

## Fall 2024: University Honors Program UHON 351 Seminars

- One of the perks of being an Honors student is that you get to register early for classes.
- To take an Honors seminar, you must reserve a spot or join the waitlist during the **March 26 - 29 online reservation process**. Be on the lookout for details in the 411.
- **Early registration for all classes begins on Monday, April 1<sup>st</sup>**. Registration must be completed using Saluki-Net.
- Students must meet with their Honors mentor at least once prior to reserving or registering for an Honors seminar.
- To learn more about the seminars, meet the faculty teaching these seminars at the **Honors Faculty Roundtable, Monday, March 25<sup>th</sup> from 4-5:30 pm in the Honors Lounge**.

The Honors cluster theme this year is *Play and Civilization*. The courses in this cluster are **marked in red**.

### 351F- Fine Arts

001	Anthropology and Science Fiction: Culture, Humanity and Technology	TR 3:35-4:50	Morris 722	Sutton
002	Cinema and the Revolutionary Conscious	F 1:00-3:50	Morris 722	Kapur
003	Yoga and Sound Healing	M 11:00-1:30	Altgeld 0116	Johnson
004	Gamify Your Life: Artificial Intelligence for Fun and Profit	W:12-2:30	CVEX, 1229 Faner	Benedict
005	Games People Play (Act and Dance)	W 4:35-6:30	Morris 112, CTE*	Clark
007	Making Math Fun for Children	MW 3:00-4:15	Morris 112, CTE*	Bu & Miller

### 351L- Human Health

001	Yoga and Sound Healing	M 11:00-1:30	Altgeld 0116	Johnson
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### 351M-Multicultural

001	Yoga and Sound Healing	M 11:00-1:30	Altgeld 0116	Johnson
002	Cinema and the Revolutionary Conscious	F 1:00-3:50	Morris 722	Kapur
003	We shall overcome: The history, possibilities, & continued significance of the civil rights movement	TR 2:00-3:15	Morris 112, CTE*	Reed
004	Civil Rights in America: Voting Rights	TR 9:00-10:15	Morris 724	Bricker & Scott
005	Games People Play (Act and Dance)	W 4:35-6:30	Morris 112, CTE*	Clark
007	Anthropology and Science Fiction: Culture, Humanity and Technology	TR 3:35-4:50	Morris 722	Sutton

### 351O-Social Science

001	Anthropology and Science Fiction: Culture, Humanity and Technology	TR 3:35-4:50	Morris 722	Sutton
003	We shall overcome: The history, possibilities, & continued significance of the civil rights movement	TR 2:00-3:15	Morris 112, CTE*	Reed
004	Civil Rights in America: Voting Rights	TR 9:00-10:15	Morris 724	Bricker & Scott
005	Can you own your ideas and sell them, too?	W 9:00-11:30	Comm 1250	Han
006	Making Math Fun for Children	MW 3:00-4:15	Morris 112, CTE*	Bu & Miller
007	Why people who have a different opinion than your own are dumb, or maybe not?	TR 11:00-12:30	Morris 610A	Eichholz

### 351S2-Science 2

001	Why people who have a different opinion than your own are dumb, or maybe not?	TR 11:00-12:30	Morris 610A	Eichholz
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### **351U-Humanities**

001	Anthropology and Science Fiction: Culture, Humanity and Technology	TR 3:35-4:50	Morris 722	Sutton
002	Cinema and the Revolutionary Conscious	F 1:00-3:50	Morris 722	Kapur
003	Civil Rights in America: Voting Rights	TR 9:00-10:15	Morris 724	Bricker & Scott
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008	Can you own your ideas and sell them, too?	W 9:00-11:30	Comm 1250	Han
009	Yoga and Sound Healing	M 11:00-1:30	Altgeld 0116	Johnson

\* Morris 112 is located inside of CTE (Center for Teaching Excellence) room 110.

### **COURSE DESCRIPTIONS**

#### **Gamify Your Life: Artificial Intelligence for Fun and Profit – New!**

This course aims to explore the intersection of artificial intelligence and daily life, showcasing how AI can enhance both productivity and entertainment. It's designed to instill an optimistic view of AI's potential while fostering a critical understanding of the associated risks and societal implications. Students will engage with hands-on opportunities to learn about and use AI tools that can transform various aspects of their lives.

We will ask: How can AI be seamlessly integrated into personal and professional domains to augment human capability? In what ways can AI contribute to the gamification of mundane tasks, and what are the potential benefits and pitfalls? What ethical considerations arise from the widespread adoption of AI in our daily routines?

