



Welcome!

This booklet contains a list of Honors courses to be offered in Spring 2012:

- Required Honors Courses for Entering Freshmen and International Honors Students
 - Honors Proseminar I
 - 200-Level Honors Seminars
- Honors Courses Open to All Honors Students
 - Honors Seminars and Other Special Honors Courses
 - Honors Versions of Regular UNCG Courses

- See UNCGenie for Honors Independent Studies in the Disciplines

For more detailed information about courses offerings, you are encouraged to contact the instructor. For information about the requirements for the International Honors Program and the Disciplinary Honors Program as well as information about our various co-curricular and extra-curricular opportunities, you are encouraged to check out our website:

<http://honorscollege.uncg.edu>

or talk to one of the Honors Academic Advisors:

- Ms. Shelley Ewing: swewing@uncg.edu
- Mr. Chris Kirkman: cjkirkma@uncg.edu

With best of luck for the coming semester,

Jerry Pubantz, Dean
Lloyd International Honors College
The University of North Carolina at Greensboro



KEY TO ABBREVIATIONS

- CAS – College of Arts and Sciences
- 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
- WI – writing intensive GEC
- XXX – the course prefix for courses offered by the Department of XXX (eg., ATY = Anthropology, ENG = English)

DAYS OF THE WEEK

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



Types of Honors Courses

HONORS COLLOQUIUM

HSS 198 – Honors Colloquium is a one-hour credit course offered both fall and spring semesters 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 Adviser 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



HONORS COURSES

Spring 2012

REQUIRED HONORS FIRST-YEAR EXPERIENCE COURSES

Entering freshman Honors students are required in their first semester to take **HSS 198: Honors Colloquium** as well as one 100-level Honors seminar. These courses are only open to new International Honors students.

HONORS COLLOQUIUM

The purpose of this course is to introduce you to Honors at UNCG, and to engage in a collaborative investigation of the educational process. Together, we will explore such questions as: What is the purpose of a liberal arts education? How does one become “educated,” and what role does the University play in that process? How do travel and study abroad contribute to developing a global outlook?

HSS 198-01

Honors Colloquium

GEC: HSS

T 2:00-3:15

Instructor: Marianne Honrath

*** Limited New Students in Lloyd International Honors College**

CRN: 12717



200-LEVEL HONORS SEMINARS

HSS 204-01

Evolution and Belief

GEC: GLS, GNS, HSS

TR 9:30-10:45

Instructor: Bruce K. Kirchoff

CRN: 12706

It is well known that one of the greatest evolutionary biologists of the last century, Theodosius Dobzhansky, once said “Nothing in Biology makes sense except in the light of evolution.” What is less well known is that Dobzhansky was a Russian Orthodox Christian, and that he ends the article of this title by asserting that the theory of evolution is compatible with theistic evolution, such as that espoused by the Jesuit Pierre Teilhard de Chardin. We will explore this conundrum through an historical approach to the study of evolutionary ideas, starting before Darwin and continuing to the present day. Although we will use a text to give us an historical overview, we will read as much as possible from the primary literature, including significant chapters from *The Origin of Species*. You will learn a good deal of biology in this course, but you will also have time to think deeply about the relationship between religion and evolution, and to come to your own conclusions about the recurring controversies on the teaching of evolution in the public schools.

Dr. Bruce Kirchoff is a Professor of Biology and teaches courses in Biological Evolution, Plant Diversity, and Plant Systematics (including flowering plant evolution). His research combines insights from biology and cognitive psychology to improve the quality of character description in plants. He has also developed visual, active learning software to rapidly teach plant identification, and is exploring methods of visual teaching in other disciplines. In addition to his university work, he has taught courses in meditation, and group communication.

**HSS 205-01****Performing Body**

GEC: GFA, HSS

TR 11:00-12:15

Instructor: Larry E. Lavender

CRN: 12707

The body (human and animal) has been the subject (and the form) of cultural representation since the beginning. The body is the source and the destination of myriad and conflicting ideas of beauty, grace, dignity, and their opposites. The body is personal and private, and public and political; it is a site of pleasure and of pain and of power. The body reveals and conceals, and is worshipped and reviled...and much, much more. We will study and investigate the body in, as, and for performance.

Larry Lavender is Professor of Dance, and teaches in the Honors College and in Ashby Residential College. His primary area of study and artistic practice is choreography and movement-based performance. Larry is particularly interested in collaborative and improvisational creativity, and in avant-garde theories and practices.

**HSS 205-02****Music & Society**

GEC: GFA, HSS

TR 3:30-4:45

Instructor: Elizabeth L. Keathley

CRN: 12708

Music not only reflects society, but also impacts society. Social uses of music range widely and include dance and party music, national anthems, and protest songs. We will begin with learning a descriptive vocabulary for musical sounds and a study of how music--not just words--signifies, or conveys meaning. We will balance reading in music psychology, music sociology, and ethnomusicology with hands-on musical experiences and individual and group investigations into the social uses of music and their meaning. Each student will complete an independent project related to music and society.

