

GHA Class Choices 2016

Here They Are! Classes Offered at GHA 2016

July 2016 is an exciting time for students lucky enough to be attending the Governor's Honors Academy at Fairmont State University. There is a wide variety of titillating classes in both the Intensive and Broad-based categories, and you will enroll in one of each.

Intensive classes go more deeply into areas in which you already have a knowledge base. Broad-based courses are shorter in length and do not require previous experience with the subject matter. The broad-based courses should not be in the field of your major (intensive) class. For example, if you take an intensive math class, your broad-based course may not be in the math field. Actually, it is a good idea to take a course in the Arts and Humanities from the broad-based offerings if your intensive class falls into the Math/Science/Technology category.

Directions for choosing classes will accompany the electronic form that will be posted soon. May 31 is the magic date for enrolling. The form will go live at 4 p.m., and you are to enroll immediately. Timing is important since classes are filled on a first-come, first-served basis. Talk with your friends and decide among yourselves who'll take which class. That way, your circle of friends can benefit from *several* classes.

Titles of the Intensive classes are red; broad-based titles are blue.

INTENSIVE COURSES

Math/Science/Technology

The Language of Logic



In this course, we will be tapping into uncharted territory of our brain through programming. Programming is one of the most valuable skills an emerging adult can have in our society. Even more valuable than this skill are the thought processes and perspectives gained. By being able to view obstacles in life with unique eyes, you will gain necessary tools to contribute to "The Life in Common". While learning how to use the programming language, MatLab, we will be examining real life scenarios from angles that allow you to have a better understanding of the problem, resulting in individualized solutions. **Cody Hood**

Cody Hood is currently a graduate student at West Virginia University. He is currently working to obtain his PhD. He received his Bachelors of Science in Math in 2013, also at WVU. This is Cody's third year teaching at the Governor's Honors Academy and wasn't going to let anything come between him and being able to experience such an extraordinary adventure a third time. As a student, Cody worked in the math learning center, taught business calculus, calculus one and math workshop at WVU.

Information Security: Learning to Encrypt and Decrypt Messages

Starting from the time of Julius Caesar, the art of passing messages using secret codes has been applied and has only evolved since then. The invention of the computer has made this process of exchanging messages [safely] very different. In this course, we will discuss those processes and the math behind them. We will also do some basic coding using Python, an open source programming language – recommended as one of the best programming tools by Google! We will learn how to encode and decode messages without an "evil attacker" being able to break the code easily.



As we all live this "life in common," information security and privacy play important roles in our society. The main goal of this course is to raise awareness among students regarding the reliability of our current methods of information security. If you like computers and math, this course is perfect for you. **Anup Poudel**

Anup Poudel recently completed his M.S in Mathematics from Loyola University Chicago and will be starting on his PhD in Mathematics at the University of Iowa this fall. He has worked for the GHA in the past as an intern. He truly enjoyed being part of Governors Honors Academy in the past and cannot wait to come back as a faculty this year.

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Exploring Engineering Design: How “Left--Brainers” Use the Right

Learn how everyday products are designed and manufactured. In this course you will learn how to connect your analytical left--side brain with your creative right--side brain through the design process. In this course you will experience a collection of interesting and fun exercises and projects to learn how today engineer solves design problems. **Hugh Costello**

***Hugh Costello** currently serves as the Chair of the Department of Technology at Fairmont State University. He is an engineer by profession and has his own engineering firm. . He has a M.S. Engineering Management from the University Of Tennessee, a M.S. Mechanical Engineering, from Massachusetts Institute of Technology, and a B.S. Mechanical Engineering from West Virginia University.*

Math and the Common Life: Game Theory and Calculus

Is math easy for you? Do you enjoy difficult problems and math contests? If so, this class is for you. We will look at how math impacts the Common Life. We will study game theory. We will look at game theory in casino games and examine the impact casinos have on public welfare. Game theory applies to other areas, too. We will look closely at voting systems and the mathematics behind the 2016 election. Would we have the same results in a different system? We will attempt to answer this by examining the mathematics of choice in political science.

