Honors Course Listing

Fall 2019
Welcome Honors College students!

This booklet contains a list of Honors course offerings for Fall 2019:

**Required Honors courses only for entering first-year students who are in International Honors:**
- Honors Colloquium
- 100-Level Honors Seminar

**Honors courses open to all Honors students (International Honors and Disciplinary Honors) include 200-level Honors seminars, embedded Honors courses, and Honors versions of regular UNCG courses.**

For more detailed information about specific courses, please contact the instructor of the course. For information about the requirements for the International Honors and the Disciplinary Honors programs, or information about our co-curricular and extra-curricular opportunities, please see our website or speak with one of the Honors Academic Advisors:

Ms. Julie Boyer: j_boyer@uncg.edu
Ms. Portia Harris: plharris@uncg.edu
Ms. Maria Hayden: m_hayden@uncg.edu
Mr. Chris Kirkman: cjkirkma@uncg.edu

Have a great semester!

Dr. Omar H. Ali
Dean & Professor
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
  (e.g., ATY = Anthropology, ENG = English)

DAYS OF THE WEEK
- M – Monday
- T – Tuesday
- W – Wednesday
- R – Thursday
- F – Friday

*Course information subject to change.
# TABLE OF CONTENTS

Types of Honors Courses.................................................................5

Statement on Liberal Learning.......................................................6

Honors Courses – Fall 2019..............................................................7

Honors International Experience
Independent Study, & Senior Honors Project.................................42

Honors Course List.........................................................................43

General Education Attributes/Markers..........................................44

Honors College Study Abroad........................................................46

Established Policies for Honors Students.......................................48

Honors Advising Worksheet..........................................................49
Types of Honors Courses

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

HSS 200-LEVEL COURSES
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.

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 additional honors requirements for further explorations of the material. They have 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 specific 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 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
Fall 2019

ADS 306-02H
Africans in the Greco-Roman World
GEC: AFS, HSS
TR 11:00-12:15
Instructors: Omar Ali and Rebecca Muich
CRN: 82275

Africans were an inextricable part of the Greco-Roman world as the ancient Mediterranean region was extremely culturally diverse. The Greeks and Romans adopted customs, practices, and religious figures while also forming economic and political partnerships with many places. The trajectories of the development of African and Greco-Roman peoples were necessarily intertwined. In this course, we'll explore some encounters in ancient myths, literature, and history between the Greeks and Romans and the Libyans, Egyptians, and Ethiopians, to better understand the presence of Africans in the Greco-Roman world and their imaginations.

**Omar Ali** is Dean of Lloyd International Honors College and Professor of Comparative African Diaspora History. Named the 2016 Carnegie Foundation North Carolina Professor of the Year, Dr. Ali is a graduate of the London School of Economics and Political Science and received his Ph.D. in History from Columbia University. A connoisseur of the Greek 'Moussaka' dish, he serves as President-elect of UNC Greensboro's honors chapter Phi Kappa Phi, which has Greek letters in it.

**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.
ATY 253-02H  
**Introduction to Biological Anthropology**  
GEC: ENV, GLS, GNS, HSS, SUS  
TR, 9:30-10:45  
Instructor: Charles Egeland  
CRN: 81317

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.
BIO 111-03H
Principles of Biology I
GEC: GLS, GNS, HSS
MWF, 12:00-12:50
Instructor: John Lepri
CRN: 83857

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 and when we will feel like we have figured it out. There will be 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 and a Faculty Fellow in the Honors College. 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 coordinates disciplinary Honors in Biology 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.
CCI 211-02H  
**Introduction to Greek Archaeology**  
GEC: ARC, GHP, GL, GPM, HSS  
TR, 9:30-10:45  
Instructor: Joanne Murphy  
CRN: 81331

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. This work will involve exploration of the value of surface survey as an archaeological method.*
CCI 227-02H
Comparative Studies in World Epic
GEC: GL, GLT, HSS
TR, 2:00-3:15
Instructor: Rebecca Muich
CRN: 83549

The oldest stories we still tell about what it means to be human are epics. Our greatest heroes face countless obstacles, unbeatable foes, irresistible temptations, and the deepest sorrows to not only come out victorious but to also gain that most precious of rewards: everlasting glory. But what is “epic”? How do we define it as a genre? Are the stories the same across cultures? Do the features of the genre change over time? How are these stories told today, and to whom? In this course, we'll read some of the most famous works in world literature (Epic of Gilgamesh, Iliad, Odyssey, Aeneid, Beowulf, and others) to discover what it takes to be a hero and what is the price of commemoration.

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.
CSD 308-03H
Language and Speech Development
GEC: HSS
MW, 1:00-2:15
Instructor: Alan Kamhi
CRN: 81964

Theory and evidence of the chronological development of phonology, syntax, semantics, and pragmatics in the child.  
**Prerequisites:** Majors only, or by permission of instructor.  
**Corequisites:** Must be taken concurrently with CSD 306, CSD 307, and CSD 309.  
**Notes:** Not open to freshmen or sophomores. Students cannot receive credit for both this course and SES 240.

Alan G. Kamhi is a Professor in the Department of Communicative Sciences and Disorders at the University of North Carolina-Greensboro. His early research focused on linguistic and cognitive abilities of children with specific language impairments (SLI) and mental handicaps. Later research focused on language-learning disabilities, culminating in a book co-edited with Hugh Catts, on language and reading disabilities. The third edition of this book was published in 2012. Other books include one on phonological disorders, co-edited with Karen Pollock, and one on clinical decision making in developmental language disorders, co-edited with Julie Masterson and Kenn Apel. Topics of recent articles include the case for the narrow view of reading, how to balance certainty and uncertainty in clinical practice, the role of the SLP in treating Auditory Processing Disorders, improving clinical decisions for children with language disorders, reading comprehension is not a single ability.
CSD 471-01H
Honors Clinical Practice in Speech-Language Pathology
GEC: HSS
T, 12:30-3:00
Instructor: Christopher Atkins
CRN: 82067

CSD 471 offers one or two undergraduate seniors majoring in Communication Sciences and Disorders clinical experience in the diagnosis and treatment of communication disorders or differences. Students may acquire up to 10 clinical practicum hours during this course. Students are assigned to work with a graduate student and their assigned client who has a communication disorder or seeks accent modification, code-switching training, or pragmatic skill development. Intervention with those clients is conducted in the UNCG Speech and Hearing Center or another specified facility under the close supervision of a clinical faculty supervisor. Students attend a weekly class and Clinical Teaching Team (CTT) meetings to help them begin to develop the planning, instructional and interpersonal skills necessary for clinical practicum.

