Honors Course Listing

Fall 2020
Welcome Honors College students!

This booklet contains a list of Honors course offerings for Fall 2020:

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
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

Honors Courses – Fall 2020............................................................ 6

Honors International Experience
Independent Study, & Senior Honors Project.................................39

Honors Course List........................................................................... 40

General Education Attributes/Markers......................................... 41

Honors College Study Abroad.......................................................... 43

Established Policies for Honors Students....................................... 45

Honors Advising Worksheet............................................................ 46
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).
HONORS COURSES
Fall 2020

ADS 306-01H
Ethiopia in the Global African Diaspora
GEC: AFS, HSS
TR 9:30-10:45
Instructors: Omar Ali and Hewan Girma
CRN: 84086
This is an Honors Embedded course.

This seminar provides a historical, geographic and cultural introduction to Ethiopia and its place in the global African diaspora. We will begin with a general overview of Ethiopian history starting with Menelik I, the supposed son of the Queen of Sheba and King Solomon. We will survey different Ethiopian civilizations including the histories of Axum in Antiquity, the 12th century Zagwe dynasty at Lalibela, the 16th century empire of Gondar and the end of the Ethiopian millennia-old monarchy with Emperor Haile Selassie in 1974. We will explore the 19th and 20th century with reference to colonial conflicts, processes of modernization, Cold War politics and the contemporary development state. We will expand on the different religious traditions including Ethiopianism, Orthodox Christianity, Islam and Judaism. This course will highlight the interconnections between Ethiopia, Africa, the Indian Ocean world and the Black Atlantic, including Habbshis in South Asia and Rastafarian resettlement. Upon completion of the course, students will develop an understanding of Ethiopian history, culture and its place in world civilizations. Furthermore, students will be introduced to significant personalities and events in Ethiopian history broadly speaking, and understand their relevance to contemporary issues in the global African diaspora.

Dr. Hewan Girma is Assistant Professor of African American and African Diaspora Studies. She received her Ph.D. in Sociology and a Graduate Certificate in Women’s and Gender Studies from Stony Brook University.

Dr. Omar H. Ali is Dean of Lloyd International Honors College and Professor of African American and African Diaspora Studies and History. He received his Ph.D. in History from Columbia University.
ATY 253-01H
Intro to Biological Anthropology
GEC: ENV, GLS, GNS, HSS, SUS
MWF 9:00-9:50
Instructor: TBA
CRN: 83178
This is an Honors Embedded course.

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.
BIO 111-03H  
**Principles of Biology I**  
GEC: GLS, GNS, HSS  
MWF, 12:00-12:50  
Instructor: John Lepri  
CRN: 80034  
*This is an Honors-only class.*

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.
**BIO 111-07H**  
**Principles of Biology I**  
GEC: GLS, GNS, HSS  
MWF 9:00am-9:50  
Instructor: John Lepri  
CRN: 84559  
*This is an Honors-only class.*

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:
CRN: 83141
This is an Honors Embedded course.

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.
Women in Antiquity considers the lives of women in the ancient Greek and Roman worlds in much the same way we do today. How were they protected (or not) under the law? What were the expectations placed on them as wives, mothers, daughters, and sisters? How did they contribute to the political, religious, and social lives of their communities? How did they generate income for themselves or their households, and how did they stimulate their local economies? How were their bodies understood, monitored, and policed? We will examine an astonishing array of information about the lives of women in antiquity that has survived for us today, including art, literature, records, treatises, laws, spaces, found household and religious items, and much, much more. As we sift through the evidence that antiquity has left behind, students will be encouraged to examine it through our modern frameworks focusing on gender, oppression, and equity.

**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.
CST 105-28H
Introduction to Communication Studies
GEC: GRD, HSS, SI
TR 3:30-4:45
Instructor: Kristen Christman
CRN: 83839
This is an Honors-only class.

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!
CST 440-01H
Reclaiming Democracy:
Dialogue, Decision-Making, and Community Action
GEC: HSS
W 5:30pm-8:50pm
Instructor: Spoma Jovanovic
CRN: 80695
This is an Honors Embedded course.

Course Description Coming Soon

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.
ECO 201-01H
Principles of Microeconomics
GEC: ENV, GSB, HSS, SUS
M 2:00-3:15
Instructor: Jeff Sarbaum
CRN: 80440
This is an Honors-only class.

