Honors Course Listing

Spring 2019
Welcome Honors College students!

This booklet contains a list of Honors course offerings for Spring 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.
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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
Spring 2019

ADS 306-03H
Africa and Islam in World History
GEC: AFS, HSS
TR 9:30-10:45
Instructor: Omar Ali
CRN: 13907

Africa and Islam are at the heart of the making of the modern world. Africa is not only where we, as humans, are most diverse, but it’s where we developed some of our most important breakthroughs and accomplishments, including language, agriculture, writing, medicine, and much else that has made it possible for us to thrive as a species. Islam, through the many contributions of Muslims in the arts and sciences, shaped societies across the Indian Ocean, Atlantic, and Mediterranean worlds. Such contributions were achieved through a combination of synthesizing existing knowledge and practices from Sub-Saharan Africa, the Mediterranean world, and Asia, and developing new knowledge and practices.

Over the course of the semester we will explore the history of Africa and Islam by watching clips from documentaries, reading Ethnographic accounts, discussing various forms of material culture, and delving into primary written sources.

Omar Ali is Dean of Lloyd International Honors College and the 2016 Carnegie Foundation North Carolina Professor of the Year. A graduate of the London School of Economics and Political Science, he received his Ph.D. in History from Columbia University.
BIO 112-03H
Principles of Biology II
GEC: ENV, GLS, GNS, HSS, SUS
MWF 12:00-12:50
Instructor: John Lepri
CRN: 12921

It might seem odd, but BIO 112: Principles of Biology II, need not be preceded by enrollment in BIO 111: Principles of Biology I. Students in BIO 112 will dive into the "big picture" of biology, including the nitty-gritties of biological diversity, evolution, and ecology. Students in BIO 112 will also have an abundance of opportunities to engage one another in scientific arguments, as a team-based, inquiry-guided problem solving approach will be followed in this course. Get ready to get loudly engaged!

John Lepri is a Professor in the Department of Biology. Long ago, halfway through a century long complete, he was puppy #3 in a “basket of nine puppies,” originating in Detroit, Michigan. He studied zoology and psychology at the University of Michigan and completed a Ph. D. in zoology at North Carolina State University. His research on hormones, pheromones and endocrine disruptors that affect mammalian reproduction has taken him to the Monell Chemical Senses Center, Princeton University and the National Institute of Environmental Health Sciences. He has served as Chief Faculty Consultant for College Board’s Advanced Placement Biology program and, at UNCG, he teaches general biology, physiology, biological clocks, and reproduction. He also works closely with UNCG’s future high-school science teachers, and directs General Biology Education at UNCG. Outdoors is where you’ll find him in his free time, golfing, hiking, canoeing, and engaged in the never-ending chores of raising chickens and vegetables.
CCI 212-02H
Introduction to Roman Archaeology
GEC: ARC, GHP, GL, GPM, HSS
MWF 12:00-12:50
Instructor: Robyn LeBlanc
CRN: 11297

This course serves as an overview to the archaeology of the ancient Roman world, with particular emphasis on Rome and the monumental remains of the capital city of the empire. Using material remains--architecture, sculpture, mosaics, paintings, coins, pottery, skeletal remains--we will examine the lives of the peoples living in Rome and in the Roman Empire between the eighth century BCE to the reign of Constantine in the fourth century CE. How did the Romans use art and architecture to express ideas about themselves, the nature of their empire, and their past? Where did Romans live--and what material remains do we have of their lives, careers, beliefs, and practices? We will also discuss questions of methodology, and how archaeologists and historians use art and material remains to ask and answer questions about the past. Students will practice analyzing and using archaeological material to generate questions about the Roman past through a variety of graded in-class activities and assignments. In the honors section we will also make connections between art and architecture of the Roman world and its local impact on campus landscapes and architecture.

Robyn Le Blanc is an Associate Professor in the Department of Classical Studies, specializing in the archaeology of the Roman provinces, mythology, and religion. She received an MA and a PhD in Classical Archaeology from the University of North Carolina at Chapel Hill, and has an undergraduate degree from The George Washington University, where she majored in Archaeology, Classical Humanities, and History. She has participated in excavations across the ancient Roman world, from England to Israel, but her upcoming excavation project will be in Doclea, a Roman city in Montenegro. Her digital project, WIRE: Women in the Roman East explores the material expressions of women’s lives and experiences in the Roman Near East.
ELC 375-02H
Philosophy of Education: Zen Buddhism
& The Beginner’s Mind in Education
GEC: GPR, HSS
TR 12:30-1:45
Instructor: Glenn Hudak
CRN: 11141

