

Centennial Honors College

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Laurels and Hardy



There is often a misconception among the nation's honor communities that athletics and academics are incompatible. The long-held stereotype is that those who excel on athletic fields generally do poorly in the classroom, while the most successful students are those who eschew athletic competition. It is time to dispel this notion, at least with respect to the Centennial Honors College.

First, many students who enter the Centennial Honors College were active participants in high school athletics. We have a long list of our honor students who participated and excelled in scholastic softball, swimming, track, golf, cross-country, football, wrestling, basketball, volleyball, tennis, soccer,

and cheerleading. Indeed, many lettered in multiple sports over several years, and some served as captains of their respective teams and accumulated many noteworthy athletic accolades.

Second, the Centennial Honors College currently has 49 students who are actively engaged in intercollegiate athletics. And some of those scholar-athletes are campus leaders and among the very best students in the Honors College, including Shawn Fitzpatrick (women's swimming and diving), Jenna Verity (women's track and field) and Jeffery and Jordan Liles (men's track and field).

Moreover, it is not uncommon to find aggregate grade-point averages for some athlete teams (typically, volleyball, soccer and cross-country) to exceed that of the general student population. Furthermore, many of Western's athletic teams

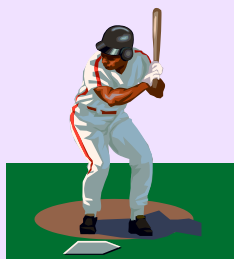
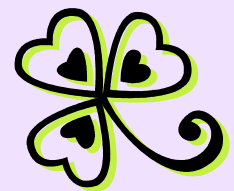
donate considerable time and effort to community projects and worthy causes, such as Habitat for Humanity and Big Brothers and Big Sisters.

Participation in intercollegiate athletics not only requires students to be physically fit, but to be mentally sharp. Self-discipline and personal sacrifice have always been the hallmark of success, whether in the classroom or on the athletic field.

In sum, the Centennial Honors College and Western's Athletic Department have a lot in common. All students who wear the purple and gold—whether presenting research at professional conferences, competing for prestigious academic awards, debating in moot court competition, shooting hoops, serving volleyballs, swinging bats or swimming competitive laps—deserve our utmost respect and support. All are ambassadors for our university. Go Leathernecks!

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GENERAL HONORS COURSES – Fall 2012

G H 101 S. Rahman

Pakistani Literature: This course will provide you with an overview of Pakistani literature written in Pakistan and in the diasporas of the U.K. and the U.S. We will study texts that address the experiences of Partition, Civil War, and contemporary violence in Pakistan from a number of different perspectives. We will also grapple with issues of nationalism, feminism and migration.

G H 101 T. Helwig

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.

G H 101 M. Sinex

King Arthur: “King Arthur in Our Time” has been designed for students seeking ENG 180 or 280 credit. This class will introduce you to some of the notable retellings and interpretations of Arthurian material drawn from literary works and the visual arts of the nineteenth and twentieth centuries. Recognizing the importance of Malory’s *Morte Darthur* as an inspiration for nineteenth-century poets, we will read selections from it as we encounter the poetic treatments of Morris and Tennyson. The course will also provide you with opportunities to use film treatments and contemporary fiction in your written work since many students first encounter Arthurian themes and characters in films and in computer games. We will read works illustrating several genres (e.g. poetry, novel) and study book illustrations (Doré) and paintings of the Pre-Raphaelites. The works selected will illustrate the Arthurian Revival of the nineteenth century.

G H 104 T. Alton

Ethical Problems in Modern Biology: This course will identify basic ethical problems that have arisen with attempts by scientists to overcome human difficulties and look at the basic biology involved and discuss the solutions. Among these are infertility; fetal research; genetic engineering of microbes, animals, plants, and humans; and environmental concerns such as endangered species, overpopulation, atmospheric pollution, water problems, and development versus preservation. Laboratory sessions will include a practical look at biological principles and discussion groups.

G H 299 J. McNabb

Witchcraft in Early Modern England: Since the early twentieth century, the topic of early modern witchcraft has proved an irresistible draw for both academic and non-academic audiences. The general facts are well known: in the period between 1500 and 1700, England and many of its continental neighbors experienced a marked rise in accusations of witchcraft, and such accusations resulted in the deaths of a number of individuals identified by neighbors and authorities as practitioners of malefic (harmful) magic. What is less well known to casual students of the subject is the range of factors that caused what some scholars have identified as the “witch craze.” Allegations of witchcraft during the early modern period were the product of a confluence of factors, ranging from social and economic tensions over resources in local communities, contestation and negotiation of gender ideals, and religious dissension during the Age of Reformation to new attempts to regulate behavior through law and the development of the early modern state. This course will provide students with an understanding of early modern witchcraft (using England as a case study) through the study of modern works by prominent scholars in the field and sixteenth-and seventeenth-century witchcraft treatises discussing the phenomenon through contemporary perspectives. I will create a “Virtual Village” that allows students to act as characters in an early modern village, and at the conclusion of the course, students will stage their own mock witchcraft trials, applying the knowledge they have gathered throughout the semester.