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

Jeff Sarbaum (Ph.D., SUNY Binghamton, 1997), Senior Lecturer of Economics, has over twenty years of university teaching experience. He has developed numerous innovative graduate and undergraduate courses, integrating traditional pedagogy with new modalities and technologies. He has won the Bryan School Teaching Excellence Award, the UNCG Excellence Award for Student Learning Enhancement, and been nominated for the UNCG Excellence Award in Online Education as well as the UNCG Teaching Excellence Award. Dr. Sarbaum has been invited to speak about his teaching and research at numerous conferences, including a keynote presentation at the Duke University Instructional Technology Showcase. He has served on the UNCG Faculty Senate Online Learning Committee, the UNCG BLS Online Steering Committee, and the Economics Department and Bryan School Undergraduate Program Committees. Dr. Sarbaum also served as a Co-PI on a project funded by the National Science Foundation to develop online modules that teach mathematics skills in the context of economics to promote economic literacy.
ELC 375-02H
Philosophy of Education:
An East/West Dialogue on the Meaning of Education for Today
GEC: GPR, HSS
TR 12:30-1:45
Instructor: Glenn Hudak
CRN: 80966
This is an Honors Embedded course.

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 335-02H  
Dante in English  
GEC: HSS  
MWF 11:00-11:50  
Instructor: Anthony Cuda  
CRN: 84472  
This is an Honors Embedded course.

Course description coming soon.

GES 103-13H
Introduction to Earth Science
GEC: GNS, GPS, HSS
MW 2:00-3:15
Instructor: Paul Knapp
CRN: 82278
This is an Honors-only class.

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 164-02H
Introduction to Environment
GEC: ENV, HSS, SUS
MW 3:30-4:45
Instructor: TBA
CRN: 82419
This is an Honors Embedded course.

This course is an interdisciplinary survey of environmental issues, with an emphasis on sciences (biology, chemistry, ecology, geography). The course also includes perspectives from social sciences (anthropology, economics, politics, sociology) and humanities (arts, history, literature, philosophy, religion).
HSS 102-02H
Greensboro: The World Through a City
GEC: GHP, GMO, HSS
TR 11:00-12:15
Instructor: Virginia Summey
CRN: 84512
Course Limited to Freshmen

This course is an experiential learning course that explores Greensboro as part of the wider world. Home to indigenous peoples, migrants, and refugees from across the nation and the globe, Greensboro encompasses a vibrant mix of people and traditions. We will look at the history, politics, and cultures of Greensboro as a reflection and microcosm of both the United States and the world. There will be a series of guest lectures and presentations by experts in specific areas—from 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 102-03H
Interrogating University History, Uncovering Stories, and Communicating the Past
GEC: GHP, GMO, HSS, SI
MWF 9:00-9:50
Instructor: Erin Lawrimore
CRN: 84518
Course Limited to Freshmen

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

*Rebecca Muich* is an Assistant Dean in Lloyd International Honors College. She holds a Ph.D. in Classical Philology from the University of Illinois in Urbana-Champaign, an M.A. in Classics from the University of Florida, and an Honors Bachelor of Arts in Classics and History from Xavier University. Her research interests include relationships and gender in the Iliad, warfare as depicted in Greek epic and tragedy, women in antiquity, narrative theory, and classical reception.
HSS 106-01  
Government and Its Critics  
GEC: GPR, HSS  
TR 11:00-12:15  
Instructor: Angela Bolte  
CRN: 84529  
Course Limited to Freshmen

The interplay between the role of the individual within society and the role of government within society is critical to a number of subjects: what makes governments and their laws legitimate, what does the social contract consist of and how is it constructed, what rights do citizens possess and what duties do citizens owe each other and their (legitimate) governments. We will draw on competing social and political philosophies, both classic and contemporary, to explore these questions and beyond. Critical to this exploration will be the inclusion of challengers to traditional perspectives and the discussion of controversial government laws and policies that form our current political discourse.

