

GENERAL HONORS COURSES – Spring 2017

With the exception of the required one hour G H 299, the following General Honors courses may be used to fulfill requirements in the University's General Education: G H 101, 201, and 301 in the GE area of the humanities; G H 102, 202, 302 in the GE area of the social sciences; G H 103, 203, 303 in the GE area of mathematics and the natural sciences; G H 104, 204 in the GE area of math and the natural sciences with lab.

Note that G H 101 may be taken as Advanced Placement Credit for English 180 **OR** English 280, but **not for both English 180 and 280**.

G H 101 may be repeated only if taken in a different department. However, AP credit may only be earned once. A student may NOT take G H 101 and earn AP credit for ENG 180 and then repeat the course to earn AP credit for ENG 280.

32719	G H 101	Sec. 33	FILM POP CULTUR	R. Di Carmine	1-1:50	MW	SI 220
			Also meets		2-3:50	M	SI 220
29558	G H 101	Sec. 40	ENVIRON LIT	A. Mossman	10-10:50	MWF	SI 027
29347	G H 101	Sec. 71	ASIAN-AMER LIT	M. Allison	11-11:50	MWF	SI 214
29345	G H 101	Sec. 91	SOC CLASS LIT	T. Helwig	9:30-10:45	TTH	SI 120
29346	G H 101	Sec. 92	SOC CLASS LIT	T. Helwig	2-3:15	TTH	SI 120
/26324	G H 299	Sec. 03	COFAC HON SEM	B. Locke	8-8:50	W	SA 228 COFAC students only
+29255	G H 299	Sec. 91	INSD STATE GOV	K. Boeckelman	3:30-4:20	T	MG 207A
29630	G H 299	Sec. 158	LIVE COR VALUES	P. Schlag	Online		
32667	G H 299	Sec. 86	EXPLORE SUSTAIN	B. Knox	12:30-1:20	T	SI 027
29254	G H 301	Sec. 13	ART & THE NAZIS	K. Holz	11-12:15	TTH	GH 010
26327	G H 302	Sec. 33	POSTMOD THOUGHT	D. Sandage	6:30-9:00	W	MG 322
29253	G H 302	Sec. 67	ECON SUST FOOD	T Sadler	11-12:15	TTH	ST 220
♦	G H 302	Sec.	DEVELOP ANDES	P. Bidegaray	ARRANGED		
29252	G H 302	Sec. 75	POWER & CONTROL	P McGinty	11-12:15	TTH	MG 320
/26328	G H 333	Sec. 01	INDEP STUDY	R. Hardy	ARRANGED		
/26329	G H 444	Sec. 01	IND SR RESEARCH	R. Hardy	ARRANGED		
&27280	COMM 241H	Sec. 25	INTRO PUB SPKG	C. Ridle	9-9:50	MWF	MH 339
&27342	ECON 351H	Sec. 01	GLOBAL POVERTY	J. Lin	12:30-1:45	TTH	ST 217
&28172	MATH 102H	Sec. 03	CRVT PRSP MATH	D. LaFountain	9:00-9:50	MWF	MG211b

/Honors College permission required.

+Class meets for 5 weeks at the following irregular times: March 21, 28, April 4, 11, 18

♦Add'l Costs Required for Trip and special registration procedures for the course.

&Counts as G H course for satisfying graduation requirements for Honors Scholar status.

32719	G H 101	Sec. 33	FILM POP CULTUR	R. Di Carmine	1-1:50	MW	SI 220
			Also meets		2-3:50	M	SI 220

Film and Popular Culture: This course will survey the ways in which film changed popular culture throughout the world. As a visual medium, film was one of the first universal art forms, and a powerful force in shaping a world that was coming to understand itself as more than a collection of nation-states. Through film, the world of the twentieth century opened up, as, for instance, the films of Charlie Chaplin were screened and loved everywhere in the world in the 1920s. This course will investigate how the medium of film and the institutions of cinema created a new, shared language for the world. While that language was primarily visual, everywhere in the world people were also writing about film: philosophers, art historians, sociologists, scientists all had much to say. Just as revealing, too, are the ways in which film was written about and talked about by journalists and, most importantly, ordinary people, the fans. We will pay special attention to how people write about film. Film writing reveals changing technologies, social contexts and norms, and provides both scholars and ordinary fans a vehicle to assess, celebrate, and contest the emerging meanings of modernity. Over the course of the semester, our goal is to understand how film played a pivotal role in creating a new and unprecedented popular culture, and we will enter into that culture as writers ourselves.