Elizabeth L. Keathley earned a PhD in Music and Advanced Certificate in Women's Studies at Stony Brook University. Her research concerns the ways expressions of modernism have been affected by gender, ethnicity, and social class. Dr. Keathley is an Associate Professor of Historical Musicology and Women's and Gender Studies and teaches the music history sequence and seminars in twentieth-century music topics.

**HSS 205-03****Putting Words to Pictures: The Beholder's Share**

GEC: GFA, HSS, WI

MWF 1:00-1:50

Instructor: George Dimock

CRN: 12709

This course introduces the student to the art of looking, some ways of writing, and to some of the key concepts of art history. The extended contemplation and interpretation of a select number of original works will be a major focus. This course encourages direct engagement with art works drawn from a wide spectrum of place, medium, time, style, and social function. The intent here is to present a range of approaches to the interpretation of a limited number of artifacts that may serve as models and inspirations for further encounters with works of visual art. The Weatherspoon Art Museum's collection and special exhibitions will be a central resource. Writing, both as a scholarly endeavor and life skill, will be emphasized throughout.

Dr. Dimock, Associate Professor of Art History, came to UNCG in 1994. Areas of interest include modern and contemporary art, the history of photography, representations of childhood, critical theory, and cultural studies. He has a long-standing fascination with the interplay of words and images. Teaching is one of his great pleasures.

**HSS 206-01****Arguing About God**

GEC: GPR, HSS

TR 11:00-12:15

Instructor: John W. Woell

CRN: 12861

William James once wrote, "A great many people think they are thinking when they are merely rearranging their prejudices." Nowhere does this seem more applicable than in arguments about religion. This course will make a critical and constructive study of the problems of religious knowledge and language as formulated within the major philosophical and theological traditions of the Western world by focusing primarily on arguments for and against the existence of God. Students will be asked to read and reflect on classical and contemporary discussions regarding the existence of God from Judaism, Christianity, and Islam and pay particular attention to the philosophical issues and discussions that arise from and surround religious belief.

John W. Woell is Assistant Dean of the LIHC and focuses his work on disciplinary honors and college programming. His research is centered in the philosophy of religion with particular interests in early American pragmatism, religious pluralism, human rights, and church/state relations.

**HSS 206-02****Skeptics and Skepticism**

GEC: GPR, HSS

MW 3:30-4:45

Instructor: John W. Woell

CRN: 12862

Imagine that you are a brain in a vat of nutrient solution, hooked up to a supercomputer controlled by a mad scientist, which is feeding you stimuli. Would your experience be any different than it currently is? Could you be said to know anything about your environment? If you cannot offer good reasons for thinking this scenario not to be plausible, your right to claim knowledge seems compromised. Although *The Matrix* could be seen and neutralized by taking a pill, most philosophers find no such simple solution to the skeptical challenge to knowledge. This course will explore major issues in modern epistemology (the study of knowledge) by focusing on six different responses to the challenges of the skeptic. Primary material will be drawn from Descartes, Hume, Kant, Nietzsche, James, Wittgenstein, and contemporary articles on the topic, and films and literature will be used to illustrate the depth of the skeptical problem.

John W. Woell is Assistant Dean of the LIHC and focuses his work on disciplinary honors and college programming. His research is centered in the philosophy of religion with particular interests in early American pragmatism, religious pluralism, human rights, and church/state relations.

**HSS 208-01****Myth and Metaphor in Film**

GEC: GSB, HSS

M 5:30-8:20

Instructor: Roy Schwartzman

CRN: 12710

Have you ever wondered why some films have “staying power” and become classics while others fade into obscurity? This course explores major films—“oldies” and more recent examples—as vehicles for the themes, storylines, and characters that capture the essence of our origins and dreams. Film weaves a cultural narrative of who we are and what we want to become. We will trace the classic (sometimes very problematic) tales covering the quest for lost roots, romantic courtship, heroes vs. villains, and more in films as diverse as *Pretty Woman* and *Star Wars*.

Dr. Roy Schwartzman (Ph.D., University of Iowa) is Professor of Communication Studies and the 2011-2012 Chancellor’s Resident Fellow in Lloyd International Honors College. He has won many national and regional awards for his research, which focuses mainly on the Holocaust, public argumentation, figurative language, and critical cultural studies.