Dr. Angela Bolte is the 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: 84533
Course Limited to Freshmen

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 122-01H
War Crimes and Global Justice
GEC:  GHP, GL, GMO, HSS
MWF  10:00-10:50
Instructor: Joseph Ross
CRN:  84537
Course Limited to Freshmen

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

*Joseph A. Ross* has taught a wide range of courses at UNCG over the past 10 years, including American, European, Asian, and World History, as well as a brief stint teaching the History and Philosophy of Sport and Physical Education. His research and teaching focus on the history of human rights, genocide, international law, American foreign relations, and the globalization of the United States. Dr. Ross earned his M.A. in European History from UNCG and his Ph.D. in American History from UNCG.
HSS 127-01H
The Art of Ghostwriting
GEC: GLT, GL, HSS
TR 2:00-3:15
Instructor: Karen Autumn
CRN: 84557
Course Limited to Freshmen

Everyone has a story to tell, but not everyone has the tools or the talent to tell their story. The intersection between well written narratives and well-wrought living is where ghostwriting exists. Ghostwriting as taught in this course draws on the following disciplines: Writing, Drama, Anthropology, and Ethics. This type of writing leans heavily on empathy and imagination. Learning to view the world through the lens of another person’s experience is both powerful and challenging. In this class, we explore how to tell the stories of others and why it is necessary. The end product of the course will be a collection of carefully crafted, high quality, respectful, and poignant narratives in the voice of refugees that students will connect with through local organizations. Understanding the role of writers who exist behind the scenes offers a critical piece of insight into current cultural practices surrounding everything from social media to government to education. Can a piece of ghostwriting be true in its essence and also written by an author who is not credited with its writing? What role can ghostwriting play in communicating important stories that would otherwise not be accessible to the world? On any level, ghostwriting is about giving voice to the voiceless. How and why that voice comes into being, the ethics and artistry behind ghostwriting, and whether individual writers are able to communicate effectively in the style of another while are the heart of this course.
HSS 128-01H
Devising Inclusion in a Global World
GEC: GSB, HSS, GL
TR 12:30-1:45
Instructor: Lalenja Harrington
CRN: 84558
Course Limited to Freshmen

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.
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
Unicorns, Vampires & Aliens:
Philosophy and Speculative Fiction
GEC: GPR, HSS
TR 9:30-10:45
Instructor: Angela Bolte
CRN: 84561

Philosophy is not necessarily the first thing that springs to mind when thinking about speculative fiction and its various sub-genres, which include science fiction, fantasy, and horror. After all, what’s philosophical about robots, wizards or an ax-wielding killer? But, speculative fiction can inspire an audience to consider the same sort of questions that philosophers have pondered for centuries and also those questions that philosophers have only recently begun to explore in earnest. Both the subtle and the ‘in your face’ messages of speculative fiction make the entire genre ripe for philosophical exploration. The distance speculative fiction provides its audience to its underlying subject matter allows us to explore from a safe distance questions and subjects that might otherwise cut us too deeply, subjects like race, gender, sexuality, and conceptions of the self. This class will look at speculative fiction in an assortment of forms including film, television, and literature in order to explore a variety of philosophical questions. Thus, students will be required to view speculative fiction not just as pure entertainment, but as offering a new way to look at serious philosophical questions.

Angela Bolte is an Assistant Dean in Lloyd International Honors College. She earned her PhD in Philosophy and Graduate Certificate in Women’s Studies from Washington University in Saint Louis. She also earned a MA in Philosophy from the University of Wisconsin- Milwaukee and an Honors BA in Philosophy from Kansas State University. Her research interests include issues in ethical theory such as autonomy, philosophy of emotions, philosophy of law, applied ethics, and feminist philosophy.
HSS 208-01H
Unfit for Reproduction: The Global History of Eugenics and Neo-Eugenics
GEC: GSB, HSS
MW 2:00 – 3:15
Instructor: Justina Licata
CRN: 84563

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

Justina Licata, Ph.D. examines in her research the history of the birth control implant, Norplant, and its connections to the expansion of feminism, the politicization of class action lawyers, and the rise of neoliberalism in the 1990s. For the history department, she has taught courses on U.S. and Women’s History.
HSS 209-01H
The Classical Art of Persuasion
GEC: GL, GRD, HSS, WI
TR 9:30-10:45
Instructor: Jonathan Zarecki
CRN: 84565

