10:30, M 1:00-3:50  
Instructor: Jennifer Mangrum  
CRN: 82189

This course is a survey of educational topics and issues including, but not limited to, diverse learners, students with disabilities and students who are culturally and linguistically diverse. This section is an extension of the required class for entrance into the elementary and middle grades education programs. Students in the embedded honors section meet for an additional hour each week and are exposed to additional readings and a culminating project in the classroom setting.

**Jennifer Mangrum** is a former elementary classroom teacher, literacy facilitator and district office administrator. She received her PhD in 2004 from UNC Greensboro in Curriculum and Instruction. Dr. Mangrum created the Elementary Education program at North Carolina State University and was the first faculty member in the elementary education department, serving from 2004-2008. Dr. Mangrum returned to UNC Greensboro in 2008 and currently teaches, advises and coordinates for the elementary education program in the department of Teacher Education and Higher Education. As a Clinical Associate Professor, Dr. Mangrum provides extensive professional development in literacy and classroom discourse for teachers around the country and collaborates closely with the National Paideia Center. In addition, she is currently working with science educators on a project for Engineering is Elementary. Dr. Mangrum serves as the Honors Liaison for Elementary and Middle Grades Education and serves on the Honors Council.
# FALL 2018 HONORS COURSE LIST

## HONORS ACADEMIC COURSES – 100-LEVEL COURSES

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<td>Virginia Summey</td>
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<tr>
<td>HSS 105-01H</td>
<td>Swords, Sands, and the Silver Screen</td>
<td>Rebecca Muich</td>
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<td>HSS 105-02H</td>
<td>Creativity and the Arts</td>
<td>Larry Lavender</td>
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<td>HSS 106-01H</td>
<td>Philosophy Goes to the Movies</td>
<td>Angela Bolte</td>
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<td>HSS 108-01H</td>
<td>Unfit for Reproduction: The Global History of Eugenics &amp; Neo-Eugenics</td>
<td>Justina Licata</td>
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<td>HSS 108-02H</td>
<td>Why Go To College?: A Sociological Examination of Higher Education</td>
<td>Maria Hayden</td>
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<td>HSS 122-01H</td>
<td>War, Crimes Against Humanity, &amp; Global Justice</td>
<td>Joseph Ross</td>
<td>MWF</td>
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<td>Intro to Cultural Anthropology</td>
<td>Susan Andreatta</td>
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<td>HSS 202-01H</td>
<td>History of Evolutionary Thought</td>
<td>Timothy Johnston</td>
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<tr>
<td>HSS 204-01H</td>
<td>How to Win a Nobel Prize</td>
<td>Robert Cannon</td>
<td>MW</td>
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<td>HSS 206-01H</td>
<td>Playing Doctor: Rights, Responsibilities &amp; Medicine</td>
<td>Angela Bolte</td>
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<td>HSS 208-01H</td>
<td>Autism Spectrum Disorder: Science &amp; Culture</td>
<td>Sara Estle</td>
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<td>HSS 209-01H</td>
<td>The Classical Art of Persuasion Interdisciplinary Research</td>
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<td>HSS 225-01H</td>
<td>Performing Blackness/ Imagining Africa in Brazil</td>
<td>Ana Paula Hofling</td>
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## HONORS ACADEMIC COURSES – HONORS SECTIONS OF NON-HSS COURSES

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<td>John Lepri</td>
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<tr>
<td>ECO 201-02H</td>
<td>Principles of Microeconomics</td>
<td>Jeff Sarbaum</td>
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<td>Philosophy of Education: A Philosophical Exploration into the Origin of Western Education for Today’s World</td>
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<td>GEO 103-02H</td>
<td>Introduction to Earth Science</td>
<td>Jeffrey Patton</td>
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<td>9:30-10:4</td>
<td>ENV, GNS, GPS, HSS</td>
</tr>
</tbody>
</table>
# Guide to Advanced Placement (AP) Credits at UNCG

from the Undergraduate Bulletin 2012-2013

[http://web.uncg.edu/reg/Bulletin/Current/Admission/CourseCredit.aspx](http://web.uncg.edu/reg/Bulletin/Current/Admission/CourseCredit.aspx)

<table>
<thead>
<tr>
<th>Exam</th>
<th>Score Required</th>
<th>Hours Granted</th>
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<td>Studio Art: Drawing</td>
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</table>

*Examination papers will be read by the department to determine exemption.

**ENG 104 with Writing Intensive marker**
International Baccalaureate (IB) Program

Listed below is the credit associated with scores on the International Baccalaureate Higher Level Examinations. The University Registrar at UNCG receives the IB scores and assigns the appropriate credit hours. Students should request that their test scores be sent to UNCG. Students will be notified in writing of the credit they receive. You may also visit the IB Website or call 212/889-9242. Scores must be requested in written form by contacting International Baccalaureate of North America, 200 Madison Avenue, New York, NY 20016.