**HSS 217-01****Classics of Nonwestern Literature**

GEC: GLT, GN, HSS

MWF 9:00-9:50

Instructor: Denise Baker

CRN: 12711

Over the last two decades, economic globalization and technological advances seem to have erased cultural differences around the world. Today US corporations and American rock music appear to dominate urban life everywhere. Citing the title of Thomas Friedman's influential book, many commentators assume that the world is flat. If we look beneath the surface, however, we find that fundamental differences in the way people in various parts of the world perceive and interpret their experiences remain because of the differences in their cultures. Classical literary, philosophical, and religious text that have been read for centuries continue to shape their outlooks in subtle but pervasive ways just as they do ours. In this course we will examine the classics from three areas: China, India, and the Middle East. We will read such works as the epic *Gilgamesh*; Egyptian, Chinese, and Japanese lyric poetry; and brief excerpts from the Indian *Ramayana*, the Japanese *Tale of Genji* (the first novel), the Arabic *Thousand and One Nights*. Many of these texts will seem puzzling initially not only because they are from a non-Western culture but also because they were written so many centuries ago. However, as you study them you will gain a much greater appreciation for points of view and values other than those that we take for granted in the West.

Denise Baker has taught in the English Department since 1975. She specializes in Middle English literature of the medieval period. She usually teaches early British literature, Western classics, or critical theory. She is offering this course for the first time and she is excited to learn with you.

**HSS 222-01****"Flappers and Philosophers: Ideas, Culture, and Politics Between the Wars."**

GEC: GHP, GMO, GL, HSS

TR 12:30-1:45

Instructor: Emily J. Levine

CRN: 12713

As Mark Mazower observes in the *Dark Continent: Europe's Twentieth Century*, before the First World War there were only three republics in Europe; by the end of 1918 there were thirteen. Yet within a decade most of these democratic experiments would come to a devastating end. The British writer H.G. Wells put it best when he spoke of "After Democracy": In a very real and pressing way, liberalism seemed in 1929 to have been disproved.

Yet in this same Europe, a vibrant modern revolution took place among intellectuals and artists that presented challenges to conventional norms and political organization that became harder to ignore. This cultural revolution permeated Europe with new forms of music, art, and literature that would become the basis for modern aesthetics in the twentieth century.

This class seeks to answer the following questions: What happened between the wars that caused intellectual enthusiasm for democracy to diminish? What was the relationship between the modernist revolution in art, culture, and ideas and the post-liberal alternatives of fascism and communism? And what are the implications of this lingering intellectual revolution for politics today?

Seminars will consider key texts from Bergson, Proust, Orwell, Sartre, Durkheim, Heidegger, and Wittgenstein, among others, alongside relevant historical background. Students are encouraged to bring their own expertise in music, arts, and science to integrate in the classroom.

Emily J. Levine is Assistant Professor of Modern European history in the History department. Before coming to UNCG she was an Andrew W. Mellon Fellow at Yale University where she taught Western thought, history, and politics. She has just finished a book about a group of German Jewish art historians and philosophers who were active in Hamburg between the wars.

**HSS 227-01****St. Petersburg: Window on the West**

GEC: GLT, HSS, GL

MW 2:00-3:15

Instructor: Sarah Krive

CRN: 12718

The year 2003 marked the 300th anniversary of the founding of St. Petersburg, a city that has played a pivotal role in the development of Russian literature, culture, and politics. Built on contested land in the midst of a devastating war with Sweden, situated directly on a cold windy swamp at the western-most edge of the empire, St. Petersburg, from the moment of its founding, was viewed by many as an unnatural, un-Russian, inhospitable, and even accursed place. But the city's creator, Peter the Great, envisioned his new capital as a monument to Russia's arrival as a modern European power. St. Petersburg became the physical manifestation of Russia's passionate but anxiety-ridden relationship with the West.

In this course we will examine the fundamental myths, legends, and images of St. Petersburg as they developed in the works of Russia's greatest writers and intellectuals, including Pushkin, Dostoevsky and Gogol in the nineteenth century and Blok, Akhmatova, and Brodsky in the twentieth. We will also explore the city as home to renowned composers, musicians, painters, dancers, and film makers, all against the background of some of Russian history's most dramatic and tragic events: The Decembrist uprising, the assassination of Alexander II, the Russian Revolution, Stalin's purges, and the 900-day siege of the city during WWII.

All readings and discussion will be in English, but supplemental sessions will be arranged for students interested in considering poetry or prose excerpts in the original Russian.

Dr. Sarah Krive is Assistant Dean of the Lloyd International Honors College. She received her BA cum laude from Carleton College before earning her PhD in Slavic Languages and Literatures from the University of Chicago. Before taking her current position at UNCG, she taught at the University of Utah and at New York University. Her research focuses on the 20th-century poet Anna Akhmatova, and more broadly on the intersection of language and emotion in Russian literature and culture. A recipient of a Fellowship from the National



Endowment for the Humanities, she edited and contributed to Space, Time, Place: A Festschrift for Anna Lisa Crone. Bloomington, IN: Slavica, 2007. Her book manuscript, Poetry and the Politics of Sorrow: Appropriating Anna Akhmatova, is under consideration at Northwestern University Press. She has lived for extended periods in Russia, Nepal, and Singapore, and most recently traveled to the Baltic Sea region.