For Whom Planned: This three-semester hour practicum course is open to select undergraduate CSD seniors who want to gain clinical experience at the undergraduate level.

Chris Atkins is a nationally certified and state-licensed speech-language pathologist. He is an AP Associate Professor in the Department of Communication Sciences and Disorders and is the Director of the Speech and Hearing Center at UNC Greensboro. He received his Bachelor’s degree in Theatre Studies from Guilford College in Greensboro, NC. He received his Master’s degree in Speech and Language Pathology and his Ph.D. in Communication Sciences and Disorders. Both graduate degrees were earned at Northwestern University in Evanston, IL. Dr. Atkins is a member of the American Speech-Language-Hearing Association (ASHA), the North Carolina Association of Supervisors in Speech-Language Pathology and Audiology (NCASSPA), and the North Carolina Speech, Hearing and Language Association (NCSHLA).
CSD 450-02H
Diagnostic Procedures
GEC: HSS
MW, 11:00-12:15
Instructor: Terri Ramsey
CRN: 82056

In this course, we will investigate processes and techniques of data collection and analysis for the diagnosis, assessment, and evaluation of communication disorders. Specifically, students will be exposed to the processes of obtaining case history information necessary for diagnosis and treatment of a variety of communication impairments and with the administration and scoring of a selection of standardized testing tools. Additionally, students will be made familiar with authentic assessment including curriculum-based assessment and dynamic assessment across a variety of disorders. At the Honors level, students will complete an additional assignment which will consist of following a case from preparation for the evaluation, through observing all components of the evaluation itself, and ending with discussing results with the examiner.

Miss Ramsey is a speech language pathologist who studied psychology at the University of North Carolina and earned her Master’s Degree in Communication Sciences and Disorders at the University of Virginia. She has worked in public schools, private practice, developmental centers, and has taught at the university level for 23 years (Longwood University for 3 years and UNCG for the past 20). Her interests include speech sound disorders and mentoring undergraduate students.
CSD 487-02H
Intro Adult Language Disorders
GEC: HSS
Instructor: Kristine Lundgren
CRN: 82091

The course is designed to provide students with an introduction to adult neurogenics (acquired cognitive-linguistic communication disorders in adults). Students will explore the topics of traumatic brain injury, stroke, and dementia in adults. Emphasis will be placed on the cognitive and linguistic symptoms associated with the disorder as well as how these symptoms impact quality of life.

Kristine Lundgren is a Professor and Chair in the Department of Communication Sciences and Disorders. She teaches courses in the Neurology of Speech, Language and Hearing; Cognitive-Linguistic Disorders; and Research Methods. She has worked as a clinician and researcher in rehabilitation facilities in the Boston area. Her areas of research interests are cognitive recovery from stroke and traumatic brain injury (TBI) and identifying TBI in survivors of domestic violence.
CST 105-17H
Introduction to Communication Studies
GEC: GRD, HSS, SI
MWF, 10:00-10:50
Instructor: Kristen Christman
CRN: 80770

Life is about communicating! Good communicators are made, not born. To be good at something you must work at it over and over and continually evaluate, question and refine. Join us as we explore the fascinating world of human communication! Together, we will seek to understand and practice communication in ways that will improve the world we inhabit. As you explore with us, you will surely discover that the study of communication has great practical value, in every avenue and aspect of life. Employers rank communication competencies as the most desirable qualifications of prospective employees. Deep understanding—and conscious practice—of high quality communication determines our ability to participate in civic, social, family, work, and personal relationships. In CST 105, students will learn to construct and deliver coherent oral arguments for various contexts. Principles of competent communication will be addressed. Recordings will be used to evaluate and enhance communication skills.

Kristen Christman is a professor in the Department of Communication Studies at UNCG. She teaches courses on Introduction to Communication Studies, Communication & Community, Positive Communication and other special topic courses. Kristen has a long history at UNCG. She received both her Masters in Communication Studies and her PhD in Educational Leadership and Cultural Studies from UNCG. In addition to her teaching career at UNCG, she has worked at UNCG as an academic advisor, administrator and UNCG Guarantee Scholarship Director. Kristen is an advocate for study abroad and has traveled with students to Canada, tracing the underground railroad and traveled with a group of student scholars to Costa Rica. Kristen took a two year stint to work with a national nonprofit focused on education before returning to teaching at UNCG. Her current research interests focus on positive communication, lifespan communication, social justice & cultural studies. If anyone knows Kristen, they know her students are part of her family- she loves what she does!
ECO 201-04H  
Principles of Microeconomics  
GEC: ENV, GSB, HSS, SUS  
TR, 12:30-1:45  
Instructor: Jeff Sarbaum  
CRN: 83214

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

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: An East/West Dialogue on the Meaning of Education for Today*

GEC: GPR, HSS  
TR 12:30-1:45  
Instructor: Glenn Hudak  
CRN: 82260

In this course we will investigate the very mystery that is education from a *philosophic* perspective. That is, our primary focus will be to ask, what is education? To address this question we will engage in an East-West dialogue where we will explore the Zen Buddhist notion of the “Beginner’s Mind” on the one hand, and the Western understanding of education as framed by Plato in *The Republic*, on the other. The hope is that by comparing/contrasting two culturally distinct philosophies of education we will get a clearer picture of the nature of education, and what this means for living a full life.

We begin with the East by exploring the Zen Buddhist’s notion of a beginner’s mind. The beginner’s mind refers to the “innocence” we have when we begin a journey. At this beginning, the world is open to new possibilities where one may see the world with “fresh eyes.” As such we will be reading several texts on Zen Buddhism focusing on issues revolving around meditation, mindfulness, and most importantly the silencing the inner voice. Indeed, can the inner voice be silenced? Is it desirable? And once silenced what does Zen Buddhism tell us about whom we are? To this end we will read, *Instructions to the Cook: A Zen Master’s Lessons in Living...* (Bernard Glassman & Rick Fields) and *Opening the Hand of Thought: Foundations of Zen Buddhist Practice* (Kosho Uchiyama).