29558	G H 101	Sec. 40	ENVIRON LIT	A. Mossman	10-10:50	MWF	SI 027
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Environmental Literature: What does environment mean to you? Is it nature? Your home? Is a certain kind of relationship with the environment important to our own well being? In this course, we will read the work of writers who explore human connections to and perceptions of the natural world and all it includes—different landscapes, climates, cultures, and other living creatures. What is it like to feel connected to a particular place? What happens when two cultures clash over how to use the land? Where did the idea of environmental awareness come from? As we read works by various authors, you will share your own reflections on what the writers are saying about the environment and about human nature. In our focus on environmental literature, we will explore the following common themes: relationships between humans and the natural world, the different ways people perceive places, how people and their environments affect each other in positive and negative ways, and what a connection to a particular place means to different people.

29347	G H 101	Sec. 71	ASIAN-AMER LIT	M. Allison	11-11:50	MWF	SI 214
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Asian-American Literature: This course will examine Asian and Asian-American literature in order to better understand common conceptions and misconceptions of Asians and Asian-Americans. Throughout history Europeans and their descendants have participated in the process of Orientalism; they have created an exotic other out of the "East". We will read literature of immigration and literature of displacement as we examine how and why the Asian-American experience may be different from that of other immigrants to America. Through exploration of this literature and several films we will learn how different writers create new identities for themselves and their cultural groups. Further, we will see how they conceptualize the American experience and the American dream.

29345	G H 101	Sec. 91	SOC CLASS LIT	T. Helwig	9:30-10:45	TTH	SI 120
29346	G H 101	Sec. 92	SOC CLASS LIT	T. Helwig	2-3:15	TTH	SI 120

Class Mobility in American Literature: In 1782, American essayist J. Hector St. John de Crèvecoeur wrote, "The rich and the poor are not so far removed from each other as they are in Europe....We are the most perfect society now existing in the world." And thus, from the 18th century to the present, a number of American authors, political theorists, and social commentators have helped to construct the image of America as a largely classless society, thereby frustrating our efforts to appreciate the importance of class to our everyday lives and even to perceive how class difference is represented in our national literature and culture.

This course, designed with our university's large number of first-generation college students in mind, will investigate how a diverse set of American authors since the beginning of the industrial revolution in the 1830s responded to America's volatile economic climate and began to construct class identities. From Frederick Douglass's heroic pursuit of freedom and the rights to his own labor, to Herman Melville's prophetic depiction of mind-numbing office cubicles, to F. Scott Fitzgerald's poignant portrait of American idealism, to Paul Auster's dystopic figuration of the post-industrial age, American writers can help us to see the ways that class, along with the equally important social sites of race and gender, shapes the American experience.

/26324	G H 299	Sec. 03	COFAC HON SEM	B. Locke	8-8:50	W	SA 228
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COFAC Honors Seminar: This will be a seminar that introduces students to the disciplines within Fine Arts and Communication: Art, Broadcasting, Communication, Communication Sciences and Disorders, Music, and Theatre and Dance. Focusing on an interdisciplinary theme or issue, students will learn to develop collaborative research/creative projects, drawing on perspectives from those disciplines. **/Honors College Permission Required. COFAC students only.**

+29255	G H 299	Sec. 91	INSD STATE GOV	K. Boeckelman	3:30-4:20	T	MG 207A
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Inside State Government: This course offers a unique perspective on Illinois state government. Team taught, students will explore the ways that state government works. The course will conclude with a two-day trip to Springfield.

+Class meets for 5 weeks at the following irregular times: March 21, 28, April 4, 11, 18

29630	G H 299	Sec. 158	LIVE COR VALUES	P. Schlag	Online		
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Living Western's Core Values: Western Illinois University's core values are: educational opportunity, social responsibility, personal growth and academic excellence. Educational opportunity focuses on taking advantage of the learning opportunities across campus (in the classroom or otherwise). Every person is a part of numerous communities. Being socially responsible involves being a positive and contributing member of those communities. Personal growth is about developing into and striving to become a well-rounded, healthy individual. Academic excellence entails striving to become an active, analytical and life-long learner. This class will encourage students to live the core values through readings (based on the foundational principles of the core values), quizzes, discussions and real-world application. For each core value, students will create a project that showcases how they lived or implemented that that value.

32667	G H 299	Sec. 86	EXPLORE SUSTAIN	B. Knox	12:30-1:20	T	SI 027
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Explorations in Sustainability: The course is designed as a "primer" in broad sustainability issues for upper division students about to graduate and for lower division students interested in campus and community sustainability projects. The goal of the course is to acquaint students with the wide range of sustainability issues while also designing a small sustainability project under one or more of the course topics. On-line readings from public interest, government, and private business sectors; and regular guest speakers from WIU academic and administrative areas will provide content while thematic discussions and a course project and portfolio will test ideas.