As AI becomes ubiquitous, it's crucial to empower individuals with the knowledge to harness its capabilities responsibly. Through entertaining and playful assignments, this course will equip students with the skills to critically analyze and creatively implement AI solutions, preparing them for a world where such technologies are increasingly becoming integral to many facets of life.

- **Pinckney Benedict, Professor in Creative Writing, College of Liberal Arts**  
(Fulfills: Fine Arts or Humanities)

#### **Civil Rights in America: Voting Rights (Student Generated Class) – New!**

The history of voting rights is essential to our understanding of democracy as an ideal and reality that is struggled for and maintained. It is not a given and cannot be taken for granted. In this student-generated course, proposed by Zeneya Scott, we will ask: First: why is voting, and more generally political participation, important? Second, we will investigate the path of voting rights as U.S. democracy has advanced over time. The United States is the oldest democracy, but has the United States always actually been a democracy? What are the real effects on democratic participation and political outcomes that we see from restrictive voter laws?

- **Benjamin Bricker, Associate Professor, Political Science, College of Liberal Arts**  
- **Zeneya Scott, Honors student**  
(Fulfills: Multicultural, Social Science or Humanities)

## **Making Math Fun for Children: Design Literacies, STEM Education and Community Engagement**

Creativity matters. So does community engagement. In this seminar, students will learn about a basic concept in design thinking, i.e., Problem-Based Learning (PBL) and how it may be used in freeing the creativity of children and making the teaching of Science, Technology, Engineering, and Mathematics (STEM) fun for middle and elementary school children. In this theory-practice seminar, students will study the history, development, and curricula related to Problem-Based Learning (PBL) and try out what they have learned with children. We will design toys and exercises to make these subjects fun and meaningful. In the process, students will discover the joys of both learning and teaching. This seminar brings together some of the best Saluki traditions, i.e., the legacy of Buckminster Fuller's contributions to design thinking and SIUC commitment to enriching the local community.

- **Lingguo Bu, Professor of Mathematics Education, School of Education;**
- **Grant Miller, Professor of Education, College of Education**  
(Fulfills: Fine Arts, Social Science or Humanities)

## **Games People Play (Act and Dance) – New!**

In our society, power is gained by manipulation of mind and spirit. These manipulations take form in role play, which is found in childhood games and playacting. In this seminar, we will explore the portrayal and use of childhood games in works of theatre, film, and dance. The course will include an invitation to a live performance of William Inge's THE RAINY AFTERNOON, a short play about three children enacting the daily rituals of their parents. It ends with a darkly dramatic conclusion. There will also be viewing of classic films such as Renoir's RULES OF THE GAME and Herbert Ross' THE LAST OF SHEILA, Genet's THE MAIDS and the dance work JEUX, created by Vaslav Nijinsky. Students will be encouraged to build team presentation about a work that explores the manipulation of the mind by recalling children's games.

- **Darryl Clark, Professor, School of Theatre; College of Arts and Media**  
(Fulfills: Fine Arts, Multicultural or Humanities)

## **Why people who have a different opinion than your own are dumb, or maybe not?**

Many perceive the current level of discord in politics and throughout our society to be unnecessarily high. A primary contributor to this disagreement is likely our ability to silo ourselves by communicating with only like-thinking individuals, both in person and virtual socializing. This partitioning often leads us to vilify people with differing opinions than our own. What most people don't recognize is that thoughts and opinions are a chemical response to an external stimulus, creating a reflexive reaction based almost exclusively on our past experiences and memories. To be better at accepting people with differing opinions than our own and form consensus among and within groups, we first must understand the basics of how opinions are formed, then understand how past experiences can lead to very different, but valid opinions. In this seminar, students will learn that an opinion is at first a response to an external stimulus over which we have very little control. Additionally, our response to that stimulus (our opinion) can change with additional experience and memories i.e., rational or emotional reasoning. Acquiring a better understanding of how and why these special interests and opinions form can help us work better and achieve consensus within and among group members.

- **Mike Eichholz, Professor of Zoology, College of Biological Sciences**  
(Fulfills: Social Science or Science 2)

## **Can you own your ideas and sell them, too?**

An apple hits your head, and a great idea pops up -- is this idea your (intellectual) property? Can you, or should you, turn your idea into money? Can others, individuals or big corporations, take it from you? Can they claim that it's not really your idea, or your property? What is intellectual property anyway?