**HSS 228-01****Genocide Watch**

GEC: GSB, HSS, GL

MWF 10:00-10:50

Instructor: Roy Schwartzman

CRN: 12714

Contrary to what we might prefer to believe, mass murder is not simply the outrage of homicidal lunatics. This course delves into the ways ordinary people can and do become willing participants in systematic extermination of fellow humans. Using the Holocaust as our basic model, we will examine the origins and processes of genocides worldwide. The class will be divided into teams that track the likelihood that various nations will become sites of the next genocide.

Dr. Roy Schwartzman (Ph.D., University of Iowa) is Professor of Communication Studies and the 2011-2012 Chancellor's Resident Fellow in Lloyd International Honors College. He has won many national and regional awards for his research, which focuses mainly on the Holocaust, public argumentation, figurative language, and critical cultural studies.

**HSS 300-01****Academic Think Tank: Food Policy**

GEC: HSS

W 6:00-8:50

Instructors: Susan Andreatta & Marianne Legreco

CRN: 12715

**This course is only open to students participating in this year-long project.*

Food policy is often framed as an interdisciplinary topic, with research rooted not only in public policy but also sociology, anthropology, nutrition, communication, media studies, agriculture, and a host of other fields of study. By food policy, we mean the area of public policy that addresses the relationships between the production, distribution, and consumption of food. For the purposes of this Think Tank, we plan a year-long focus on the interdisciplinary nature of food policy with an emphasis on cultural and applied anthropology and human communication. The Academic Think Tank on Food Policy is a year-long course requiring an application. This course is open only to students participating from Fall 2011.

Susan Andreatta is an Associate Professor of Anthropology, PhD Michigan State University, MA Iowa State University and BA from the University of Delaware. She has taught at UNCG since 1996 and is the author of many articles and two textbooks specializing in applied cultural anthropology. She has been conducting applied research projects with farmers around the world since 1984 and with fishermen since 2006.

*Marianne LeGreco is an Assistant Professor of Communication Studies, PhD & MA Arizona State University, BS from Bradley University. She joined UNCG in 2007, and her research on Communication and Food Policy has been featured in *The American Journal of Public Health* and the *Journal of Applied Communication Research*. She is particularly interested in community-based food projects, and the ways in which food policies are translated into everyday eating practices.*

**HSS 300-02****Human Rights for Whom? An International Conversation on Early Modern to Contemporary Discourses of Human Rights, Losses, and Responsibilities**

GEC: HSS

TR 9:30-10:45

Instructors: Alexandra Schultheis & Alexander Hartwiger

CRN: 12716

Do human rights mean the same thing to students in the United States as to students in Lebanon? Who has access to human rights historically and at our present moment? Which rights do we value most and why? What responsibilities do we have toward each other's safety and security in a shared world? In conversation with students at the American University Beirut, this course will consider the development of human rights discourses from the early colonial period to the present and through the study of philosophy, history, and literature. We will have regular class meetings, sometimes including video-conferencing with our AUB partners, individual assignments, and collaborative, international on-line discussions and projects.

Dr. Alexandra Schultheis Moore is Associate Professor of postcolonial literatures and theory in the Department and English and was a Chancellor's Resident Fellow in the Honors College last year. Her research focuses on human rights in literature and film, and she is delighted to be teaching this internationally-linked course.

Dr. Alexander Hartwiger is an Assistant Professor of Contemporary World Literature in the department of English at American University of Beirut. His research interests include human rights, postcolonial studies, and cosmopolitan pedagogy. He is excited to be a Center for Online International Learning (COIL) fellow and to have the opportunity to teach this collaborative course.



HONORS INTERNATIONAL EXPERIENCE, INDEPENDENT STUDY, & SENIOR HONORS PROJECT

HSS 299-01

Honors International Experience

Instructor: Jerry Pubantz

Students reflect on their Honors International Experience and participate in re-entry exercises.

HSS 330-01

Honors Independent Study

Instructor: Jerry Pubantz

Honors Independent Study is designed to provide students with flexibility in coordinating Honors with the requirements of their majors. The student will develop, in consultation with a supervision faculty member, a program of concentrated study and investigation within his or her discipline. After discussing an area of study with a faculty member, the student should fill out the HSS 330 Approval Form, available at the Lloyd International Honors College website, <http://honorscollege.uncg.edu>. Honors Independent Study may be repeated once for credit if the topic of study changes. The student must have completed six hours of Honors courses to sign up for HSS 330.