In the next major section, we will focus on Western educational thinking by first reading the essay by Hannah Arendt, “The 2-in-1,” which will again draw our attention to the inner dialogue of thinking. Arendt’s essay, in turn, draws us into the origins of Western thinking about education found in Plato’s *Republic*, written 2,400 years ago and still relevant. And lastly a contemporary text, *In Defense of the School: A Public Issue*, this text brings the scholastic tradition unto the 21st century.
We end by comparing Zen and Western notions of education, where in Zen one “lets-go” of the self (the “I”) while for Western education one develops a self, an “I.” This comparison opens up a very interesting dialogue about the “nature” of education.

Glenn M. Hudak is a Professor in the Department of Educational Leadership & Cultural Foundations. He received his PhD from the University of Wisconsin, Madison and his A.B. at University of California, Berkeley in Philosophy. He taught at several universities, then enrolled at Union Theological Seminary, NYC where he earned a M.Div. His research focuses on an interdisciplinary approach to the philosophy of education, autism, Buddhist thought, modern Continental Philosophers, psychoanalytic thought, and technology as these pertain to education.
ENG 357-02H
Modernism
GEC: HSS
TR, 3:30-4:45
Instructor: Anthony Cuda
CRN: 84162

This course is a study of the exciting, avant-garde literature of the early twentieth century, focusing on the work of writers like Marcel Proust, Virginia Woolf, Ezra Pound, T. S. Eliot, James Joyce, and others. We will also consider related innovations and experiments in visual arts and in the fields of music and dance, exploring the cubist art of Picasso and Braque, the dissonant symphonies of Stravinsky, and the explosively controversial productions of Sergei Diaghilev and the Russian Ballet. The course takes as its starting point the early, striking pronouncements of Friedrich Nietzsche about art and history, and it uses them to guide a discussion of how modernist artists profoundly rethink conventional ideas about art, personality, religion, and memory.

GES 103-09H
Introduction to Earth Science
GEC: GNS, GPS, HSS
T, 6:00-8:50 PM
Instructor: Paul Knapp
CRN: 82367

GES 103 is designed for students interested in introductory Earth science and learning about the: 1) causes of weather and climate; 2) importance of weather and climate; and, 3) different types of landforms and their origins. In addition to lectures, students will be involved with in-class exercises designed to help show how data (e.g., climatic) vary spatially and temporally.

Paul Knapp is a professor in the Department of Geography, Environment, and Sustainability. He received his PhD from the University of Georgia and teaches classes in biogeography, climatology, and physical geography. Dr. Knapp has been at UNCG since 2005 and is the Director of the Carolina Tree-Ring Science Laboratory. His research focuses on historic variations in climatic and ecological phenomena including variations in tropical cyclone activity and western U.S. forest fires.
GES 162-02H
Introduction to Sustainability Studies
GEC: ENV, HSS, SUS
TR, 11:00-12:15
Instructor: Aaron Allen
CRN: 82625

All students enrolled in GES 163 are required to participate in a group project to propose a campus-based project focused on Sustainability at UNCG. These projects might include an art installation that uses sustainable materials, creating access points for solar panels near the EUC, or rebranding the recycling bins around campus to make them stand out. Honors students’ group project will involve a community-campus partnership to develop a larger sustainability program that reaches beyond UNCG. Honors students will work with Dr. Aaron Allen, Director of UNCG’s Environment and Sustainability Program, and identify a community partner and project. To develop this project, Honors students will be expected to do some additional readings and research, which will be developed collaboratively with Dr. Allen.

Aaron S. Allen is Director of the Environment and Sustainability Program in the Department of Geography, Environment, and Sustainability, and is Associate Professor of Musicology at UNCG. From 2013 to '15, Dr. Allen was UNCG’s first Academic Sustainability Coordinator. He earned his Ph.D. in 2006 from Harvard with a dissertation on the nineteenth-century Italian reception of Beethoven, and in 2011-12 he was a fellow at the American Academy in Rome. Dr. Allen's B.A. in music and B.S. in environmental studies are from Tulane University, where he was active in the campus environmental movement that resulted in establishing Tulane's Office of Sustainability in 1999. In 2016, Dr. Allen was co-editor of the first major book published about the new field of ecomusicology, entitled Current Directions in Ecomusicology (2016), which received the Ellen Koskoff Edited Volume Prize from the Society for Ethnomusicology in 2018.
HSS 102-01H  
Greensboro: The World Through a City  
GEC: GHP, GMO, HSS  
TR, 9:30-10:45  
Instructor: Virginia Summey  
CRN: 80218

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 history to law, religion, and government administration. Among the places you will have the opportunity to 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; 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 postbaccalaureate certificate in Women’s and Gender Studies from the University of Montana, and her BA in political science from Catawba College in 2004. Her current research focuses on gender and politics in North Carolina during the late nineteenth century.
HSS 102-02H
Interrogating University History, Uncovering Stories, and Communicating the Past
GEC: GHP, GMO, HSS, SI
MWF, 9:00-9:50
Instructor: Erin Lawrimore
CRN: 80222

Our campus has a long history -- but the history you know likely doesn't tell the full story of UNC Greensboro. How did UNCG go from its founding in 1891 a “school for white girls” to a research university with a diverse student body? Who do we honor with building names, and who has been forgotten? How does our past impact UNCG today?

This course will explore the aspects of UNCG’s history that often remain hidden. Students will use the resources in UNCG’s University Archives to identify and examine key topics in our campus’s past. In addition to gaining archival research skills, students will learn how to effectively tell a historical story using digital tools and non-traditional techniques. We will build exhibits, conduct oral history interviews, and learn about ways to uncover and communicate the past. This course will also be Speaking Intensive. Students will gain valuable speaking experience through presentations in class and, as part of the final project, to a public audience.