<table>
<thead>
<tr>
<th>International Baccalaureate IB Exams</th>
<th>Min Score</th>
<th>Hours Awarded</th>
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<td>CHE 111/CHE 112 and CHE 113/CHE 115</td>
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<td>4, 5</td>
<td>6</td>
<td>ENG 101 &amp; ENG 104</td>
</tr>
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<td>IB English A1</td>
<td>6, 7</td>
<td>9**</td>
<td>ENG 101 &amp; ENG 104**</td>
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<td>FRE 203 &amp; FRE 204</td>
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<td>6</td>
<td>FRE 203 &amp; FRE 204</td>
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<td>6</td>
<td>FRE 204 &amp; FRE 301</td>
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<td>9</td>
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<td>HIS 217 &amp; HIS 218</td>
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<td>IB Japanese AB— Standard level</td>
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<td>JNS 203 &amp; JNS 204</td>
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<td>IB Mathematics - Higher level</td>
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<td>IB Spanish A1—Higher level</td>
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<td>SPA 204 &amp; SPA 301</td>
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<td>IB Spanish B—Standard level</td>
<td>7</td>
<td>6</td>
<td>SPA 204 &amp; SPA 301</td>
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</tbody>
</table>

**Contact Director of Undergraduate Studies in English for an additional English course at the 200 level to be awarded in consultation with the department.
Types of Honors Courses

HONORS COLLOQUIUM
HSS 198 – Honors Colloquium is a one-hour credit course offered in the fall semester for new International Honors students. This course is required for all International Honors students during their first semester in Honors.

HSS 100-LEVEL COURSES
100-Level Honors courses are offered during the fall semester for new freshmen to UNCG and the Honors College. These courses cover both Honors credits and General Education Credits (GEC) for the university. International Honors students should take one 100-level Honors course.

HSS 200-LEVEL COURSES
200-Level Honors courses are offered fall and spring semesters for second-semester freshmen to seniors. These courses cover both Honors credits and General Education Credits (GEC) for the university.

DEPARTMENTAL HONORS COURSES
Departmental Honors courses are often offered to all Honors students. These courses are listed with a departmental prefix and carry the HSS (Honors) marker. Departmental Honors courses may satisfy General Education Credits but may not. Some courses are open only to students in the major.

EMBEDDED HONORS COURSES
These courses meet in lecture with a larger non-Honors course but have a minimum of 15 hours of additional contact hours with the professor for further explorations of the material. It has a different syllabus and may have different texts, other readings, and assignments than the non-Honors course.

HONORS CONTRACT COURSES
Honors contract courses are completed at the 300-level or higher within a student’s major and apply only towards Disciplinary Honors. Be sure to talk with the Honors Liaison for the department and the Honors Advisor to ensure the appropriate guidelines are followed.

HONORS INDEPENDENT STUDIES
Honors independent studies are typically taken as HSS 330 but may have another course prefix and number. Independent studies apply only to Disciplinary Honors and may range between 1-3 credit hours. Students identify and work directly with a faculty member in the major department (or one approved by the Honors Liaison from the major).
Statement on Liberal Learning

A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.

We experience the benefits of liberal learning by pursuing intellectual work that is honest, challenging, and significant, and by preparing ourselves to use knowledge and power in responsible ways. Liberal learning is not confined to particular fields of study. What matters in liberal education is substantial content, rigorous methodology and an active engagement with the societal, ethical, and practical implications of our learning. The spirit and value of liberal learning are equally relevant to all forms of higher education and to all students.

Because liberal learning aims to free us from the constraints of ignorance, sectarianism, and myopia, it prizes curiosity and seeks to expand the boundaries of human knowledge. By its nature, therefore, liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.

The ability to think, to learn, and to express oneself both rigorously and creatively, the capacity to understand ideas and issues in context, the commitment to live in society, and the yearning for truth are fundamental features of our humanity. In centering education upon these qualities, liberal learning is society’s best investment in our shared future.

*Adopted by the Board of Directors of the Association of American Colleges & Universities, October 1998*
Performance and Play in the Honors College

Engaged Experiential Learning through Play, Performance, and Improvisation

Did you know that your development in college depends on more than just what you do in the classroom? That playing is just as important as studying? That learning how to improvise with others will help you learn to be comfortable in uncomfortable positions?

Lloyd International Honors College infuses play, performance, and improvisation into a range of our experiential learning opportunities (field trips, colloquia, workshops, lecture series, study abroad, and seminars) to enhance students’ academic success.

By engaging in extra- and co-curricular experiences--taking trips, visiting cultural institutions, meeting different kinds of people, having a chance to try new things—we learn and develop.