This “blended” course meets the General Education Requirement (GPR) and those seeking honors credit; it is intended for undergraduate Honors students interested in philosophy of education. As such, this course will investigate the very mystery that is education from a philosophic perspective. Our focus will be on the Zen Buddhist notion of the “Beginner’s Mind.” This 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 begin at the beginning by listening to our own mind, that “inner voice” we all have when we think - that dialogue we have with one’s self. To help us in our exploration of our inner voice we turn to a text by Naoki Higashida, The Reason I Jump. Here Higashida explores his inner voice, the narrative of a 13 year old, autistic boy. From this text we begin to realize, that while all of us have an inner voice there is a profound difference between the autistic and the non-autistic world. Having grounded ourselves, the course evolves into Zen proper, here we will be reading several texts on Zen Buddhism focusing on issues revolving around meditation, mindfulness, and most importantly the silencing of 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? Finally, 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.
GES 164-02H
Introduction to Environmental Studies
GEC: ENV, HSS, SUS
TR 9:30-10:45
Instructor: Robert ‘Bruce’ Banks
CRN: 13081

GES 164-02H will provide students with an introduction to the key environmental problems and issues which result as humans interact with nature. Although the course will have a strong natural science perspective, the social, economic, political and ethical challenges of these environmental problems will also be considered and discussed. Very few environmental issues are limited geographically, so the global dimensions of these problems will be of concern. Students will explore the causes and consequences of major environmental problems and consider their possible solutions.

Bruce Banks is an Associate Professor in the Department of Chemistry & Biochemistry at UNCG. He teaches courses in organic chemistry and environmental chemistry. Before his long teaching career at UNCG, he obtained a PhD in organic chemistry at Florida State (Go Seminoles), then completed postdoctoral fellowships in Environmental Toxicology at Vanderbilt University Medical Center (Go Commodores) and in pharmacology/medicinal chemistry at University of Minnesota Medical Center (Go Gophers). His current research interests focus on the function of enzymes which metabolize drugs, carcinogens and other foreign compounds.
HSS 205-01H
Animals & Ourselves
GEC: GFA, HSS
TR 12:30-1:45
Instructor: Larry Lavender
CRN: 11772

This course is for students interested in exploring the "human-animal" divide as it shapes personal and industrial activities, and in analyzing human attitudes toward (and treatment of) non-human animals. We consider different points of view on the social and ethical status of non-human animals, as well as any rights they may have. We consider the use and representation of non-human animals in artistic works, and methods to investigate one's own "humanimality" – i.e., the condition of being a human animal in a mechanical/digital world. The course is taught seminar-style: students are expected to be proactive learners who bring issues forward for lively discussion and debate.

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 205-02H
Putting Words to Pictures: the Beholder's Share
GEC: GFA, HSS, WI
TR 3:30-4:45
Instructor: George Dimock
CRN: 11819

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

Dr. George Dimock has been engaged with the practice and study of photography since the early 1970s. He has been teaching art history at UNCG since 1994. Issues of modernism and postmodernism continue to fascinate him long after the fighting ended. His approach is informed by semiotics and cultural studies. Earlier work focused on a wide range of visual and literary representations of children and childhood. In the fall of 2001, he curated an exhibition for the Weatherspoon Art Museum: Childhood Deployed: Pictorialism and Social Documentary in the U.S. (1890-1925). His current scholarship is based on the National Child Labor Committee Archive of over 5000 photographs (1908-1924) at the Library of Congress by Lewis Hine depicting working-class children and their families.
HSS 205-03H  
Perspectives in Contemporary Art
GEC: GFA, HSS
MW  2:00-3:15
Instructor: Sheryl Oring
CRN: 11839

This course examines various ways artists are activating democracy through art and offers students a chance to work tougher to create a work of politically engaged art. Students will learn a variety of art practices including Brooklyn-based artist Chloë Bass, who examines the role of the question in socially engaged art; Santiago Echeverry, now based in Florida and originally from Columbia, who dressed in drag to create a video that referenced the murder of a transgender prostitute in Bogotá back in 1993, a work that allowed him to come out of the closet; San Diego-based artist Ricardo Dominguez, co-founder of the Electronic Disturbance Theater, whose practice is based on dissent; and Kemi Ilesanmi, Director of The Laundromat Project in New York, who is committed to building community through art. The close reading of texts – ranging from artists’ writings to art criticism, art history and news reports -- will be emphasized throughout as students use these projects to inspire their own work. The course has a GFA marker and is designed to give a broad introduction to students from a variety of disciplines.