Erin Lawrimore is the University Archivist and Associate Professor in the UNC Greensboro University Libraries. She holds an M.S. in Information Studies from the University of Texas at Austin, and a B.A. in English from Duke University. She currently serves as a member of the Council of the Society of American Archivists, the organization’s governing body. Her research interests include storytelling and community engagement in the archival enterprise.
HSS 105-01H
Creativity and the Arts
GEC: GFA, HSS, SI
MWF, 12:00-12:50
Instructor: Larry Lavender
CRN: 80295

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: Angela Bolte
CRN: 80338

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 112-01H  
Modern History of Afghanistan  
GEC: GHP, GMO, GN, HSS  
MW, 3:30-4:45  
Instructor: Jeff Jones  
CRN: 80368

This course is intended for first-year students in Lloyd International Honor’s College and fulfills the following General Education Council (GEC) markers: Historical Perspectives on Western Culture (GHP); Modern Era College Additional Requirement (CAR) credit (GMO); Global Non-Western (GN); and Honors Programs Course (HSS). Also, history majors can get credit for the course as a 200-level Wider World credit toward the major (HIS-209). The course will explore the turbulent history of modern Afghanistan in a global context, briefly tracing the region’s early history, Afghanistan’s modern origins in the 18th century, and its position in the colonial global “Great Game” of the 19th century. The primary focus of the course will be on the 20th century and in particular the second half of the 20th century, much of which has seen Afghanistan torn apart by warfare involving communists and the Soviet Union, Islamic fundamentalists and the Taliban, and, of course, the US and Western powers as well. We will view this history as much as possible through the eyes of Afghans themselves with sources that delve into the culture, religion, and history of the various peoples of Afghanistan.

Dr. Jeff Jones is an Associate Professor in the UNCG History Department. He is a native North Carolinian and did all of his undergraduate and graduate work at UNC-Chapel Hill. He teaches Russian/Soviet and contemporary world history and is the author of Everyday Life and the ‘Reconstruction’ of Soviet Russia During and After the Great Patriotic War, 1943-1948. Dr. Jones is currently writing a book about the Soviet-Afghan War tentatively entitled Smoke, Mirrors, and Memories: Perspectives of the Soviet-Afghan War, 1979-2014. He was the recipient of the Chancellor’s Resident Fellowship in 2009, which is when he taught this course for the first time.
HSS 116-01H
Conversations for Changing Lives Around the World
GEC: GN, GPR, HSS
TR, 12:30-1:45
Instructor: Spoma Jovanovic
CRN: 80372

In this course, students consider a variety of contemporary topics that are prompting conversation, argument, and debate worldwide, with a focus on how to invite openness, inclusion, critical inquiry, and even forgiveness, as we speak and listen in public spaces. Students will learn the value of and practice expressing responsibility, compassion, justice, and respect to encourage informed, civil discourse. By the end of our time together, students will be able to facilitate ethical and effective dialogue intended to elevate the quality of public conversations that can prompt change around the world.

Spoma Jovanovic is a professor in the Department of Communication Studies and the 2018-2019 Rebecca A. Lloyd Distinguished Residential Fellow in the Honors College. She received her MA and PhD from the University of Denver and her BA from UCLA. She is the author of Democracy, Dialogue and Community Action: Truth and Reconciliation in Greensboro (2012) and editor of Partnerships: A Journal of Service-Learning and Civic Engagement. Her communication activism focuses on grassroots organizing and ethical communication.
HSS 122-01H  
War Crimes and Global Justice  
GEC: GHP, GL, GMO, HSS  
MWF, 10:00-10:50  
Instructor: Joseph Ross  
CRN: 80229

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: GN, GSB, HSS  
TR, 11:00-12:15  
Instructor: Richard (Clay) Stuart  
CRN: 80341

Cultural anthropology is the study of humankind in all its various forms: the traditions, beliefs, values, and customs that we share with one another to give our lives meaning and purpose. One particularly well-known anthropologist, Clifford Geertz, described this process as human beings suspended in webs of significance they themselves had spun. The goal of the anthropologist is to decipher the hidden messages encoded within these webs in order to gain insight into the people spinning them.

In this course, we will become textbook travelers, making use of various resources—essays, books, videos, personal experiences, and lectures. By the end of the semester, you will  
1) acquire new tools for understanding people,  
2) gain an understanding of anthropological terms and theory,  
3) develop strategies for more successfully negotiating business and personal relationships.

**Clay Stuart** was born and raised in North Carolina. He attended undergrad at UNC Chapel Hill where he double-majored in history and anthropology and graduated with Distinction. He earned a Doctor of Law from Wake Forest University in 2002 and has been admitted to the practice of law in North and South Carolina. He worked for a number of years as a trial lawyer before earning his Ph.D. in Anthropology from UNC Chapel Hill in 2013. His current areas of interest are legal anthropology, cultural anthropology, and the construction and modification of cultural systems.
HSS 202-01H
History of Evolutionary Thought
GEC: GHP, GMO, HSS, WI
MW, 2:00-3:15
Instructor: Tim Johnston
CRN: 80403

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 206-01H
Birds, Bees, and Philosophers
GEC: GPR, HSS, WGS
TR, 12:30-1:45
Instructor: Angela Bolte
CRN: 80340

Sex and love. Love and sex. One or the other always seems to be on the minds of most people. While these topics are frequent matters of late-night discussions among friends and lovers, they are also topics of scholarly interest. This course will explore contemporary philosophical debates about sex and love drawing from philosophers such as: Alan Soble, Talia Mae Bettcher, Thomas Nagel, Kim Q. Hall and Raja Halwani. Specific topics may include discussions of how to define sex, the distinction between types of sexualities, defining what, if anything, is “normal” sex, sexual identity, sexual exploitation and objectification, sexual consent, the relationship between sex and romantic love, and the nature of love. This course will deal explicitly with mature, potentially controversial themes and topics that may be deeply personal for some. It is important that students come to class willing to explore these topics and treat other students’ comments and opinions confidentially and respectfully.

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 217-01H
The Death of the Republic(s): Cicero and the Price of Revolution
GEC: GLT, GN, HSS, SI
MW 2:00-3:15
Instructor: Jonathan Zarecki
CRN: 80374

Marcus Tullius Cicero (106-43 BCE) is the most important literary figure of the last century of the Roman Republic and, arguably, of the entire Roman period. He was a politician, orator, philosopher, and poet, and his social circle included nearly every major player in Roman politics in the pivotal 1st century. Through a combination of the Reacting to the Past pedagogy, where students role-play and debate key events in history, and more traditional lecture and small-group activities, students will examine the long-lasting social, political, and literary developments of Cicero's life and the last decades of the Roman Republic.