HSS 490-01

Senior Honors Project

Instructor: Jerry Pubantz

The Senior Honors Project is a work of original scholarship (essay, fine art, performance, scientific research, etc.) in which the student develops a thesis or hypothesis, presents background information and evaluates his or her position using methods appropriate to the problem. Though the Senior Honors Project can focus on any topic the student chooses, it must be



supervised by a university faculty member with a specialty appropriate to the topic. Students must also receive approval from the departmental Honors Liaison. After discussing the project with a faculty member, the student should submit a project proposal and enroll in HSS 490, Senior Honors Project. The proposal should be approved by the appropriate person or committee in the student's department and submitted to the director of the Lloyd International Honors College.



HONORS COURSES

OPEN TO ALL HONORS STUDENTS

ATY 253-03

Introduction to Physical Anthropology

GEC: ENV, GLS, GNS, HSS

TR 2:00-3:15

Instructor: Charles P. Egeland

CRN: 12320

**Enrollment in ATY 253L-02 (lab) is required.*

Since time immemorial, we humans have exhibited an unquenchable desire to know about ourselves: why are we different physically from each other, where did we come from, and perhaps most fundamentally, who are we as humans? At its core, physical anthropology addresses these very issues in its quest to understand the human species. This course will introduce students to the breadth of methods and theories that physical anthropologists use to understand the human species from a biocultural perspective. Lectures, readings, and discussions will survey evolutionary theory, genetics, primate morphology and behavior, human evolution (paleoanthropology), and human biology. The accompanying lab course will give students hands-on experience with these topics.

Dr. Charles Egeland is Assistant Professor of Anthropology at UNCG. His scholarly interests revolve around human evolution, particularly the place of Neandertals within the human family tree and the subsistence behavior of the earliest stone tool makers. He has conducted fieldwork in the US, Armenia, Germany, South Africa, Tanzania, and Kenya.

ATY 253L-02

Introduction to Physical Anthropology Lab

GEC: ENV, HSS

F 12:00-2:50

Instructor: Mika H. Cohen Jones

CRN: 12303



BIO 112-01

Principles of Biology II

GEC: GNS, GLS, HSS

TR 8:00-9:15

Instructor: Ellen Lamb

CRN: 13472

Pre-requisite: grade of C- or better in BIO 111 and BIO 111L or BIO 110 and BIO 111L

Prerequisite for 300-level courses and above. Continuation of 111 and includes laboratory. Fundamental principles of biology including botany, zoology, evolution, and ecology. A passing grade in lecture must be achieved for successful completion of this course.

**CCI 212-02****Introduction to Roman Archaeology**

GEC: ARC, GHP, GPM, GL, HSS

TBA – See UNCGenie

Instructor: Maura Heyn

CRN: 10575

Embedded course

In popular culture, the Romans are best known for their penchant for gruesome entertainment, and perhaps also for their decadent dining habits. Indeed, such a reputation is not undeserved, but there is more to Roman culture than “bread and circuses”. In this course, we will use archaeological evidence to broaden our understanding of these fascinating people. Students in the honors section will meet an additional hour each week, and there will be a supplementary text book. In terms of honors-specific course work, the students will take a weekly quiz and make several short presentations.

Maura Heyn teaches archaeology, Latin, and Classical Civilization courses at UNCG. She received her PhD in archaeology from UCLA (she is a California native) in 2002. Dr. Heyn specializes in the archaeology of the Roman empire, and she wrote her dissertation on the funerary sculpture from Palmyra, a city in the Syrian desert. She has worked on a number of excavations in Europe; most recently she was the Finds Director for an excavation in the Roman Forum.

**CST 460-03****Senior Honors Seminar in European Intercultural Communication**

GEC: IGS, HSS

TR 2:00-3:15

Instructor: Jody Natalie

CRN: 12920

Communication processes in Europe have distinct characteristics within the continent and when compared to American communication characteristics. Using metaphor analysis, cultural values theories, and intercultural communication theory as the primary methods of investigation, our class will explore communication in the Nordic countries, Belgium, Germany, France, Poland, Russia, Spain, Italy, and the U.K. The goal is to investigate “deep culture” even as second language skills may limit communication. We will do this through our own metaphor research, wikis, and reflection on travel. This course invites international exchange students from these countries to join our class to create an ongoing intercultural dialogue for the semester. This course is well suited for majors in IGS, CST, PSC, BUS, ATY, and Honors students. If you plan to study abroad in Europe during the Fall of 2012, this course will serve as excellent preparation. If you are returning from study abroad, this course will allow deeper reflection of that experience. This course may also prepare Honors students for senior honors project investigation.