Sheryl Oring’s work examines social issues through projects that incorporate old and new media to tell stories, examine public opinion and foster open exchange. Her work has been shown at Bryant Park in New York City; the Berlin Wall Memorial; the Jewish Museum Berlin; the 01SJ Biennial in San Jose, CA; and the San Diego Museum of Art. Her Writer’s Block installation, created for Berlin’s Bebelplatz, site of that city’s Nazi book burning, has been shown in Budapest, Boston, and New York. Oring’s book, Activating Democracy: The I Wish to Say Project, was published by Intellect Books/University of Chicago Press in Fall 2016. She is presently completing a major public art commission at the Tampa International Airport. Oring is a professor in the School of Art at UNCG.
HSS 205-04H
The Hegemonic Gaze: Unpacking Gender and Race Constructions Through Photography
GEC: GFA, HSS
MW 3:30-4:45
Instructor: Babette Shaw
CRN: 11924

Students will learn to read and analyze visual photographic narratives and “unpack” themes concerning identity and representation in regard to gender and race constructs, as well as their historical and contemporary intersections. Students will engage various readings and will learn to carefully examine photographs that reveal both oppressive and progressive visual narratives. Topics range from portraiture and documentary photography, fine art photography, and commercial advertising photography to considerations of gender and race representations, strategies of resistance, and identity formation. Comparative studies with photographic images by various artists will address the complex relationship of photography to colonialism and the colonized body, European art and its discourse, and the influence of globalization and popular culture.

Babette Shaw, native to California, received her M.F.A. from the University of Memphis in 2015 and, prior, completed the Resident Certificate Program through Northwestern University in Cortona, Italy. She is an exhibiting photography-based social practice artist whose work includes fine art photography, sculpture, fiber art, installation and the written or spoken word. Her work addresses gender and race constructions, consequential disparities, and their intersections in contemporary culture. Her work is in public and private collections across the country.

In the School of Art, she has taught fine art photography and conceptual development, placing focus on quality of concept and craft, while encouraging students to engage in personal as well as historical and contemporary cultural study and reflection. As a community-based educator, she has written and led course workshops working with and empowering inner-city youth through processes of art making with the photographic lens. Some of her social practice projects have taken her around the U.S. and, recently, to Central and South America.
Alongside her art practice and her teaching, she has served on numerous panels for organizations, including the National Center for Research on Women (CROW), and has given lectures at various academic and community-based institutions. In the spring of 2019 she will engage the Michigan State University campus as Visiting Artist and Scholar to engage with students, past and present, one of her social practice projects designed to help individuals and communities heal from sexual trauma and abuse.
HSS 206-01H
Unicorns, Vampires & Aliens:
Philosophy and Speculative Fiction
GEC: GPR, HSS
TR 2:00-3:15
Instructor: Angela Bolte
CRN: 11942

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
Stories of Culture and Identity
GEC: GSB, HSS
MWF 10:00-10:50
Instructor: Julie Boyer
CRN: 11953

This course is an introduction to the concepts of culture and identity which will be experienced primarily through stories—students’ and others’. In this class we will read, write about, and observe stories involving themes around culture and identity development. Issues of ageism, ableism, race, religion, ethnicity, class, and gender identities will be discussed along with theories about identity development from social scientists such as Erikson and Marcia. Readings, writings, film and movie clips, and other media from multiple perspectives will be presented. Students will interact with others who have cultural identities different than their own in an effort to continue the discussion around the various cultures which surround us and to consider the perspectives of others whom we live among every day but don’t always “see”. Students will be challenged to think about their personal culture and identity development and how their implicit biases affect interactions with others.

Julie Boyer is the Coordinator of Admissions & Academic Advisor in Lloyd International Honors College. Julie earned her B.S. in Psychology and her Master of Social Work (MSW) from Florida State University and worked for several years as a social worker serving youth and families in crisis. Her career in higher ed began while recruiting students to her alma mater as Special Assistant to the Dean at FSU’s College of Social Work. Prior to joining the Honors College at UNCG, she served in various roles from Enrollment Services Officer to Interim Associate Dean of Students at Broward College in Pembroke Pines, FL. Julie is interested in student mental health and has previously taught student success skills courses and HSS 198: Honors Colloquium.
HSS 208-02H
GEC: GSB, HSS
TR 2:00-3:15
Instructor: Chris Kirkman
CRN: 12239

Mikhail Bakhtin writes (1981), “All words have the ‘taste’ of a profession, a genre, a tendency, a party, a particular work, a particular person, a generation, an age group, the day and hour. Each word tastes of the context and contexts in which it has lived its socially charged life...”. As Bakhtin notes here, words live socially charged lives, and language is not a neutral medium for communication but rather a set of socially embedded practices. Language is the primary tool that humans utilize in communicating with others and making meanings in their lives. This course will examine the basic concepts of the social uses of language (from linguistic anthropology) and the ways it constitutes and constructs meaning through human interactions. In addition, with the increased reliance on reading and writing we will also consider the concept of literacy, its history and its current use. While the idea of literacy was once a simple, straightforward idea, it has been recently broadened into an epistemological framework that encompasses identities, activities and practices...ways of being in the world: how we live, how we interact with others, and how we create meaningful lives.

The course will examine language and literacy through a sociocultural perspective in examining how we use language and literacy in our everyday lives. The course is for all Honors students, meets a general education credit for social and behavioral sciences (GSB), and requires no previous knowledge. However, students should be curious and ready to read, discuss, and actively examine language and literacy practices in the real world. The course will culminate in a mini research study where each student spends significant time “in the field” observing and documenting language and literacy activities.