Finally, we will study calculus. This isn't the calculus you may have studied before. We will learn why all of it is true. Rather than focusing on endless problem sets, we will learn the theory behind all of the work in a normal calculus class. We'll focus on how calculus is used in business and political decision making. We will address the question, what does calculus have to do with the common life and the public good? **Doug Squire**



***Doug Squire**, a Charleston native and a Nitro High graduate, attended GHA in 1998 at WVU. He has taught at GHA since 2011. Having earned both the B.A. and M.S. in mathematics from WVU, Doug has been on the mathematics faculty at WVU since 2006. In 2010, he won the Eberly College of Arts and Sciences Outstanding Teaching Award, and in 2011, he won the WVU Foundation Award for Outstanding Teaching. He was debate team captain at WVU and has coached debate both at WVU and Pace Academy in Atlanta, GA. He is coauthor of the textbook Applications of Calculus. He likes to play racquetball and ski and is a huge WVU fan.*



There's an App for That! An App-driven Approach to Learning Computer Programming

If you're like most students, you use "apps" on a daily basis. New apps are popping up so rapidly that the Apple Company trademarked the tagline "There's an app for that" to market its App Store. Have you ever thought about creating your own app? App is simply short for application, or software program application. In this class, you will be introduced to fundamental programming logic concepts using complete, working, real-world apps programmed in the Visual Basic (VB) language. By the end of the course, you will apply the programming concepts learned to create your own app.

***Dr. Rebecca Giorcelli**, Associate Professor of Information Systems Management, serves as the Assessment Director for the School of Business at Fairmont State University and teaches undergraduate and graduate classes. She earned her B.S., M.S. and Ph.D. in Industrial Engineering from West Virginia University. She received the 2010 Fairmont State University Outstanding Faculty Achievement Award, the 2011 Harold and Roselyn Straight Teaching Award, the 2012 Fairmont State Foundation Fellowship Award, and the 2013 Regional Service and Engagement/Economic Development Award. This is her third year teaching with GHA.*

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The Arts and Humanities

How Modern is Modernism?

F. Scott Fitzgerald spoke on the beauty of literature when he said, “You discover that your longing are universal longings, that you’re not lonely or isolated from anyone. You belong.” In this course, we will unpack those words as we compare



F. Scott Fitzgerald’s “The Great Gatsby,” a work of Modernism, with Suzanne Collins’s “The Hunger Games” Trilogy, a work of contemporary literature. Throughout the course, we will discover that literature often changes context, but its themes remain the same. We will discover that themes connect human beings on a level that transcends categorization into specific literary genres based on dates, and bonds the collective unconscious of societies past and present. **Maria Miller**

Maria Miller graduated with a BA in English and MA in secondary education from West Virginia University in May of 2014. She is currently employed in Hancock County at Weir High School as an eleventh grade English and Advanced Placement biology educator. She has previously worked as a resident assistant at GHA in the past, and she looks forward to working as a faculty member at GHA a second time this July.

Courts and Democracy

We all lead different “lives in common” as members of our towns, our schools, our families, and other groups. But the one that we all share together is our life in common as residents of the United States. And in that life, we believe in democracy—that everyone should have a voice in collective decisions. The Constitution sets up three branches of the federal government, the first two of which—Congress and the Presidency—are elected by citizens, ensuring that the people have a voice in those branches’ decisions.

The third branch, the federal court system, is not democratic at all. Federal judges are never elected, and once appointed they remain in office for life. But federal courts make important “political”

decisions all the time, deciding which acts of the federal and state governments violate the Constitution and must be overturned. This class will examine the seemingly strange place that courts occupy in American democracy, and will ask whether and how the court system can be reconciled with our belief that everyone should have a voice in government decisions. We will examine several moments in American history in which the courts—particularly the United States Supreme Court—have become involved in contentious political debates ranging from slavery to abortion to the power of the federal government to regulate the economy. Students will finish the class with a better understanding of our how system of constitutional government works, and maybe how it could be made to work better. **James Dillon**



James Dillon is an Associate in Law at Columbia University Law School and a Ph.D. candidate in Jurisprudence and Social Policy at the University of California, Berkeley. Originally from Madison, West Virginia, James obtained an undergraduate degree in English at West Virginia University in 1999, a law degree at New York University in 2003, and a Master of Arts in Philosophy at NYU in 2005. At GHA, he will be teaching “Courts and Democracy” and “Law in Society,” both of which will introduce students to the operation of the legal system and contemporary issues in jurisprudence. James is an alumnus of the 1994 Governor’s Honors Academy, and is thrilled to be returning as a first-time faculty member.