Dr. Jody Natalie of the Communication Studies Department is the UNCG director of our exchange program with Linnaeus University in Vaxjo, Sweden, and a long time professor of intercultural communication. Her travels in the past 18 months include five trips to Europe—where she has taken extensive field notes in preparation for this class. Dr. Natalie is an Honors Faculty Fellow. Contact: ej_natalle@uncg.edu

**ENG 336-01****Introduction to Chaucer**

GEC: HSS

TR 3:30-4:45

Instructor: Amy N. Vines

CRN: 11256

It's been over 600 years since Chaucer wrote, yet his work still shows modern readers both how much and how little we've changed in those centuries. Although twenty-first century existence is no doubt very different from life in the fourteenth century, we still share Chaucer's preoccupations: relationships between men and women, economic and social competition, freedom and order, good and evil. This course is devoted to Chaucer's best known work: *The Canterbury Tales*. Special attention will be paid to the tensions between the various cultural practices represented in the pilgrims' *Tales* and their interactions with one another in the context of late fourteenth-century England. In addition, we will also examine *The Canterbury Tales* as an innovative anthology of medieval literary genres and consider how our modern ways of dealing with these cultural and social struggles and modern textual praxis can help us to read and understand this medieval masterpiece. We will read this text in the original Middle English, carefully working our way through the tales. No prior knowledge of Middle English is required for this course; however, by the end of the semester, you will be able to read Chaucer's language with fluency.

Amy Vines is Assistant Professor of English, Ph.D. Brown University. She has taught at UNCG since 2007 and is the author of a recent book on patterns of female patronage in medieval romances titled Women's Power in Late Medieval Romance (Boydell and Brewer, 2011). Dr. Vines' current research concerns the formation of chivalric subjectivity in medieval literature; she has been very involved in the honors program for several years.

**ENV 100-02****Introduction to Environmental Studies**

GEC: ENV, HSS

MF 9:00-9:50; W 8:00-9:50

Instructor: Bill Markham

CRN: 10264

Embedded course

This course provides a broad overview of the nature, interpretations, and causes of environmental problems, as well as their possible solutions. The primary focus is on the US, but the course also includes significant coverage of environmental problems elsewhere in the world. The course is broadly interdisciplinary, drawing on information from the natural sciences, history, social and behavioral sciences, and the arts. This is an embedded honors course. Honors students will meet with other students 2.5 hours per week and separately with the instructor as a small group one hour a week.

*Dr. Bill Markham is Professor of Sociology at UNCG and Director of the interdisciplinary Environmental Studies Program. Last year, he was a Chancellor's resident Fellow in the Honors College. His recent research has focused on environmental sociology and environmental organizations. He recently published *Protecting Nature* (co-edited with Kris van Koppen), a study of nature protection organizations in eight European countries and the US, and *Environmental Organizations in Modern Germany*, a study of German environmental organizations. His current research focuses on environmental groups in Cameroon and on the response of European and US nature protection organizations to climate change. He has received three Fulbright awards for research and teaching in Germany and Cameroon and has been a Visiting Scholar at the Wellesley College Center for Research on Women, the Hogg Foundation for Mental Health in Austin, Humboldt University in Berlin, the University of Duisburg-Essen in Germany, the Archive and Museum for Nature Protection in Germany, Wageningen University in the Netherlands, and the University of Buea in Cameroon.*

**HIS 394-01****Hard Times in Home Places: Working-Class and Middle-Class Americans' Quest for Security, 1911-2011**

GEC: HSS

TR 3:30-4:45

Instructor: Thomas Jackson

CRN: 10771

** Limited to History Majors only*

Over a century of unprecedented economic development and global military expansion, America's workers and middle classes have nevertheless continually striven to stabilize their livelihoods and life ways in the face of loss or calamity. When ordinary people faced extraordinary challenges, our most talented scholars, nonfiction writers, and oral historians have uncovered their stories. Tough times, epic confrontations, and environmental disasters tend to lay bare the power relations in which ordinary Americans were entangled, raising vexed questions about the scope of people's agency and responsibility. Events like the Triangle Shirtwaist Factory fire of 1911, the 1930s Dust Bowl, or Hurricane Katrina also challenged America's political institutions and culture, testing the nation's capacity to respond to collective challenges through collective action. In addition to viewing several excellent films, we will read a mix of accessible scholarly articles, award-winning popular historical nonfiction books, and oral histories. After you sign up and before our first meeting, students will have the opportunity to help select the case studies from a number of possibilities: A fire ravages a garment factory where young immigrant women work in 1911, and a new generation of men and women reformers challenge New York City's corrupt political machine. A black doctor defends his home in a white Detroit neighborhood against a mob attack in 1924, and is put on trial for murder. Families hunker down or take flight when the Great Plains turn into a dust bowl in the 1930s. A Vietnam veteran is murdered in a small North Carolina town in 1970, and a father and son must choose sides when the civil rights movement comes to town. Refugees from Guatemala's civil war rebuild their communities in Morganton, North Carolina in the 1990s, enduring long hours and difficult working conditions in the poultry factories where they work. A small Iowa town watches its job base downsize and local leaders cope with a methamphetamine epidemic in the 2000s. A Syrian-American immigrant rides out Hurricane Katrina, but in the course of helping out his neighbors,



he finds himself entangled in the war on terror. Through individual research projects and reports, class members will also educate each other about the larger historical contexts in which people struggled for survival and security over the last century.