Chris Kirkman is Senior Honors Academic Advisor and Coordinator of International Honors in Lloyd International Honors College. He completed his BA in English and History and MEd in English Education, and is currently a PhD candidate in English Education at UNCG. His master's research work focused on issues of emerging writers and the use of imitation in developing writing skills. Currently, he is interested in literacy, culture, and identity, as well as literature, composition and interdisciplinary issues in GeoHumanities such as the nature of spatial theory, place, and writing.
HSS 212-01H  
*How do we know what we know? Epistemology, Methodology, and Interdisciplinary Research*  
GEC: GHP, GMO, GN, HSS  
TR 11:00-12:15  
Instructors: Omar Ali and Nadja Cech  
CRN: 11967

This history and philosophy of science, methodology, and interdisciplinary research seminar is being co-taught by a historian and a chemist. The seminar will cover a range of research methods and designs for data collection and analysis in the natural and social sciences while examining the ways in which the sciences and the humanities overlap. We will examine issues of subjectivity in research through a combination of lectures, discussions, and experiential learning activities.

**Omar Ali** is Dean of Lloyd International Honors College and the 2016 Carnegie Foundation North Carolina Professor of the Year. A graduate of the London School of Economics and Political Science, he received his Ph.D. in History from Columbia University.

**Nadja Cech** is the Patricia A. Sullivan Distinguished Professor of Chemistry. She received her Ph.D. in Chemistry from the University of New Mexico and runs a research lab funded by the National Institutes of Health. Dr. Cech was the recipient of the 2017 Thomas Norwood Award for Undergraduate Research Mentorship.
HSS 212-02H
Garifunas: Black-Indigenous People in the Caribbean
GEC: GHP, GMO, GN, HSS
TR 9:30-10:45
Instructor: Nodia Mena
CRN: 12046

The Garifunas are people of African and Indigenous descent living in Honduras, Belize, Guatemala, and Nicaragua. This course will explore the ethno-genesis of the Garifunas and the search for their own identity through theatrical representations, music, dance, food, artifacts, and the preservation of their language.

Prof. Nodia C. Mena is a Spanish Lecturer at UNCG Greensboro. She was born in Honduras, Central America and has been living in the United States for more than 25 years. Prof. Mena graduated with a Master’s Degree in Languages, Literatures and Cultures from The University of North Carolina at Greensboro. She has traveled abroad to Spain and Costa Rica, with the LLC department and the School of Business, where she co-directed Service Learning and post-service reflection activities with students.
HSS 218-01H
When a Cat Waves: the Roles of Cats in Japanese Culture
GEC: GN, GSB, HSS
TR 12:30-1:45
Instructor: Chiaki Takagi
CRN: 12214

Do you have any Hello Kitty goods? Have you seen a beckoning cat object? Have you heard of cat cafes or cat islands in Japan?

There is obviously something about cats in Japanese culture! This course examines Japanese culture with special focus on its treatment of cats, drawing examples from literature, film, and visual cultural representations. Lecture and reading/research assignments provide historical and social background, leading students to an understanding of the various roles cats play.

The course is designed to enhance students’ understanding of Japanese culture and society through active engagement in oral communication. The teaching strategies of the course aim at improving students’ cross-cultural competencies and communication skills through lectures, presentations and discussion.

Please note that you do not have to be a cat lover or Hello Kitty collector to enjoy this course.

Chiaki Takagi is a Senior Lecturer of Japanese and Asian Studies and director of the Japanese Studies program. Dr. Chiaki Takagi is a proud UNCG graduate with a Ph.D in English (with a concentration in Postcolonial literature and theory). She has been teaching Japanese and Asian Studies at UNCG since 2000. She was the first full-time faculty member in the Japanese Studies program and has developed and implemented 6 Japanese courses including JNS220 Modern Japan, JNS230 Women in Japanese Literature and Film, and JNS306 Current Issues in Japan. Her primary research subject is the contemporary Japanese writer Harumi Murakami. She won the UNCG Alumni Teaching Excellence in 2013 and the American Association of Teachers of Japanese teaching award in 2014. She enjoys serving as the faculty advisor of J-Club.
HSS 221-01H
Ancient Warrior Women
GEC: GHP, GL, GPM, HSS, WGS, WI
TR 12:30-1:45
Instructor: Rebecca Muich
CRN: 12076