Jonathan Zarecki is an Associate Professor of Classical Studies and codirector 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 217-02H
African Islam in the Diaspora
GEC: GLT, GN, HSS
TR, 3:30-4:45
Instructor: Ayla Amon
CRN: 80343

Almost as soon as Muhammad recited the word of Allah, Islam began to spread outward from the Arabian Peninsula onto the African continent. But while Islam in North Africa has been well-explored, Islam’s expansion below the Sahara into equatorial Africa is less well-known. Concurrent with Islam’s founding in the 7th century was another tradition: that of the African Muslim Diaspora. The first man to recite the *adhan* in the holy city of Medina, Bilal ibn Rabah (or Ibn Hamama), was a formerly enslaved man of African descent and close companion of the Prophet Muhammad.

Tracing the simultaneous birth of these two great historical forces, this course examines the beginnings of Islam in sub-Saharan Africa in the 9th century, and explores the social, political, literary, and religious implications of Islam and how it interacted and melded with traditional African religions. It then examines diaspora groups of African Muslims and their diverse cultural legacies in the Middle East, India, South America, and North America, including in literature, material culture, and socio-religious traditions. The course ends with an investigation of how these diaspora communities exist today both physically and in cultural memory.

Combining literature, history, linguistics, religious studies, anthropology, and material culture studies, this course relies on primary archival and material culture sources, as well as first-hand narratives and current scholarship, to recreate the wide array of experiences of African Muslims.

Ayla Amon is a Curatorial Assistant at the Smithsonian National Museum of African American History and Culture who studies enslaved African Muslims in North America. She holds degrees in Islamic Art and Architecture, Middle Eastern Studies, and Museum Studies from the University of Chicago and George Washington University, and has worked at the Art Institute of Chicago, the Walters Art Museum, and the Tangier American Legation Museum in Morocco.
HSS 218-01H
Devising Inclusion in a Global World
GEC: GN, GSB, HSS
TR, 2:00-3:15
Instructor: Lalenja Harrington
CRN: 80373

Educational spaces have historically been designed to benefit, welcome, and embrace a very specific, limited group of learners. Contemporary approaches to the “inclusion” of those who find themselves outside of the academic norm, do not always consider how attempts to include can in fact exclude. As scholarship that supports and/or challenges the practice of inclusion expands globally, it is essential that we consider the voices of students. This class will give students an opportunity to express their views about how they experience the enactment of inclusion in education through art and research. We will use devised theater as a method for digging deep into commonly, and not so commonly held ideas about what it means to be included in school, as both an artistic and a research process. Devised theater does not require any background in drama or performance and makes room for all perspectives as you work with your classroom community to make theater together from scratch. It is also an effective method of arts-based research. As such, students will have the chance to learn about and become researchers for the semester, as well as artists.

Dr. Lalenja Harrington is the Director of Academic Development and Evaluation for Beyond Academics, the four-year comprehensive transition program of study at UNCG. She holds a Ph.D. in Educational Studies with a concentration in Cultural Studies from UNCG, an M.A. in Journalism and Mass Communication from UNC-Chapel Hill, and a B.A. in psychology from Princeton University. As a poet/performer, she is a staunch advocate of the use of the poetic in academic writing and argues that poetry and other forms of art are important vehicles for highlighting the lived experiences of those who have traditionally been excluded or ignored in academia. She is also dedicated to exploring the intersection of performance, activism and education, where her identities as artist, researcher, and teacher are fully integrated and essential to each other.
LLC 355-02H  
Globalization and Diversity:  
Cultural Expressions in a Material World  
GEC: GL, GLT, HSS  
MWF, 1:00-1:50  
Instructor: Alex Hortal  
CRN: 82629

In Globalization and Diversity we will examine the connection between cultural expressions (literature, film, theater, poetry, music, etc) and the world in which they are created and/or experienced. The course explores how different cultures are affected by different cultural expressions and how, at the same time, they influence them. To this end, some artistic works and their relation to their culture will be reviewed.

The course starts with a theoretical introduction where all concepts will be clarified. It proceeds by introducing other factors as they are connected with other artistic and cultural expressions (sexism, racism, etc) while explaining different aesthetic theories. The objective is to provide students with a broad understanding of how these cultural expressions affect and are affected by external factors.

Alejandro (Alex) Hortal is a lecturer in the Department of Languages, Literatures, and Cultures. He has a masters degree in Philosophy from the Complutense University of Madrid, and a Ph.D. in History and Philosophy of Economics from the National University of Spain (UNED). His research focuses on behavioral economics, philosophy, and public policy. He teaches courses about the different connections between globalization, sustainability, production, consumption, and cultural change.
PCS 309-02H
Conflict and Culture
GEC: HSS
W 4:00-6:50 PM
Instructor: Marcia Hale
CRN: 84382

This course will introduce students to understanding conflict with reference to the cultural lenses that impact individual perspective and worldview. Critical multiculturalism and historical poly-culturalism provide the framework for exploring multiple dimensions of diversity and its impact on escalating and transforming conflicts. Understanding cross-cultural interactions is a core focus of the course and an important context in developing successful conflict transformation initiatives. Students will explore culture, social identity, and conflict, as well as the role of religion, race, ethnicity, and gender as factors in global peace and conflict. This class emphasizes cultural awareness as a means of more fully understanding the dynamics of controversies among different groups and examines a variety of systems, belief, and value structures that directly clash with those of neighboring groups.

Marcia Rosalie Hale is concerned with how we relate to each other, and to the land and the water, and their inhabitants. She seeks to understand complex systems and to guide social change toward positive peace by addressing injustice and social brutalities – essentially asking the question: How do we live together better? She is especially interested in how cities can serve as agents of global human security. With a B.A. in International Development and Sustainability, and an M.A. and Ph.D. in Urban Planning and Regional/International Development from UCLA, her research is at the nexus of global environmental change, migration, water, and environmental justice.
PSC 334-02H
The American Presidency
GEC: HSS
TR, 2:00-3:15
Instructor: David Holian
CRN: 81178

This course examines the current state of the American presidency. Key issues and themes to be discussed include: how scholars go about studying the president (the individual holding the office at any given time) and the presidency (the institution, regardless of the individual in office); the constitutional foundations of the office; the rise of presidential dominance among other American political institutions, particularly the Congress; how increasing levels of partisan polarization have both stymied the legislative presidency and invigorated the administrative presidency; the development of the current form of presidential campaigns and elections; and the president’s relationship with the public. Along the way, we will examine several questions: How does or how should the president go about making decisions? What is the nature of presidential power and how has power evolved? Is the president well-served by the White House staff, the Cabinet, and the bureaucracy? What strengths and weaknesses does the president bring to his relationship with the Congress, the bureaucracy, and the judiciary? Does the process by which we select presidents usually provide us with qualified, capable people to run the government? Are the powers of the executive adequate to permit the president to meet the responsibilities of the office and the expectations of the public? We will focus on these and related questions during the semester. We will discuss them in the context of both the historical foundations of the presidency, as well as the experiences of our most recent presidents.