Thomas Jackson is a Professor of History, PhD Stanford University, BA in English and History, Georgetown University. He has taught at UNCG since 2000 and published a prize-winning book on Martin Luther King, the civil rights movement and economic justice. He has taught an array of writing intensive, speaking intensive, and research intensive courses to undergraduates and graduate students.

**IAR 221-02****History and Theory Of Design I**

GEC: ENV, GFA, HSS, GL

MWF 1:00-1:50

Instructor: Patrick Lee Lucas

CRN: 10978

Embedded course

Learn how Stonehenge could be considered a giant measurement system for the cosmos...uncover the language of the pharaohs as they built their pyramids....confront the symbologies for the classical orders of architecture...de-mystify the secrets of Gothic cathedrals...unlock the designs behind Renaissance villas...discover the American architectural and design scene as a mixing of world cultures...understand modern architecture and design values expressed in the global economy. IAR221 represents an opportunity to explore this history and theory of design as expressed through artifacts, spaces, buildings, and places throughout the world. Walk away with a greater sensibility about the meaning of design in everyday environments from the dawn of time to present.

Dr. Patrick Lee Lucas, Associate Professor in Interior Architecture and the Chancellor's Resident Fellow to LIHC in 2009-2010, walks with you along this road of discovery about design and architecture. He brings to bear twenty years of teaching experience, a keen eye for detail, and an engaging approach to the material world.



IAR 302-03

Interior Architecture II

GEC: HSS

MWF 1:00-3:50

Instructor: Patrick Lee Lucas

CRN: 10981

**Limited to IAR majors only*

Design investigations of spaces of increasing scale and complexity articulated by the interaction of individual and place. Special emphasis on social/behavioral aspects of interior architecture and responsibilities of designer to society.

IAR 412-03

Interior Architecture IV

GEC: HSS

MWF 1:00-3:50

Instructor: Patrick Lee Lucas

CRN: 10985

**Limited to IAR majors only*

Studio explorations encompassing the full range of interior architecture scale and complexity. Emphasis on individual competence with respect to design process.

**REL 210-02****Christianity to the Reformation**

GEC: GHP, GPM, GL, HSS

TR 11:00-12:15

Instructor: Derek Krueger

CRN: 13610

Embedded Course

This course is a historical survey of Christian thought and practice from the second century to the dawn of the Protestant Reformation (around 1500). Reading classic Christian texts, we will consider the variety and development of Christian theological teaching (on such topics as the incarnation and the Trinity), rituals and liturgy (including baptism, eucharist, and the Christian calendar), ethics, and modes of life (such as monasticism). The course considers expressions of Christianity in the ancient world, before the rise of Islam, and the similarities and differences between Christianity in the Eastern Mediterranean (Byzantium) and in Western Europe during the Middle Ages.

Derek Krueger is the Joe Rosenthal Excellence Professor of Religious Studies. He has taught at UNCG since 1991 and studies Christianity in ancient, Medieval, and Byzantine cultural and religious history. His interests include saint's lives, liturgy, monasticism, the everyday religion of lay Christians, and the reception of the Bible.

**WGS 450-06****Activism On Campus 1892-1963**

GEC: WGS, HSS

TR 9:30-10:45

Instructor: Betty Carter

CRN: 13379

Embedded Course

The history of UNCG reflects the unique character of the school as well as the general historical movements of the United States. This course tracks the history of the school from its creation as the State Normal Industrial School, concentrating on training teachers, to the present-day University, offering graduate and undergraduate degrees in many areas. Using primary source materials in the UNCG University Archives and other manuscript repositories, students will complete an in-depth research project on social and political activism of the students. Possible topics for the project include women's suffrage, civil rights in Greensboro and integration of the student body and faculty.

Betty Carter, undergraduate degree from Meredith College and masters from Duke University. Came to UNCG in the mid-1970s as the first archivist on staff in Jackson Library--retired in 2010 as University Archivist. Founded the Betty H. Carter Women Veterans Project in 1998.