Scattered among the stories of the great men of ancient Greek and Roman history are the narratives of equally compelling and extraordinary women who emerged as leaders in times of crisis. Women like Tomyris and Artemisia dared to stand up to the most powerful men of their time. Women like Boudica raged on the battlefield, often more brutally than their male counterparts. Women like Cleopatra and Zenobia ruled their people and led large forces into battle. Women like Semiramis did whatever it took to defeat her foes, be it deceit, trickery, sex, or murder. “Amazons, Queens, Wives, Mothers” explores the stories of several powerful women from the ancient Greco-Roman world through the stories told about them by men. In reading the accounts of the most famous Greek and Roman historians, such as Herodotus, Diodorus Siculus, Tacitus, and the Author of Augustan History (among others), this course will examine the male-created legacy of women who challenge the ancient construction of femininity. Integral to our critical examination will be consideration of the purposes of literary genres and the aims of the authors. We will examine the roles race and ethnicity play in characterizing the enemies and allies of the Greeks and Romans; the realities of life as a woman in ancient Greece and Rome; and the far-reaching influence of myth in developing historical biographies. This course is also writing intensive and will pay significant attention to the formulation and execution of a research project from planning stages to the final draft.

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.
HSS 221-02H
Famous Trials in History
GEC: GHP, GL, GPM, HSS
TR 11:00-12:15
Instructor: Jodi Bilinkoff
CRN: 12081

It is fascinating to consider that both the emergence of the democratic city-state in ancient Athens and the birth of Christianity have at the very core of their foundational identities narrative accounts of trials. The trial of Socrates, as recounted by Plato, and the trial of Jesus, as described in the four canonical gospels of the New Testament, are iconic events whose meanings have nevertheless been debated for centuries. Perhaps history itself can be understood as a series of trials. I use this term broadly, to include confrontations in actual courtrooms or other sites of institutional power as well as the more personal sense of an individual's tribulations, especially when he or she finds him or herself in conflict with the values of the dominant society. In this course we will closely examine figures such as Socrates, Jesus, Joan of Arc, and Galileo and the texts produced by and about them. We will explore issues of individual conscience, power relations, religion, gender, and intellectual change in pre-modern times and ponder the ways they continue to inform the western imagination in our own times.

Jodi Bilinkoff is a Professor in the Department of History and an affiliated faculty member in the Women's and Gender Studies Program. She holds a BA from the University of Michigan and a PhD from Princeton University. She teaches a wide variety of courses on European history before 1800. Her own work engages religion, gender, life-writing, and the construction of memory in Catholic Europe and its colonies, especially Spain, in the period between 1450 and 1700.
HSS 223-01H
Energy, People, and the Planet
GEC: GL, GNS, GPS, HSS
TR 3:30-4:45
Instructor: Alice Haddy
CRN: 12084

One of the biggest challenges of today’s society is the shift from fossil-based fuels to alternative fuel sources. For more than a century, the industrialized world has depended on coal and petroleum energy and our way of life is deeply tied to these high-energy resources. Now the world faces declining fossil fuel resources and environmental repercussions from their past use. Meanwhile, alternative sources of energy such as solar and wind are struggling to advance sufficiently to fill the energy needs of developed countries and to support the growing demands of still-developing countries. What will the profile of our energy resources be in the future? Can future energy sources support the high-energy demand we have become used to? In this course, we will study the science of how we produce and use energy. We will develop an understanding of our past and current dependence on fossil fuels and evaluate how alternative energy resources may serve society in the future.

Alice Haddy is a professor in the Department of Chemistry and Biochemistry. She teaches courses in physical chemistry, a field in which the understanding of energy is of central interest. Her research area is photosynthesis, the process in which plants absorb light energy from the sun and convert it into forms useable by plants, animals, and other living things.
HSS 224-01H
Plagues
GEC: GL, GLS, GNS, HSS, WI
MW 2:00-3:15
Instructor: Janne Cannon
CRN: 12086

Diseases caused by microbes have had a major impact on human health throughout history, and they continue to challenge us today. We have not been able to eliminate the worldwide scourge of infectious diseases, especially in developing countries. This writing-intensive course will focus on several diseases caused by bacteria or viruses, including bubonic plague (“The Black Death”), HIV/AIDS, tuberculosis, syphilis, and cholera. We’ll also consider Ebola Virus Disease and Zika Virus Disease, to understand the factors making it so difficult to stop these diseases. We’ll learn about past and present consequences of the diseases for human history and society. It is not necessary for students to have an extensive background in biology in order to take the course; a high school or college course in general biology will be sufficient preparation.

Janne Cannon is an Emeritus Professor in the Department of Microbiology and Immunology at the UNC-Chapel Hill School of Medicine and an Adjunct Professor at UNCG. Her research and teaching at the School of Medicine focused on bacterial infectious diseases, especially sexually transmitted diseases, and on bacterial genetics.
HSS 226-01H
Wabi Sabi Ethics: International Explorations of Hope and Courage
GEC: GL, GPR, HSS
TR 11:00-12:15
Instructor: Spoma Jovanovic
CRN: 12064

Wabi Sabi Ethics is a course designed to reveal the perfection in imperfection that lies in the everyday aspects of our lives. Wabi Sabi is simple, slow, uncluttered, authentic, and modest. Though the term originates in Japan, other countries and cultures likewise have terms, practices, and beliefs that help us build the capacity for joy that comes in talking and laughing alongside others who dream and then act for the good of the community and the world. Central to that possibility is engaging in meaningful conversation and acts of celebration where we respect diverse perspectives. The hopeful message that will guide our time together is that dialogue, openness, play, and transformative possibilities are interconnected through a vision and commitment to advancing an ethical posture. We will draw inspiration from celebrated philosophers, everyday people, historic figures, and current day teachers.