David B. Holian is an Associate Professor in the Department of Political Science at UNCG. He 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 2015.
PSC 342-02H
American Foreign Policy
GEC: HSS, WI
MW, 3:30-4:45
Instructor: Jerry Pubantz
CRN: 81212

This course analyzes U.S. foreign relations, including America’s current political, military, and economic policies. Students develop an understanding of U.S. foreign policy and of the decision-making process that produces it. The embedded honors section gives students an opportunity to consider the writings of important thinkers, analysts, and policy-makers on American foreign policy and to debate contemporary controversies such as the role of the United States in the world and its intervention in other cultures in defense of its perceived national interests.

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 forthcoming 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.
PSC 355N-02H
The Politics of the European Union
GEC: HSS, SI
MW, 3:30-4:45
Instructor: William Crowther
CRN: 81213

This course will introduce students to the development, structure, and functioning of the European Union and its interaction with governments in Europe. It will examine some of the political, economic and social challenges that have emerged in the context of increasing integration and interdependence. Students in this course will become familiar with the development and current institutions of the European Union, and with the political, historic, and economic characteristics of selected European democracies.

Professor William Crowther is Professor and former Chair of the Department of Political Science. He was an undergraduate at Humboldt State University and received his Ph.D. from The University of California at Los Angeles. He is the author of numerous publications on post-communist and communist politics, legislative politics and ethnic conflict. His publications include Committees in the New Democratic Parliaments of Central Europe, with David Olson, and The Political Economy of Romanian Socialism. He has served as a consultant on democratization and security issues for governmental and non-governmental organizations.
TED 250-02H
Teaching as a Profession
GEC: HSS
W, 8:00 am-10:30 am (internship); T,R 3:30-4:45 (lecture)
Instructor: Jennifer Mangrum
CRN: 80618

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.
HONORS INTERNATIONAL EXPERIENCE, INDEPENDENT STUDY & SENIOR HONORS PROJECT

Honors students studying abroad for a semester or year are required by the Honors College to complete IGS 295, IGS 296, & IGS 297. These three courses provide three (3) credit hours for the study abroad experience.

IGS 297-01
Study Abroad Global Experience Re-Entry
GEC: HSS
This course is required by Honors of all students who have returned from their study abroad experience. Students reflect on their Honors International Experience and participate in re-entry exercises.

HSS 330-01H
Honors Independent Study
GEC: HSS
Instructor: Omar Ali
CRN: 12734
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 supervising 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 490-01H
Senior Honors Project
GEC: HSS
Instructor: Omar Ali
CRN: 12743
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 Dean of the Lloyd International Honors College.
# ALPHABETICAL LIST OF COURSES BY COURSE PREFIX

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course title</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADS 306-02H</td>
<td><em>Africans in the Greco-Roman World</em></td>
<td>Omar Ali and Rebecca Muich</td>
</tr>
<tr>
<td>ATY 253-02H</td>
<td><em>Introduction to Biological Anthropology</em></td>
<td>Charles Egeland</td>
</tr>
<tr>
<td>BIO 111-03H</td>
<td><em>Principles of Biology I</em></td>
<td>John Lepri</td>
</tr>
<tr>
<td>CCI 211-02H</td>
<td><em>Introduction to Greek Archaeology</em></td>
<td>Joanne Murphy</td>
</tr>
<tr>
<td>CCI 227-02H</td>
<td><em>Comparative Studies in World Epic</em></td>
<td>Rebecca Muich</td>
</tr>
<tr>
<td>CSD 308-03H</td>
<td><em>Language and Speech Development</em></td>
<td>Alan Kamhi</td>
</tr>
<tr>
<td>CSD 450-02H</td>
<td><em>Diagnostic Procedures: Inquiry, Observation</em></td>
<td>Terri Ramsey</td>
</tr>
<tr>
<td>CSD 471-01H</td>
<td><em>Honors Clinical Practice in Speech-Language Pathology</em></td>
<td>Christopher Atkins</td>
</tr>
<tr>
<td>CSD 487-02H</td>
<td><em>Assessment, Treatment, Quality of Life Issues</em></td>
<td>Kristine Lundgren</td>
</tr>
<tr>
<td>CST 105-17H</td>
<td><em>Introduction to Communication Studies</em></td>
<td>Kristen Christman</td>
</tr>
<tr>
<td>ECO 201-04H</td>
<td><em>Principles of Microeconomics</em></td>
<td>Jeff Sarbaum</td>
</tr>
<tr>
<td>ELC 375-02H</td>
<td><em>Philosophy of Education:</em></td>
<td>Glenn Hudak</td>
</tr>
<tr>
<td>ENG 357-02H</td>
<td><em>Modernism</em></td>
<td>Anthony Cuda</td>
</tr>
<tr>
<td>GES 103-09H</td>
<td><em>Introduction to Earth Science</em></td>
<td>Paul Knapp</td>
</tr>
<tr>
<td>GES 162-02H</td>
<td><em>Introduction to Sustainability Studies</em></td>
<td>Aaron Allen</td>
</tr>
<tr>
<td>HSS 102-01H</td>
<td><em>Greensboro: The World Through a City</em></td>
<td>Virginia Summey</td>
</tr>
<tr>
<td>HSS 102-02H</td>
<td><em>Interrogating University History, Uncovering Stories, and Communicating the Past</em></td>
<td>Erin Lawrimore</td>
</tr>
<tr>
<td>HSS 105-01H</td>
<td><em>Creativity and the Arts</em></td>
<td>Larry Lavender</td>
</tr>
<tr>
<td>HSS 106-01H</td>
<td><em>Philosophy Goes to the Movies</em></td>
<td>Angela Bolte</td>
</tr>
<tr>
<td>HSS 112-01H</td>
<td><em>Modern History of Afghanistan</em></td>
<td>Jeff Jones</td>
</tr>
<tr>
<td>HSS 116-01H</td>
<td><em>Conversations for Changing Lives Around the World</em></td>
<td>Spoma Jovanovic</td>
</tr>
<tr>
<td>HSS 122-01H</td>
<td><em>War Crimes and Global Justice</em></td>
<td>Joseph Ross</td>
</tr>
<tr>
<td>HSS 138-01H</td>
<td><em>Introduction to Cultural Anthropology</em></td>
<td>Richard (Clay) Stuart</td>
</tr>
<tr>
<td>HSS 202-01H</td>
<td><em>History of Evolutionary Thought</em></td>
<td>Tim Johnston</td>
</tr>
<tr>
<td>HSS 206-01H</td>
<td><em>Birds, Bees, and Philosophers</em></td>
<td>Angela Bolte</td>
</tr>
<tr>
<td>HSS 217-01H</td>
<td><em>The Death of the Republic(s): Cicero and the Price of Revolution</em></td>
<td>Jonathan Zarecki</td>
</tr>
<tr>
<td>HSS 217-02H</td>
<td><em>African Islam in the Diaspora</em></td>
<td>Ayla Amon</td>
</tr>
<tr>
<td>HSS 218-01H</td>
<td><em>Devising Inclusion in a Global World</em></td>
<td>Lalenja Harrington</td>
</tr>
<tr>
<td>LLC 355-02H</td>
<td><em>Globalization and Diversity: Cultural Expressions in a Material World</em></td>
<td>Alex Hortal</td>
</tr>
<tr>
<td>PCS 309-02H</td>
<td><em>Conflict and Culture</em></td>
<td>Marcia Hale</td>
</tr>
<tr>
<td>PSC 334-02H</td>
<td><em>The American Presidency</em></td>
<td>David Holian</td>
</tr>
<tr>
<td>PSC 342-02H</td>
<td><em>American Foreign Policy</em></td>
<td>Jerry Pubantz</td>
</tr>
<tr>
<td>PSC 355N-02H</td>
<td><em>The Politics of the European Union</em></td>
<td>William Crowther</td>
</tr>
<tr>
<td>TED 250-02H</td>
<td><em>Teaching as a Profession</em></td>
<td>Jennifer Mangrum</td>
</tr>
</tbody>
</table>
## LIST OF COURSES BY GENERAL EDUCATION ATTRIBUTE/MARKER