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

Jonathan Zarecki is an Associate Professor of Classical Studies and 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.
C_n_y_u_re_d_t_is? And what does it mean? The very words that you are reading are understood as a result of human evolution. But we humans are also revolutionaries: we transform our environments/producing our development. We are also pattern recognizers and how we experience and understand ourselves/the world has a history of meaning-making based on what has generally benefited us at a species-level in the past, even as we continually redefine/recreate 'normality,' which often favors the powerful in society. This Honors seminar explores the development of philosophy, science, and race in world history. What are the philosophical origins of science? What has been the 'science' of 'race'? (Why do I put some words in single quotes and not others?) While 'race' may not exist as a modern scientific concept, racism, as an activity, certainly does? We'll look at philosophy and science across the world from ancient times through the modern period, indeed, today. Our journey will begin in Africa (as all human journeys have begun) and migrate with our species across Afro-Eurasia to the Americas from the so-called 'Neolithic Revolution' to the so-called 'Scientific Revolution' and beyond. In the process, we will do a lot of questioning about our underlying assumptions about ourselves/the world.

Omar H. Ali is Dean of Lloyd International Honors College. An honors graduate of the London School of Economics and Political Science, he received his Ph.D. in History from Columbia University in New York City. He is a multiple award-winning professor who loves to ask big questions about little things (and little questions about big things) and help others ask questions about the many things we take for granted--what we see and the ways we act--and explore their histories (how they were produced over time).
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.
LLC 355-02H
Arts in 19th Century Paris & Latin America
GEC: GLT, HSS, GL
TR 3:30-4:45
Instructor: Veronica Grossi
CRN: 84562
This is an Honors Embedded course.

Course description coming soon.
PCS 309-01H
Conflict and Culture
GEC: HSS, GN
TR 12:30-1:45
Instructor: Marcia Hale
CRN: 83775
This is an Honors Embedded course.

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 12:30-1:45
Instructor: David Holian
CRN: 83802
This is an Honors Embedded course.

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 Prusby) of Candidate Character Traits in Presidential Elections, published by Routledge Press in 2015.
PSC 355N-02H  
The Politics of the European Union  
GEC: HSS, SI  
MW 3:30-4:45  
Instructor: William Crowther  
CRN: 83837  
This is an Honors Embedded course.

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:
This is an Honors Embedded course.