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 226-02H  
**Local and Global Voices of Activism and Democracy**  
GEC: GL, GPR, HSS  
TR 2:00-3:15  
Instructor: Spoma Jovanovic  
CRN: 12175  

This brand new and innovative course offers students hands-on experience with community organizers working to expand the possibilities of democratic action. In the first ½ of the semester, students will play an integral role in planning, promoting, and hosting a day-long symposium on campus with 9 or more invited speakers discussing activism and democracy. Special breakfast and lunch events will be planned to create student-community time in informal conversations that focus on developing political friendships. The second ½ of the semester will tie the learning from the local action/symposium to national and international movements, demonstrating how an event, idea, and/or tragedy can prompt additional action, organizing, and planning for long-term social justice.

*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 228-01H
Dragons, Eagles, Bears and Bulls: Introduction to International Relations
GEC: GL, GSB, HSS
MWF 12:00-12:50
Instructor: Elizabeth McNamara
CRN: 12282

“It was said a few years ago that if the human race is wiped out in the next 50 years it will not be because of disease or an asteroid hitting the earth, but because of international relations.”

In a world where thousands of nuclear weapons exist and many are trying to acquire them, where corporate outsourcing sometimes looks like a global game of checkers, where cyber skirmishes flash by the second although most of us remain unaware, where millions live permanently stateless, we need to know about and understand international relations.

A brief glance at titles from the reading material conveys a sense of the breadth and diversity of the field: “Should We Take Global Governance Seriously?” “Essence of Decision,” “The Economic Influence of Immigration.” These titles also hint at the complex interplay between states, politically, economically and socially. As we make our way through the most significant discussions in international relations, we will continuously refer to the major theoretical paradigms for a multi-faceted exploration. We will also direct our attention to the challenge of characterizing the present state of international relations.

**Elizabeth McNamara** is a Lecturer in the Department of Political Science at UNCG. Her background includes stints in the Department of Justice, the British Parliament and SRI, International. Her research focuses on the dilemmas of representation with consequences at the state and international level.
HSS 228-02H
Introduction to Sustainable Development
GEC: GL, GSB, HSS
TR 9:30-10:45
Instructor: Erick Byrd
CRN: 12288

Sustainable development = "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." The purpose of this course is to highlight the importance of the social, environmental, economic and aesthetic dimensions of sustainable development, introduce students to sustainable development concepts and challenges, ways that communities are addressing these issues and prepare students to apply these concepts in functional contexts through hands-on experiences.

Erick T. Byrd, PhD is an Associate Professor in the Department of Marketing, Entrepreneurship, Hospitality, and Tourism and the Director of the Center for Business and Economic Research in the Bryan School of Business and Economics at The University of North Carolina at Greensboro. His research interests include agritourism, wine tourism and tourism stakeholder understanding and participation. Dr. Byrd has taught a range of courses including Destination Management, Event Planning, Food and Beverage, and Strategic Management.
HSS 300-Z01  
Experience Business Abroad  
(Interdisciplinary Honors Seminar)  
CRN: 12530

DEADLINE TO APPLY IS OCTOBER 22

This is an opportunity to travel to Belgium March 1-10, 2019. Twenty UNCG students will visit and work alongside students from the Louvain School of Management at the Universite Catholique de Louvain. There are no course prerequisites. Students must have a 3.0 GPA and instructor permission.

Students will travel to Louvain-de-neuve, Belgium to study global business opportunities, live and learn with Belgian students, and explore the cities of Brussels and Bruges. At a later time they will host UCL students for a week in Greensboro.

Contact Mr. Joe Erba, jrerba@uncg.edu

Apply: go.uncg.edu/Belgium
PCS 309-03H
Conflict and Culture
(This is an online, asynchronous course.)
GEC: GN, HSS
Instructor: Omari Dyson
CRN: 13245

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 their 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.