### FINE ARTS (GFA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Attribute(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS 205-01H</td>
<td>Creativity and the Arts</td>
<td>GFA, HSS, SI</td>
</tr>
</tbody>
</table>

### PHILOSOPHICAL/RELIGIOUS/ETHICAL PERSPECTIVE (GPR)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Attribute(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 375-02H</td>
<td>Philosophy of Education: An East/West Dialogue on the Meaning of Education for Today</td>
<td>GPR, HSS</td>
</tr>
<tr>
<td>HSS 106-01H</td>
<td>Philosophy Goes to the Movies</td>
<td>GPR, HSS</td>
</tr>
<tr>
<td>HSS 116-01H</td>
<td>Conversations for Changing Lives Around the World</td>
<td>GPR, GN, HSS</td>
</tr>
<tr>
<td>HSS 206-01H</td>
<td>Birds, Bees, and Philosophers</td>
<td>GPR, HSS, WGS</td>
</tr>
</tbody>
</table>

### MODERN HISTORY (GMO)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Attribute(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS 102-01H</td>
<td>Greensboro: The World Through a City</td>
<td>GMO, GHP, HSS</td>
</tr>
<tr>
<td>HSS 102-02H</td>
<td>Interrogating University History, Uncovering Stories, and Communicating the Past</td>
<td>GMO, GHP, HSS, SI</td>
</tr>
<tr>
<td>HSS 112-01H</td>
<td>Modern History of Afghanistan</td>
<td>GMO, GHP, GN, HSS</td>
</tr>
<tr>
<td>HSS 122-01H</td>
<td>War Crimes and Global Justice</td>
<td>GMO, GHP, GL, HSS</td>
</tr>
<tr>
<td>HSS 202-01H</td>
<td>History of Evolutionary Thought</td>
<td>GMO, GHP, HSS, WI</td>
</tr>
</tbody>
</table>

### PRE-MODERN HISTORY (GPM)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Attribute(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCI 211-02H</td>
<td>Intro to Greek Archaeology</td>
<td>GPM, ARC, GHP, GL, HSS</td>
</tr>
</tbody>
</table>

### LIFE SCIENCE (GLS, GNS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Attribute(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATY 253-02H</td>
<td>Introduction to Biological Anthropology</td>
<td>GLS, ENV, GNS, HSS, SUS</td>
</tr>
<tr>
<td>BIO 111-03H</td>
<td>Principles of Biology I</td>
<td>GLS, GNS, HSS</td>
</tr>
</tbody>
</table>

### PHYSICAL SCIENCE (GNS, GPS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Attribute(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 103-09H</td>
<td>Introduction to Earth Science</td>
<td>GNS, GPS, HSS</td>
</tr>
</tbody>
</table>

### SOCIAL & BEHAVIORAL SCIENCE (GBS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Attribute(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 201-04H</td>
<td>Principles of Microeconomics</td>
<td>GSB, ENV, HSS, SUS</td>
</tr>
<tr>
<td>HSS 138-01H</td>
<td>Introduction to Cultural Anthropology</td>
<td>GSB, GN, HSS</td>
</tr>
<tr>
<td>HSS 218-01H</td>
<td>Devising Inclusion in a Global World</td>
<td>GSB, GN, HSS</td>
</tr>
</tbody>
</table>

### LITERATURE (GLT)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Attribute(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCI 227-02H</td>
<td>Comparative Studies in World Epic</td>
<td>GLT, GL, HSS</td>
</tr>
<tr>
<td>HSS 217-01H</td>
<td>The Death of the Republic…</td>
<td>GLT, GN, HSS, SI</td>
</tr>
<tr>
<td>HSS 217-02H</td>
<td>African Islam in the Diaspora</td>
<td>GLT, GN, HSS</td>
</tr>
<tr>
<td>LLC 355-02H</td>
<td>Globalization and Diversity….</td>
<td>GLT, GL, HSS</td>
</tr>
</tbody>
</table>

---

*Lloyd International Honors College, UNC Greensboro*  
*page 44*
### REASONING AND DISCOURSE (GRD)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 105-17H</td>
<td>Introduction to Communication Studies</td>
<td>GRD, HSS, SI</td>
<td></td>
</tr>
</tbody>
</table>