SPRING 2012 HONORS COURSE LIST

<u>COURSE</u>	<u>TITLE</u>	<u>INSTRUCTOR</u>	<u>DAY/TIME</u>	<u>GEC</u>
HSS 198-01	Honors Colloquium	M. Honrath	T 2:00-3:15	HSS
HSS 204-01	Evolution & Belief	B. Kirchoff	TR 9:30-10:45	GLS, GNS, HSS
HSS 205-01	The Performing Body	L. Lavender	TR 11:00- 12:15	GFA, HSS
HSS 205-02	Music & Society	E. Keathley	TR 3:30-4:45	GFA,HSS
HSS 205-03	Putting Words to Pictures: The Beholder's Share	G. Dimock	MWF 1:00-1:50	GFA, HSS, WI
HSS 206-01	Arguing About God	J. Woell	TR 11:00-12:15	GPR, HSS
HSS 206-02	Skeptics & Skepticism	J. Woell	MW 3:30-4:45	GPR, HSS
HSS 208-01	Myth & Metaphor in Film	R. Schwartzman	M 5:30-8:20	GSB, HSS
HSS 217-01	Classics of Nonwestern Literature	D. Baker	MWF 1:00-1:50	GLT, GN, HSS
HSS 222-01	Flappers and Philosophers: Ideas, Culture, and Politics Between the Wars	E. Levine	TR 12:30-1:45	GHP, GMO HSS, GL,
HSS 227-01	St. Petersburg: Window on West	S. Krive	MW 2:00-3:15	GLT, HSS, GL
HSS 228-01	Genocide Watch	R. Schwartzman	MWF 10:00-10:50	GSB, HSS, GL
HSS 300-01	Academic Think Tank: Food Policy	S. Andreatta M. Legreco	W 6:00-8:50	HSS
HSS 300-02	Human Rights for Whom?	A. Moore A. Hartwiger	TR 9:30-10:45	HSS
ATY 253-03	Introduction to Physical Anthropology	C. Egeland	TR 2:00-3:15	ENV, GLS, GNS, HSS
ATY 253L-02	Intro to Physical Anthro Lab	M. Cohen Jones	F 12:00-2:50	ENV, HSS
BIO 112-01	Principles of Biology II	E. Lamb	TR 8:00-9:15	GNS, GLS, HSS
CCI 212-02	Introduction to Roman Archaeology	M. Heyn	TBA	ARC, GHP, GMO, HSS, GL
CST 460-03	European Intercultural Communication	E. Natalie	TR 2:00-3:15	IGS, HSS
ENG 336-01	Introduction to Chaucer	A. Vines	TR 3:30-4:45	HSS
ENV 100-02	Introduction to Environmental Studies	B. Markham	MF 9:00-9:50 W 8:00-9:50	ENV, HSS
HDF 435-01	Preschool: Development, Learning, & Curriculum		MW 5:00-6:50	HSS
HDF 436-01	Kindergarten: Development, Learning, & Curriculum		MW 5:00-6:50	HSS
HDF 440-01	B-K Teaching Practicum II	K. Laparo	M 2:00-2:50	HSS
HDF 440-02	B-K Teaching Practicum II		web	HSS
HDF 460-01/02	Supervised Student Teaching	G. Smith	M 5:00-6:30	HSS

**Spring 2012 Honors Course List Continued**

IAR 221-02	History/Theory of Design I	P. Lucas	MWF 12:00-12:50	ENV, GFA, GL, HSS
IAR 302-03	Interior Architecture II	P. Lucas	MWF 1:00-3:50	HSS
IAR 412-03	Interior Architecture IV	P. Lucas	MWF 1:00-3:50	HSS
REL 210-02	Christianity to Reformation	D. Krueger	TR 11:00-12:15	GHP, GPM, HSS, GL
WGS 450-06	Activism On Campus 1892-1963	B. Carter	TR 9:30-10:45	WGS, HSS



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 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 N. Spencer Residence Hall 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 N. Spencer the following year.

Fees for Orientation and Graduation

New freshmen admitted to International Honors for the fall semester will be assessed a \$10 Honors orientation fee. This fee will be applied to student's university charges by the University Cashiers Office.

Graduating Honors seniors will be assessed a \$30 graduation fee. This fee will be applied to student's university charges by the University Cashiers Office in November of your senior year. Students who do not graduate during the year of the fee assessment will not be charged a second fee.



HONORS ADVISING WORKSHEET

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

<u>INTERNATIONAL HONORS</u>	<u>DISCIPLINARY HONORS*</u>
<p>Proseminar HSS 198 Semester: Grade:</p>	<p>Contract/Indept Study/Other Course: Semester: Grade:</p>
<p>HSS Course 1 Course: Semester: Grade:</p>	<p>Contract/Indept Study/Other Course: Semester: Grade:</p>
<p>HSS Course 2 Course: Semester: Grade:</p>	<p>Contract/Indept Study/Other Course: Semester: Grade:</p>
<p>HSS Course 3 Course: Semester: Grade:</p>	<p>Contract/Indept Study/Other Course: Semester: Grade:</p>
<p>HSS Course 4 Course: Semester: Grade:</p>	<p>Contract/Indept Study/Other Course: Semester: Grade:</p>
<p>International Experience: Semester: Country:</p>	<p>Senior Honors Project - HSS 490 - ___ 493 - URA Project Title: Semester: Grade:</p>
<p>Second Language (through 204-level): Semester Completed: Language:</p>	<p>*See Honors Advisor for Specific Courses Required for Each Department</p>



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