“Education is what remains after one has forgotten what one has learned in school.”
- Albert Einstein

Continued...

G H 299 J. Rabchuk

Seeing the Invisible: This course is designed to help students understand the nature of scientific reasoning and develop their skills in applying scientific reasoning to a number of practical problems. The common thread to the problems examined in this course will be determining the nature of the unseen connections between phenomena. The students will learn the role of theoretical models used to explain the casual relationships between physical phenomena. They will learn how to build these models, how to test them and how to evaluate them. They will use these skills to evaluate the validity of various conclusions that claim to be scientific. Students will also compare scientific reasoning to other types of knowing, and explore whether scientific reasoning is appropriate in other, non-scientific, contexts.

This course will use a variety of approaches to help students develop a well-rounded perspective of all the considerations that go into making scientific conclusions. There will be readings from the main text for the course: "Understanding Scientific Reasoning" by Giere, et al., supplemented by readings from the popular media and other sources. There will be one in-class experiment related to the detection and analysis of the properties of non-visible electromagnetic radiation. There will be an independent study project and in-class presentation for the final. There will be a final term paper in which students will draw on their experiences in doing the group project to bring together the ideas and concepts required to see the invisible.

G H 299 C. Struthers

Using Oral Histories in a Community Context: This course will introduce students to the method of oral history within the context of a community-based historical exhibition being held in Nauvoo, Illinois September - November 2012. Students will work with archived interviews conducted for the exhibition and other archived materials at WIU so that they can work as volunteers or docents during the exhibition period.

G H 299 K. Kelly

Knitting for Good: Knitting has enjoyed a huge comeback in the U.S. in the last decade, largely thanks to interest in DIY and environmentally sustainable consumption. In this class, you will not only learn to knit (or develop your skills as a knitter), but also come to see knitting as a fascinating window into the rest of the world. We will explore the craft's history, women's and men's work, the politics of arts vs. craft, scientific and mathematical inspirations for and uses of knitting, and the role of knitting in activism. Students in this course will learn:

- The basics of the art of knitting, as well as the tools to continue expanding their skills after the course concludes.
- Appreciation for the deep interconnectedness of the liberal arts. In particular, we will use knitting as a window through which we can connect ourselves to different disciplines such as history, psychology, sociology, geography, women's studies, economics, and mathematics.
- Essential skills for succeeding in life, including writing skills, analytical and creative skills, preparing for and participating in class discussions, and professional etiquette.

G H 301 J. Myers

Prelude to Privacy: A venerated tenet of human liberties is the distinction between public and private realms. This course will examine the controversial developments in technology, in journalism, in legislative enactments, and in governmental policy that challenge traditional expectations of privacy in the name of health and public safety, law enforcement efficiency and demands, consumer selections, property rights, family matters, and personal choices.

G H 302 D. Sandage

Native American Spirituality: This course provides an overview of the rich spirituality practiced by natives of North America. The spiritual intent of all Native American religions is to live in harmony with the universe; thus, this course will focus on myths, rituals, and symbols that help achieve balance with nature. This course will also present a sociological analysis of mainstream America's changing perceptions of Native Spirituality and how the American Indian traditions offer models of ecological gender-sensitive religion for many.

G H 302 J. Day

Game Theory: This interdisciplinary course will provide an introduction into the method of game theory and how to use it to answer important political and social questions. The method of game theory is becoming increasingly important to many disciplines: In political science, game theory is used to understand political phenomena such as voter turnout, bargaining, and coalition building. In law enforcement, game theory is used to study phenomena such as police patrolling, jury decision making, and prisoner interrogations. In sociology, game theory is used to study phenomena such as cooperation, conflict, collective action, and norms. This course will provide a solid foundation in the basic concepts of game theory while applying it to real life situations and scholarly questions.



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Student Honors Association (SHA) News

SHA Volunteer on Campus

The Students Honors Association (SHA) has planned to volunteer in the 2012 Relay for Life in order to help support cancer survivors as well as those living with the disease. The Relay for Life 2012, "Beating the Odds," will be held on Friday, April 13th. The event will be held at the Western Illinois University's Quad Cities Campus, where there will be 12 hours to celebrate with those who have survived, embrace those who are struggling with cancer and remember those who we have lost to the disease.

SHA has also planned to volunteer in Better World Books, a book drive that will be held around campus. For this purpose, the honors students plan to help by setting up boxes around campus for people to place their donations. The purpose of the book drive is more than recycling. Eight percent of the money made by selling these books will be donated to the National Center for Family Literacy. A book equals knowledge and, in this case, a book equals a donation to an organization interested in family literacy. SHA encourages all members of the community to help with both these events.



Undergraduate Research Day

This year's Undergraduate Research Day is April 18th, 2012. If you would like to participate please submit an abstract and submission form to honors@wiu.edu between March 19 and April 6. For more information on participation guidelines, submission instructions, presenter awards, etc. go to http://www.wiu.edu/centennial_honors_college/research_day/researchday.php.



“A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.” — Nelson Mandela