### SPEAKING INTENSIVE (SI)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 105-17H</td>
<td>Introduction to Communication Studies</td>
<td>GRD, HSS, SI</td>
<td></td>
</tr>
<tr>
<td>HSS 102-02H</td>
<td>Interrogating University History…</td>
<td>GHP, GMO, HSS, SI</td>
<td></td>
</tr>
<tr>
<td>HSS 105-01H</td>
<td>Creativity and the Arts</td>
<td>GFA, HSS, SI</td>
<td></td>
</tr>
<tr>
<td>HSS 217-01H</td>
<td>The Death of the Republic…</td>
<td>GLT, GN, HSS, SI</td>
<td></td>
</tr>
<tr>
<td>PCS 355N-02H</td>
<td>The Politics of the European Union</td>
<td>HSS, SI</td>
<td></td>
</tr>
</tbody>
</table>

### WRITING INTENSIVE (WI)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS 202-01H</td>
<td>History of Evolutionary Thought</td>
<td>GHP, GMO, HSS, WI</td>
<td></td>
</tr>
<tr>
<td>PSC 342-02H</td>
<td>American Foreign Policy</td>
<td>HSS, WI</td>
<td></td>
</tr>
</tbody>
</table>

### WOMEN'S AND GENDER STUDIES (WGS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS 206-01H</td>
<td>Birds, Bees, and Philosophers</td>
<td>GPR, HSS, WGS</td>
<td></td>
</tr>
</tbody>
</table>
LLOYD INTERNATIONAL HONORS COLLEGE
STUDY ABROAD

The Honors College works closely with the International Programs Center (IPC) at UNCG to facilitate and support study abroad experiences for students. Honors students should meet with IPC staff to plan their study abroad experience. Study abroad application deadlines for IPC are generally* as follows:

- Study abroad for a spring semester: September 8th
- Study abroad for a fall semester or year: February 9th

*Check the IPC website for specific dates as these are subject to change.

International Programs Center (IPC)
207 Foust Building
336-334-5404
http://studyabroad.uncg.edu/

The Honors College has approved very limited summer experiences. See the Honors College website for a list of approved summer experiences. Students wishing to propose summer study abroad experiences not on the approved list should provide the completed Honors International Experience form, a written proposal, and specific details about the proposed experience by September 15th of the year before the planned study abroad.

Characteristics of Approved International Experiences
Approved alternative international experiences must have three characteristics, as determined by the Honors Council:

- Sufficient intellectual content so that students engage in critical and reflective thinking before, during, and after the time that they are engaged in cultures different from the cultures that they grew up in. The level of intellectual content should be equivalent to at least 6 semester hours of academic credit and should include an ethnographic study of the cultures in which they are immersed.
- A level of immersion in a culture other their own that gives students culturally transforming experiences. (Those experiences should result in students going beyond culture shock and coming to terms with cultures different from the ones that they grew up in.)
A transnational character that adds to the cross-cultural nature of the experience almost always requiring the student to travel and spend significant time beyond U.S. borders.

**Honors Travel Grant**

While studying abroad can be as affordable as studying at UNCG, International Honors students can qualify for a travel grant to help offset the expenses of getting to and from their study abroad site. The grant amount is currently $1,100 for a semester or year-long experience and $400 for a summer experience (amounts are subject to change).

**To be considered for the limited number of travel grants currently available, a student must:***

- Be a current member of the International Honors Program or Full University Honors in good standing;
- Have a UNCG cumulative GPA of at least 3.30;
- Have earned at least a B in HSS 198 and at least a B in his or her fall Freshman Honors Seminar;
- Have taken an Honors Course within an academic year of your study abroad experience.
- Going on an approved international experience that is affiliated with International Programs Center (IPC) at UNCG. Non-IPC programs may be Honors-approved but will not be eligible for the Honors travel grant.

Your eligibility for this grant will be determined after you submit your International Experience form.

http://lihcdragonblog.blogspot.com/
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 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 an Honors 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, to be eligible to return to Honors housing the following year.
## 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Colloquium HSS 198</strong></td>
<td>Contract/Indept Study/Other</td>
</tr>
<tr>
<td>Semester:</td>
<td>Course:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Semester:</td>
</tr>
<tr>
<td></td>
<td>Grade:</td>
</tr>
<tr>
<td><strong>HSS Course 1</strong></td>
<td>Contract/Indept Study/Other</td>
</tr>
<tr>
<td>Course:</td>
<td>Course:</td>
</tr>
<tr>
<td>Semester:</td>
<td>Semester:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Grade:</td>
</tr>
<tr>
<td><strong>HSS Course 2</strong></td>
<td>Contract/Independent Study/Other</td>
</tr>
<tr>
<td>Course:</td>
<td>Course:</td>
</tr>
<tr>
<td>Semester:</td>
<td>Semester:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Grade:</td>
</tr>
<tr>
<td><strong>HSS Course 3</strong></td>
<td>Contract/Independent Study/Other</td>
</tr>
<tr>
<td>Course:</td>
<td>Course:</td>
</tr>
<tr>
<td>Semester:</td>
<td>Semester:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Grade:</td>
</tr>
<tr>
<td><strong>HSS Course 4</strong></td>
<td>Contract/Independent Study/Other</td>
</tr>
<tr>
<td>Course:</td>
<td>Course:</td>
</tr>
<tr>
<td>Semester:</td>
<td>Semester:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Grade:</td>
</tr>
<tr>
<td><strong>International Experience:</strong></td>
<td><strong>Senior Honors Project</strong></td>
</tr>
<tr>
<td>Semester:</td>
<td>- HSS 490</td>
</tr>
<tr>
<td>Country:</td>
<td>- _ _ _ 493</td>
</tr>
<tr>
<td></td>
<td>- URA</td>
</tr>
<tr>
<td></td>
<td>Project Title:</td>
</tr>
<tr>
<td></td>
<td>Semester:</td>
</tr>
<tr>
<td></td>
<td>Grade:</td>
</tr>
<tr>
<td><strong>Second Language (through 204-level):</strong></td>
<td>*See Honors Advisor for Specific Courses Required for Each Department</td>
</tr>
<tr>
<td>Semester Completed:</td>
<td>*See Honors Advisor for Specific Courses Required for Each Department</td>
</tr>
<tr>
<td>Language:</td>
<td></td>
</tr>
</tbody>
</table>