29254 G H 301 Sec. 13 ART & THE NAZIS H. Holz 11-12:15 TTH GH 10
Art & Nazi Germany This course introduces recent scholarship and public discussion about the aesthetic, political, and ethical issues attending the control of the German artworld between 1933 and 1945 by Nazis (NSDAP). Questions addressed include: How to understand Hitler's attempted career as a painter in relation to his subsequent political and aesthetic shaping of the Third Reich? How were Germany's visual art institutions transformed by the NSDAP's accession to power in 1933? How were individual artists' careers affected (e.g. Barlach, Beckmann, Breker, Gropius, Heartfield, Klee, Kokoschka, Kollwitz, Mies, Nolde, Peiner, Speer, etc.)? How did the various artworld professionals (e.g., museum directors, art dealers, art critics, artists, and architects) respond to Art & Nazi Germany continued the new regime? In what ways did the Nazis publicly vilify the art it deemed modern, Bolshevik, Jewish, and international? Where did dissenting and vilified artists flee, and how did artists and critics exiled to foreign lands respond to Nazi art policies? What kinds of art did Germany's new leadership support and how did they collect, pillage, purchase, and exhibit it?

Also considered are recent practices of artists working to keep alive the memory of the National Socialist German past and the Holocaust, and the still timely issue of art restitution to the Jewish victims of National Socialist Germany.

The course is conducted as a series of slide lectures, focused readings, discussions of readings, the preparation of a critical review and a research paper. Some class time is also devoted to doing research in art history and using library resources.

26327 G H 302 Sec. 33 POSTMOD THOUGHT D. Sandage 6:30-9 W MG 322
Postmodern Thought: Using sociological analysis, this course examines postmodernism. It will focus on how postmodernism is both the continuation of modernism and its transcendence. The course will specifically explore the roots of postmodernism, postmodern theory, the effects of language and power systems on ideas and beliefs, the complex process of constructing reality, how different societies create different values and beliefs, and how humans relate to their symbolic environment. An emphasis will be placed on the following dimensions of the postmodern world; self-concept, moral and ethical discourse, art and culture, and globalization. The complexities of postmodern thought, including constructivism, deconstruction, irony, pluralism, and multiculturalism will be analyzed. The numerous criticisms of postmodern theory and postmodern thought will also be evaluated.

29253 G H 302 Sec. 67 ECON SUST FOOD T Sadler 11-12:15 TTH ST 220
Sustainable Food: Most people in our society do not have the time or the inclination to understand the process of food production. By examining the current state of industrial agriculture in this country, its historical context, the economic model in which it persists, and the alternative model of sustainable, local food production, this course makes the process clear. Today, in the United States, industrial agriculture provides the majority of the meat and produce that we consume. Incredibly, we as a society are separated from and, for the most part, uninterested in this industrial process that gives us sustenance. Many pernicious outcomes, or "negative externalities," result from this reality. Soil fertility diminishes. Without the use of chemical applications, the plants we consume are vulnerable to pests and disease. Obesity inhibits advances in health. Multi-billion dollar agricultural subsidies prop up an inferior economic system of monoculture. The system relies on imported energy, which contributes to global warming. Alternatively, sustainable, local food production, which is growing as a share of total food production, addresses each of these problems. It also leads to many positive outcomes, including local employment and healthier food. Most importantly, however, sustainable agriculture, such as local, organic farming, leads to greater knowledge of the crucial connection between food production and consumption and thereby addresses what Wendell Berry calls "the great destructiveness of the industrial age...a division, a sort of divorce, in our economy."

◆ **G H 302 DEVELOP ANDES P. Bidegaray**
Making a Difference: Development and Sustainability in Ecuador: This course will combine classroom sessions with field experiences in the mountains of Ecuador. During that time, students will learn about the role of social and economic development at the global level. Class discussions will consider different approaches and development strategies implemented internationally with particular reference to sustainability. Later these discussions will be followed by a trip to Ecuador for a period of two weeks working in close interaction with families and communities located in the rural areas of that country. During those exchanges, students will get an opportunity to experience the real social and economic challenges and consider the options to problems faced by local settlers. The course is open to students from different disciplines wanting to learn from experiencing real life circumstances. In the process, students will test theoretical concepts and approaches, and enrich their practical thinking. Additionally, this experience will expose participants to what is left of the culture of the original settlers of the Americas. Consequently, they will visit archaeological sites, and attend cultural events that will help them celebrate diversity.