Dr. Omari L. Dyson is an AP Assistant Professor in the Department of Peace and Conflict Studies at UNCG. He is the author of The Black Panther Party and Transformative Pedagogy: Place-Based Education in Philadelphia (2014) and has published/co-published works that attend to: the Black Power Movement; enslaved resistance in film; race, power and culture; and Black masculinity and fatherhood identity(-ies). As an Interdisciplinarian, Dr. Dyson has fused his background in Curriculum & Instruction (Ph.D.-Purdue University), Child Development & Family Studies (M.S.-Purdue University), Experimental Psychology (B.S.-University of South Carolina-Columbia), Early Childhood Education (minor), and Physical Fitness to understand the impact that conflict, social inequity, health, and unmet needs have on human development. Therefore, he examines how love+power, humanism, reflection, caring, and voice impact and transform society.
PCS 415-03H  
**Global Peacebuilding**  
GEC: HSS  
W 2:00-4:50  
Instructor: Joseph Cole  
CRN: 10917

PCS 415 explores the complexity of local-to-global peace and conflict practice that enhances the building and nurturing of civic society in the 21st century. Students will study challenges in international development, humanitarian assistance, gender roles in peacebuilding, post-conflict recovery, and healing, reconciliation, and resilience in peace and conflict work. Students will design and analyze mediation and facilitation models, and will employ group facilitation skills they have learned in this course.

Joe Cole is an AP Assistant Professor in the Department of Peace and Conflict Studies at UNCG. Joe has a Ph.D. in Philosophy from Duke University. His research and teaching interests include the morality of war, Just War Theory, pacifism and nonviolent social change, consensus governance, conflict transformation, racial equity and social justice, deep ecology, and sustainable community development. Joe is a trained Facilitator and supports communities and non-profit organizations in developing cooperative skills, nonviolent communication, collaborative governance, and conflict transformation.
Are “you” the same “you” across a lifespan? What, if anything, do we owe our future, elderly selves? How can ageism affect our experience and valuation of “growing old”? These challenging and timely questions frame this discussion-based seminar course focused on the philosophy of aging. Participants will engage them from a variety of philosophical, interdisciplinary and international perspectives. Particular attention will be paid to exploring how diverse communities around the world support – or fail to support – the flourishing and well-being of their seniors, and how age-related illnesses like Alzheimer’s or Parkinson’s Disease can complicate these solutions. Featured readings include those by contemporary ethicists such as Anita Silvers, Julian Hughes and Susan Wolf, and medical gerontologists such as Chris Gilleard, Atul Gawande and Pauline Boss. The seminar is writing and speaking intensive, satisfying the General Education program’s WI and SI requirements.

Frances Bottenberg has research and teaching interests in philosophy of mind, phenomenology, philosophy of art and philosophy of education. She received her M.A. from Temple University and her Ph.D. from Stony Brook University. Some of her recent publications include “Emotion as the Animation of Value,” “Searching for Alterity: What Can We Learn from Interviewing Humanoid Robots?” and “Power-sharing in the Philosophy Classroom: Prospects and Pitfalls”. Bottenberg is a native of Montreal, Canada, and very pleased to have migrated to warm and sunny North Carolina!
PSC 240-03H  
**The International System**  
GEC: GCP, GL, GSB, HSS  
TR 9:30-10:45  
Instructor: Jerry Pubantz  
CRN: 12711

We live in an era of dramatic international change with global challenges not only to states but also to the human community worldwide. This course introduces the student to the contemporary international system. It addresses new phenomena such as globalization, international civil society, and recent ethnic/religious conflict, as well as the traditional issues of international politics — international organization and law, war, weapons, diplomacy, trade, and relations between nation-states. The embedded honors section gives students an opportunity to consider the writings of important thinkers on international life and to debate contemporary controversies such as the role of the United States in the world and western intervention in other cultures in defense of human rights.

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 260-03H
Introduction to Comparative Politics
GEC: GL, GSB, HSS
TR 3:30-4:45
Instructor: William Crowther
CRN: 13680

This course explores basic concepts and methods of comparative political analysis. Introduction to political institutions, processes, and problems of democratic, non-democratic, and transitional political systems.

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.
PSC 333-02H
The US Congress
GEC: HSS
TMW 2:00-3:15
Instructor: David Holian
CRN: 13987

This course will examine the evolution and current place of the most disliked and misunderstood institution in the American political system: the U.S. Congress. The course is divided into four sections. First, we will discuss the “Two Congresses.” Members of Congress must vote on legislation that affects the nation while serving local constituencies with interests as different as rural Mississippi is from Manhattan. As we will see, fulfilling both of these responsibilities is neither simple nor straightforward. Second, we will cover legislative process and organization. In this section of the course we will consider the roles of congressional leaders and parties, the importance of congressional committees, and the crucial functions and very different character of the rules in the House and Senate. Third, we will consider the institutions—the presidency, bureaucracy, interest groups, and courts—that help shape and constrain the behavior of Congress and individual legislators. Finally, we will discuss the electoral connection and analyze the process by which candidates for Congress emerge, raise money, plot strategy, get elected (or not), and reelected (or not).