"How to think about intellectual property" is a class that discusses these questions. Today, intellectual property is in everything everywhere all at once, from books you read to snacks you eat. This class explores how it happened and what it means to us. Its focus is on "how to think about" -- how to make sense of intellectual property, both as our life experience and as a historical and social phenomenon. The readings will cover different critical approaches to conceptualize the issue, including the historical transformation of intellectual property, the dubious role of copyright in knowledge production, conflicting notions of authorship, and intellectual property as a market mechanism for cultural commodification. There will be no confusing legalese, but common-sense interrogation of a ubiquitous market system that offers the tantalizing idea that we can get rich, selling the products of our minds.

- **Dong Han, Associate Professor, Journalism, College of Arts and Media**  
(Fulfills: Social Science or Humanities)

## **Yoga and Sound Healing**

This course provides introductions to both yoga and to the healing science of sound. While learning basic alignment principles and core poses and practices of yoga, students will experience first-hand yoga's health benefits and the healing effects of sound/vibration on brain and body. How can yoga and sound practices help foster clearer thinking, emotional equilibrium, a sense of peace and well-being, balance, flow, and ease in navigating your life? How can yoga and sound practices facilitate greater awareness, compassion, empathy, presence, and deeper interpersonal communication? How can practices of yoga and sound create safe spaces that nurture internal processes and a sense of feeling at home in your body while fostering a sense of community and belonging? This course challenges the student not only to think across disciplinary divides, but also to integrate the creative with the scholarly, the embodied practices of yoga and sound with the scientific principles, evidence-based research and time-honored wisdom behind them.

- **Maria Johnson, Associate Professor, School of Music, College of Arts and Media**  
(Fulfills: Fine Arts, Human Health, Multicultural, or Humanities)

## **Cinema and the Revolutionary Conscious – New!**

Cinema, from its inception, at the end of the 19<sup>th</sup> and beginning of the 20<sup>th</sup> century was seen as a participant, an expression of and, in some cases, the instigator of the radical changes we associate with capitalist modernity. From long shots to closeups and from parallel editing to montage, cinema mixed time and space in new ways that mirrored the dramatic changes that marked the 20<sup>th</sup> century, including rapid technological growth, urbanization, wars, and revolutions. Cinema continued to be considered a disrupter and harbinger of revolutionary consciousness through the important revolutionary movements of the 20<sup>th</sup> century – socialist, feminist, civil rights, queer, and anti-colonial struggles to name a few. In this course, we will look at cinema as an art form, that is born in a revolutionary moment and continues to be changed by successive movements. We will talk about cinema as art and technology and not “film” – thus photography, film, video, television, and AR & VR will be part of this cinematic history of 20<sup>th</sup> century leading into our own time.

- **Jyotsna Kapur, Professor of Cinema and Media Studies & Director, University Honors Program;**  
(Fulfills: Fine Arts, Multicultural, or Humanities)

## **We Shall Overcome: The History, Possibilities & Continued Significance of the Civil Rights Movement**

Power concedes nothing without a demand. It never did and it never will – Frederick Douglass. This is an introductory course on the U.S. Civil Rights Movement. It is intended to give students a broad understanding of the history of the Civil Rights Movement and how it has been theorized and analyzed. We will learn about key figures, texts, and popular cultural forms that arose with the movement. We will ask: Under what societal conditions did the Civil Rights Movement emerge? What empowered people to sustain this struggle against great oppression? In what ways did the movement transform the understanding of the self and society?

- **JP Reed, Professor, School of Africana and Multicultural Studies**  
(Fulfills: Multicultural, Social Science or Humanities)

## **Anthropology and Science Fiction: Culture, Humanity and Technology – New!**

Our current understandings of what it means to be human and our relationship to technology, nature and the environment are in a period of flux. Artificial Intelligence, the Climate Crisis and changing understanding of animal and even plant cognition have all raised new questions about the boundaries between life and non-life, sentience and lack of sentience, and the ways that dynamic systems interact in meaningful and purposive ways. The course will draw on anthropological understandings of gender, language, human nature, time and social organization to explore specific themes in current fiction including our relationship to technology, genetic modification and genetic engineering and the future of food. How do science fiction and anthropology both call on the imagination to critique the present and possible futures?

While the previous iteration of this course had a major unit (1 month) on Genetic Modification, this version will substitute a section on Climate Fiction and Anthropological work on Climate Crisis as the focal section of the course.

- **David Sutton, Professor of Biological Science; College of Anthropology, Sociology and Political Science**  
(Fulfills: Fine Arts, Multicultural, Social Science or Humanities)