◆Add'l Costs Required for Trip and special registration procedures for the course.

29252 G H 302 Sec. 75 POWER & CONTROL P McGinty 11-12:15 TTH MG 320
Power and Control in Human Societies: Borrowing insights from across the social sciences, this course investigates the conceptual linkages, contradictions, and controversies among (and between) classical, modern, and contemporary social scientific theories and writings on the nature, form, and organization of power and forms of control in human societies. Students are encouraged to thoroughly investigate: the assumptions on which theories of power are based; the logical ends of each line of thought; and the implications for each line of thinking on social scientific conceptions of human interaction and relationships.

/26328 G H 333 Sec. 01 INDEP STUDY R. Hardy ARRANGED
Intensive study and writing on interdisciplinary topics to be approved by the Honors College director and faculty supervisors. Students must have upper-division status. See the Honors Director for more details. **/Permission of Honors College required.**

/26329 G H 444 Sec. 01 IND SR RESEARCH R. Hardy ARRANGED
Intensive research and preparation of an interdisciplinary senior honors thesis or project report. Topics to be approved by the Honors College director and faculty supervisor. See the Honors Director for more details. (Note: students working on senior theses should use course numbers available in their major departments. GH 444 can be used if no departmental course number exists.) **/Permission of Honors College required.**

&27280 COMM 241H Sec. 25 INTRO PUB SPKG C. Ridle 9-9:50 MWF MH 012
Introduction to Public Speaking: Students in this honors class will receive the same amount of speaking experience and practical instruction as in other sections but will engage in a more intensive development of those speeches. Each student will give three major speeches. The first will be an informative visual presentation, the second will be an argumentative presentation, and the third major speech will be a persuasive presentation. Students will also deliver some minor, upgraded speeches.

The course has two objectives. The first is to have the students master the practicalities of public speaking. They will learn and put into play the canonical principles of invention, organization, style, memory and delivery, and will do so in both informative and persuasive situations. The second objective is to introduce students to the richness of rhetorical theory. The section will be conducted in such a way as to promote both goals simultaneously.

Speeches will be critiqued by the instructor and the class according to the principles outlined in the texts and discussed in class. With the exception of the days devoted to giving speech assignments, class will be conducted as a seminar and workshop. Students will be expected to have read the material assigned and be prepared to raise issues about the readings. Discussion will follow the students' reactions.

&Counts as GH course for satisfying graduation requirements for Honors Scholar status.

&27342 ECON 351H Sec. 01 GLOBAL POVERTY J. Lin 12:30-1:45 TTH ST 217
Global Economic Poverty Issues: This course on global economic poverty utilizes economic principles to define, examine and analyze the scope and breadth of underlying poverty-related policy issues in developing and developed countries. Students in this course will learn to not only define and evaluate international measures of economic poverty but also gain greater appreciation for the underlying causes of global poverty and the intricate interconnections between different cultures and countries across the globe. The tools learned in this class and subsequent discussions will help our students better navigate and understand the often-unfamiliar world around them. This course provides writing opportunities with revision possibilities to better develop students' critical thinking skills. **&Counts as GH course for satisfying graduation requirements for Honors Scholar status.**

&28172 MATH 102H Sec. 03 CRVT PRSP MATH D. LaFountain 9:00-9:50 MWF MG211b
Creative Perspectives in Mathematics: The purpose of this course is to introduce students to the breadth and utility of mathematics beyond the traditional algebra, trigonometry, pre-calculus, and calculus sequence in high school/early college mathematics. All topics/modules will present new and interesting conceptual frameworks and/or technological tools that students have not seen in their previous mathematical education. Moreover, all topics will yield applications outside of mathematics to social choice and game theory, business and economics, or the natural and physical sciences. Furthermore, the collection of topics has been judiciously chosen so as to expose students to the three main sub-branches of mathematics, namely pure math, applied math and statistics. Finally, the method of instruction will diverge from the typical combination of lecture and book problems found in mathematics classes, but will rather be inquiry-based instruction, where students themselves will "discover" mathematics through the guidance of the instructor. Specifically, emphasis will be placed on beginning with broad questions that are easily posed and understood, and through experimentation either with pen-and-paper or with the aid of computational tools, the refinement of these questions to more specific lines of inquiry that will yield to clear solutions, yet possibly with interesting questions left open and unanswered. Along the way instructors will lecture as needed to provide students with the requisite mathematical tools. Emphasis will be placed on oral and written presentation of sound logical arguments supporting the conclusions eventually reached by the students within a module.