David B. Holian is an Associate Professor in the Department of Political Science at UNCG who teaches courses on American institutions, including the presidency, Congress, and the mass media. His research focuses primarily on elections at the local and national levels, as well as the interaction between the president and the media. He is the author (with Charles Prysby) of Candidate Character Traits in Presidential Elections, published by Routledge Press in 2014.
PSC 352-02H
Nationalism and Ethnic Politics
GEC: HSS, SI, WI
TR 11:00-12:15
Instructor: William Crowther
CRN: 14010

This course explores competing explanations of nationalism and ethnic politics. We will focus on comparative analysis in a global context, and examine strategies that have been employed by governments to manage ethnic tension. Prerequisite: PSC 260 or permission of instructor.

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  
M 1:00-4:50 and W 8:00-10:30  
Instructor: Samuel Miller  
CRN: 13525

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.

**Dr. Samuel Miller** is a professor in the Department of Teacher Education and Higher Education and teaches at the undergraduate and graduate levels. Based on his experiences as a classroom teacher, his research focuses on student learning and motivation. The majority of his studies extend for several years and involve close collaboration with teachers.
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.
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## PHYSICAL SCIENCE (GPS, GNS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS 223-01H</td>
<td>Energy, People, &amp; the Planet</td>
<td>GPS, GNS, HSS, GL</td>
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</tbody>
</table>
### SOCIAL & BEHAVIORAL SCIENCE (GSB)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS 208-01H</td>
<td>Stories of Culture &amp; Identity</td>
<td>GSB, HSS</td>
</tr>
<tr>
<td>HSS 208-02H</td>
<td>The Art of Making Meaning in a Global World: Perspectives on Literacy, Language, &amp; Learning</td>
<td>GSB, HSS</td>
</tr>
<tr>
<td>HSS 218-01H</td>
<td>When a Cat Waves: the Role of Cats in Japanese Culture</td>
<td>GSB, GN, HSS</td>
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<tr>
<td>HSS 228-01H</td>
<td>Dragons, Eagles, Bears, &amp; Bulls: Introduction to International Relations</td>
<td>GSB, HSS, GL</td>
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<tr>
<td>HSS 228-02H</td>
<td>Introduction to Sustainable Development</td>
<td>GSB, HSS, GL</td>
</tr>
<tr>
<td>PSC 240-03H</td>
<td>The International System</td>
<td>GSB, GCP, HSS, GL</td>
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<tr>
<td>PSC 260-03H</td>
<td>Intro to Comparative Politics</td>
<td>GSB, HSS, GL</td>
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### SPEAKING INTENSIVE (SI)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department(s)</th>
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</thead>
<tbody>
<tr>
<td>PSC 352-02H</td>
<td>Nationalism and Ethnic Politics</td>
<td>HSS, SI, WI</td>
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### WRITING INTENSIVE (WI)

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<th>Course Code</th>
<th>Course Title</th>
<th>Department(s)</th>
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</thead>
<tbody>
<tr>
<td>HSS 205-02H</td>
<td>Putting Words to Pictures: The Beholder's Share</td>
<td>GFA, HSS, WI</td>
</tr>
<tr>
<td>HSS 221-01H</td>
<td>Ancient Warrior Women</td>
<td>GHP, GPM, WGS, HSS, GL, WI</td>
</tr>
<tr>
<td>HSS 224-01H</td>
<td>Plagues</td>
<td>GLS, GNS, GSS, GL, WI</td>
</tr>
<tr>
<td>PHI 494-02H</td>
<td>Philosophy of Aging</td>
<td>HSS, SI, WI</td>
</tr>
<tr>
<td>PSC 352-02H</td>
<td>Nationalism and Ethnic Politics</td>
<td>HSS, SI, WI</td>
</tr>
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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>
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<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>
</tbody>
</table>

| **HSS Course 1**          | Contract/Indept Study/Other |
| Course:                   | Course:                   |
| Semester:                 | Semester:                 |
| Grade:                    | Grade:                    |

| **HSS Course 2**          | Contract/Independent Study/Other |
| Course:                   | Course:                       |
| Semester:                 | Semester:                     |
| Grade:                    | Grade:                        |

| **HSS Course 3**          | Contract/Independent Study/Other |
| Course:                   | Course:                       |
| Semester:                 | Semester:                     |
| Grade:                    | Grade:                        |

| **HSS Course 4**          | Contract/Independent Study/Other |
| Course:                   | Course:                       |
| Semester:                 | Semester:                     |
| Grade:                    | Grade:                        |

| **International Experience:** | **Senior Honors Project** |
| Semester:                   | - HSS 490                   |
| Country:                    | - ___ 493                   |
|                            | - URA                       |
|                            |     Project Title:          |
|                            |       Semester:             |
|                            |       Grade:                |

| **Second Language (through 204-level):** | *See Honors Advisor for Specific Courses Required for Each Department |
| Semester Completed: | |
| Language: | |

*See Honors Advisor for Specific Courses Required for Each Department