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:
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:
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 306-01H</td>
<td>Ethiopia in the Global African Diaspora</td>
<td>Omar Ali and Hewan Girma</td>
</tr>
<tr>
<td>ATY 253-01H</td>
<td>Introduction to Biological Anthropology</td>
<td>TBA</td>
</tr>
<tr>
<td>BIO 111-03H</td>
<td>Principles of Biology I</td>
<td>John Lepri</td>
</tr>
<tr>
<td>BIO 111-07H</td>
<td>Principles of Biology</td>
<td>John Lepri</td>
</tr>
<tr>
<td>CCI 211-02H</td>
<td>Introduction to Greek Archaeology</td>
<td>Joanne Murphy</td>
</tr>
<tr>
<td>CCI 330-02H</td>
<td>Women in Antiquity</td>
<td>Rebecca Muich</td>
</tr>
<tr>
<td>CST 105-28H</td>
<td>Introduction to Communication Studies</td>
<td>Kristen Christman</td>
</tr>
<tr>
<td>ECO 201-01H</td>
<td>Principles of Microeconomics</td>
<td>Jeff Sarbaum</td>
</tr>
<tr>
<td>ELC 375-02H</td>
<td>Philosophy of Education: An East/West Dialogue on Meaning of Education for Today</td>
<td>Glenn Hudak</td>
</tr>
<tr>
<td>ENG 335-02H</td>
<td>Dante in English</td>
<td>Anthony Cuda</td>
</tr>
<tr>
<td>GES 103-13H</td>
<td>Introduction to Earth Science</td>
<td>Paul Knapp</td>
</tr>
<tr>
<td>GES 164-02H</td>
<td>Introduction to Environment</td>
<td>TBA</td>
</tr>
<tr>
<td>HSS 102-02H</td>
<td>Greensboro: The World Through a City</td>
<td>Virginia Summey</td>
</tr>
<tr>
<td>HSS 102-03H</td>
<td>Interrogating University History, Uncovering Stories, and Communicating the Past</td>
<td>Erin Lawrimore</td>
</tr>
<tr>
<td>HSS 105-01H</td>
<td>Swords, Sandals, and the Silver Screen</td>
<td>Rebecca Muich</td>
</tr>
<tr>
<td>HSS 106-01H</td>
<td>Government and its Critics</td>
<td>Angela Bolte</td>
</tr>
<tr>
<td>HSS 112-01H</td>
<td>Modern History of Afghanistan</td>
<td>Jeff Jones</td>
</tr>
<tr>
<td>HSS 122-01H</td>
<td>War Crimes and Global Justice</td>
<td>Joseph Ross</td>
</tr>
<tr>
<td>HSS 127-01H</td>
<td>The Art of Ghostwriting</td>
<td>Karen Autumn</td>
</tr>
<tr>
<td>HSS 128-01H</td>
<td>Devising Inclusion in a Global World</td>
<td>Lalenia Harrington</td>
</tr>
<tr>
<td>HSS 202-01H</td>
<td>History of Evolutionary Thought</td>
<td>Tim Johnston</td>
</tr>
<tr>
<td>HSS 206-01H</td>
<td>Unicorns, Vampires, &amp; Aliens: Philosophy and Speculative Fiction</td>
<td>Angela Bolte</td>
</tr>
<tr>
<td>HSS 208-01H</td>
<td>Unfit for Reproduction: The Global History of Eugenics and Neo-Eugenics</td>
<td>Justina Licata</td>
</tr>
<tr>
<td>HSS 209-01H</td>
<td>The Classical Art of Persuasion</td>
<td>Jonathan Zarecki</td>
</tr>
<tr>
<td>HSS 212-01H</td>
<td>Philosophy, Science, and Race in World History</td>
<td>Omar Ali</td>
</tr>
<tr>
<td>HSS 217-01H</td>
<td>African Islam in the Diaspora</td>
<td>Ayla Amon</td>
</tr>
<tr>
<td>LLC 355-02H</td>
<td>Arts in 19th Century Paris &amp; Latin America</td>
<td>Veronica Grossi</td>
</tr>
<tr>
<td>PCS 309-01H</td>
<td>Conflict and Culture</td>
<td>Marcia Hale</td>
</tr>
<tr>
<td>PSC 334-02H</td>
<td>The American Presidency</td>
<td>David Holian</td>
</tr>
<tr>
<td>PSC 355N-02H</td>
<td>The Politics of the European Union</td>
<td>William Crowther</td>
</tr>
<tr>
<td>TED 250-02H</td>
<td>Teaching as a Profession</td>
<td>Jennifer Mangrum</td>
</tr>
</tbody>
</table>
# LIST OF COURSES BY GENERAL EDUCATION ATTRIBUTE/MARKER

## FINE ARTS (GFA)
- **HSS 205-01H**  
  Swords, Sandals, & the Silver Screen  
  GFA, HSS

## PHILOSOPHICAL/RELIGIOUS/ETHICAL PERSPECTIVE (GPR)
- **ELC 375-02H**  
  Philosophy of Education:  
  An East/West Dialogue on the  
  Meaning of Education for Today  
  GPR, HSS
- **HSS 106-01H**  
  Government & its Critics  
  GPR, HSS
- **HSS 206-01H**  
  Unicorns, Vampires, & Aliens  
  GPR, HSS

## MODERN HISTORY (GMO)
- **HSS 102-01H**  
  Greensboro: The World Through a City  
  GMO, GHP, HSS
- **HSS 102-02H**  
  Interrogating University History, Uncovering  
  Stories, and Communicating the Past  
  GMO, GHP, HSS, SI
- **HSS 112-01H**  
  Modern History of Afghanistan  
  GMO, GHP, GN, HSS
- **HSS 122-01H**  
  War Crimes and Global Justice  
  GMO, GHP, GL, HSS
- **HSS 202-01H**  
  History of Evolutionary Thought  
  GMO, GHP, HSS, WI
- **HSS 212-01H**  
  Philosophy, Science, & Race in World History