Such play is just as important for adults as it is for children. These kinds of experiences help us develop our abilities to recognize opportunities and act upon them. When we play, we develop; and not only do we learn better (becoming better learners), but we actively shape our lives, our communities, and our world.
Established Policies for Honors College Students

Good Standing Policy in Lloyd International Honors College

Good standing in the Honors College is defined as the achievement of a prescribed minimum grade point average (GPA) or higher upon the student’s completion of a specified number of semester hours at UNCG. To be in good standing in the Honors College a student must have a minimum GPA of 3.0 after completion of 15 semester hours, 3.15 after 30 semester hours, and 3.3 after 45 semester hours. An honors student who is not in good standing may be subject to suspension or administrative removal from the Honors College. A student under suspension may continue to take Honors courses but must achieve a semester GPA of 3.3 or higher in the semester following suspension in order to avoid possible administrative removal from the Honors College at that time. A student living in the Honors residence hall and found to be not in good standing at the end of spring semester may be removed from the hall and reassigned to another hall by Housing and Residence Life for the following fall semester.

Housing Policy

Honors students living in an Honors Residence Hall (North & South Spencer and Gray Halls) must successfully complete at least one Honors course per academic year and maintain “good standing” in the Honors College, as described by the LIHC Good Standing Policy, in order to be eligible to return to the following year.

Honors College Fees

Honors College students pay a $30 fee each academic year for four years. This fee supports Honors programming and academic opportunities, including Honors orientation and Honors graduation. The fee will be applied to student’s university charges by the University Cashiers Office.
Frequently Asked Questions

What is a typical timeline for completing International Honors Program requirements?

As a guideline, International Honors seminars are intended to deepen students’ intellectual inquiry in the first two years of undergraduate study, and students typically take one Honors seminar each of their first four semesters at UNCG, during which time they also work on their language study and plan their study abroad experience, which, again, typically, depending on the student’s major, credits transferred into UNCG, and other factors, takes place sophomore or junior year. Honors students who follow these guidelines are best positioned to add Disciplinary Honors when they start taking major classes.

How does Honors in college differ from high school Honors?

“Most of the differences between high school honors classes and a college or university Honors education stem from the distinction between quantity and quality. High school honors classes tend to be distinguished from non-honors classes by the greater amount of work that honors students are required to do, or the faster (“accelerated”) speed at which they progress through their course work. Indeed, often when high school honors students first consider a college or university Honors education, they may feel some reluctance to take on what they believe will be extra work or little more than an accelerated version of an already-fast-paced college education.

But college Honors is not designed to be about more work or harder work. It is truly student-centered education. It is meant to provide students with an education that helps them develop their own ideas rather than simply having them feedback information. It is about discussing issues and encouraging innovation in an atmosphere of open exchange, where students’ views are respected. Honors programs emphasize diverse perspectives, interdisciplinary course work, small classes, and greater interaction between students and professors. Honors education is about learning to think clearly, to write well, to argue thoughtfully. It is about developing the student’s fullest intellectual potential.

Finally, students should bear in mind that the majority of their courses in college will not be Honors courses. They will be courses in their major or free electives.”

(from the National Collegiate Honors Council: http://nchchonors.org/hs-students-counselors-parents/the-difference-between-high-school-college-honors/)
Do I Have to Take a Language Placement Test When I Come to UNCG?
It is very strongly recommended that you take the language placement test for the language you studied in high school if at all possible and even if you don't believe you will test well. It only takes a little time and helps provide information about the options you will have for completing the language requirement. Taking a language placement test does not mean that you must continue study in that language.

Must I take a language if I am already fluent in a language other than English?
No. If you are already fluent in another language, you may take the language placement test for that language and place out of the required coursework for Honors and, potentially, your major. If UNCG does not offer a language placement Test or the language, see the Honors Advisors to learn how to demonstrate proficiency in the language.

Can I study abroad during the summer?
The “gold standard” for the International Honors College is a semester (or more) abroad. But yes, UNCG has many Honors-approved study abroad programs during the summer.

Please visit the Honors College webpage for pre-approved programs (http://honorscollege.uncg.edu/currentstudents/international-experience.htm) and UNCG’s International Programs Center (IPC) in the Foust Building for more specific details about these programs.

Can I do more than one semester study abroad?
Yes, you may study abroad more than once and in various locations. You are encouraged to communicate with your academic advisors, Honors advisors, and IPC about your plans. Additional trips abroad may mean you will need more time to complete your undergraduate degree.

Are there any fees associated with belonging to the Honors College?
Yes, Honors College students pay a $30 fee each academic year for four years. This fee supports Honors programming and academic opportunities, including Honors orientation and Honors graduation. The fee will be applied to student’s university charges by the University Cashiers Office.
## HONORS ADVISING WORKSHEET

Use this section with both your Honors Advisor and departmental advisor to plan your Honors courses.

<table>
<thead>
<tr>
<th>INTERNATIONAL HONORS</th>
<th>DISCIPLINARY HONORS*</th>
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<td>Semester:</td>
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