## PRE-MODERN HISTORY (GPM)
- **CCI 211-02H**  
  Intro to Greek Archaeology  
  GPM, ARC, GHP, GL, HSS

## LIFE SCIENCE (GLS, GNS)
- **ATY 253-02H**  
  Introduction to Biological Anthropology  
  GLS, ENV, GNS, HSS, SUS
- **BIO 111-03H**  
  Principles of Biology I  
  GLS, GNS, HSS
- **BIO 111-07H**  
  Principles of Biology I  
  GLS, GNS, HSS

## PHYSICAL SCIENCE (GNS, GPS)
- **GES 103-09H**  
  Introduction to Earth Science  
  GNS, GPS, HSS

## SOCIAL & BEHAVIORAL SCIENCE (GSB)
- **ECO 201-04H**  
  Principles of Microeconomics  
  GSB, ENV, HSS, SUS
- **HSS 128-01H**  
  Devising Inclusion in a Global World  
  GSB, HSS, GL
- **HSS 208-01H**  
  Unfit for Reproduction  
  GSB, HSS

## LITERATURE (GLT)
- **CCI 227-02H**  
  Comparative Studies in World Epic  
  GLT, GL, HSS
- **HSS 127-01H**  
  The Art of Ghostwriting  
  GLT, HSS, GL
- **HSS 217-02H**  
  African Islam in the Diaspora  
  GLT, GN, HSS
- **LLC 355-02H**  
  Arts in 19th-Century Paris & Latin America  
  GLT, HSS, IGS, GL

## REASONING AND DISCOURSE (GRD)
- **CST 105-28H**  
  Introduction to Communication Studies  
  GRD, HSS, SI
### SPEAKING INTENSIVE (SI)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre-Reqs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 105-28H</td>
<td>Introduction to Communication Studies</td>
<td>GRD, HSS, SI</td>
</tr>
<tr>
<td>HSS 102-02H</td>
<td>Interrogating University History…</td>
<td>GHP, GMO, HSS, SI</td>
</tr>
<tr>
<td>PCS 355N-02H</td>
<td>The Politics of the European Union</td>
<td>HSS, SI</td>
</tr>
</tbody>
</table>

### WRITING INTENSIVE (WI)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre-Reqs</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS 202-01H</td>
<td>History of Evolutionary Thought</td>
<td>GHP, GMO, HSS, WI</td>
</tr>
<tr>
<td>HSS 209-01</td>
<td>Classical Art of Persuasion</td>
<td>GRD, HSS, GI, WI</td>
</tr>
<tr>
<td>PSC 342-02H</td>
<td>American Foreign Policy</td>
<td>HSS, WI</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>Colloquium HSS 198</td>
<td>Contract/Indep Study/Other</td>
</tr>
<tr>
<td></td>
<td>Course:</td>
</tr>
<tr>
<td></td>
<td>Semester:</td>
</tr>
<tr>
<td></td>
<td>Grade:</td>
</tr>
<tr>
<td>HSS Course 1</td>
<td>Contract/Indep Study/Other</td>
</tr>
<tr>
<td></td>
<td>Course:</td>
</tr>
<tr>
<td></td>
<td>Semester:</td>
</tr>
<tr>
<td></td>
<td>Grade:</td>
</tr>
<tr>
<td>HSS Course 2</td>
<td>Contract/ Independent Study/Other</td>
</tr>
<tr>
<td></td>
<td>Course:</td>
</tr>
<tr>
<td></td>
<td>Semester:</td>
</tr>
<tr>
<td></td>
<td>Grade:</td>
</tr>
<tr>
<td>HSS Course 3</td>
<td>Contract/ Independent Study/Other</td>
</tr>
<tr>
<td></td>
<td>Course:</td>
</tr>
<tr>
<td></td>
<td>Semester:</td>
</tr>
<tr>
<td></td>
<td>Grade:</td>
</tr>
<tr>
<td>HSS Course 4</td>
<td>Contract/Independent Study/Other</td>
</tr>
<tr>
<td></td>
<td>Course:</td>
</tr>
<tr>
<td></td>
<td>Semester:</td>
</tr>
<tr>
<td></td>
<td>Grade:</td>
</tr>
</tbody>
</table>

International Experience:
- Semester: 
- Country:

Second Language (through 204-level):
- Semester Completed: 
- Language: 

Senior Honors Project
- HSS 490
- URA
  Project Title: 
  Semester: 
  Grade: 

*See Honors Advisor for Specific Courses Required for Each Department