Androids and Gynaecoids, CAN both be NEAT? Which are you?



The study of movement as it pertains to both “Cultural Anthropology” and “Social Anthropology” is important. The thinking process in the brain is connected to every cell in the body and a human energy is connecting us all at all times. Understanding this could open a better communication between people, which can demonstrate that each person has something special to offer to society. Contributions whether big or small have to be respected because the survival of humanity depends on the respect of working together to succeed. It is a necessity in life to also live connected to others in an extended social realm, in which our

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bodily actions take on expressive and communicative meanings, and the actions of others become meaningful to us. Bring some comfortable clothes and let's begin to understand the science of the most fascinating machine, the human body. We will do the BEST (Body, Energy, Time, and Space) to understand just how NEAT (non-exercise activity thermogenesis) we can be! We will investigate too many different styles and forms of music! LET'S GET STARTED!!!

Toneta Akers-Toler

Beginning her third season with GHA, **Toneta Akers-Toler** is the Founder and Managing Artistic Director of West Virginia's only professional touring dance company in the history of the state. Toneta's recent awards include the 2005 WV Governor's Arts Award for "Excellence in the Arts," and 2010 WV Governor's Award to the WV Dance Company for Excellence in "Arts and Education". Toneta graduated from the Conservatory of Performing Arts at Point Park College and continued intensive study in New York City and at the American Dance Festival held at Duke University. On tour with the West Virginia Dance Company she has taught extensively throughout West Virginia, 14 other states and in Brazil at the Federal University at Espirito Santo.



Creative Writing: Short Forms

For better or worse, modes of communication are increasingly abbreviated and structured, and the world the students are growing up in is one that values short form expression; a 140 character tweet provides limitations, but also necessitates creativity and a new way of communicating experience through text. Short poetry and flash/micro fiction, then, may be a natural outlet for creative expression now more than ever. Focusing on these short forms means that every word, space, and piece of punctuation counts; there is no room for the inessential in our rendering of life through text. **Nathan Meyers**.

Nathan Meyers is an English Professor at Fairmont State. He received the Ph.D. in English Literature from Ball State University, the M.A. in English (Creative Writing) from Ball State University, and the B.A. in English from Anderson University. His dissertation, "Yeats: Fashioning Credibility, Canonicity, and Ethnic Identity through Transnational Appropriation", was awarded Ball State University's Distinguished Dissertation Award 2012-2013. This is his first year teaching with the Governors Honors Academy.

The Book of Faces: Theatre and Social Media

OMG, did you see that thing on Facebook?! Ever wonder if that thing you saw on Facebook is true? Learn to think critically and see the potential in the things we see everyday on social media. We will explore impulse from an artist's point of view and use our discoveries to help us create theatre that is an authentic voice in today's world. **Susan Cato-Chapman**



Susan Cato-Chapman is an Assistant Professor of Theatre at Fairmont State University. She holds an MFA from Florida Atlantic University and a BA from The University of North Carolina at Asheville. Prior to accepting her position at Fairmont State, Susan taught at Florida Atlantic University and Barry University in the South Florida area, where she also worked regionally as an actor and sound designer. She is a Certified Teacher of the Michael Chekhov Technique through the Great Lakes Michael Chekhov Consortium where she also serves as Assistant Teacher and Board Member.

Susan is thrilled to have just completed her first year towards her certification in the Alexander Technique. She is a proud member of Actor's Equity

How to Write About Music

Music critics not only tell us what music is good or bad, they also help us understand our own culture. They ask questions such as: What issues matter today? What kinds of stories need to be told? Who are we as a people and what do we value? How might that be different from those who came before us? This class is a guided introduction to writing about popular music. Students will listen to and learn about a wide variety of music, read and discuss famous examples of music criticism from publications such as Rolling Stone, Pitchfork, and Downbeat, and then write their own. We will explore such issues as how to approach writing about culture ethically, whom we should value in the music-making process, and how music reflects our current time and place. **Brian Wright**.



Brian Wright is a Music Professor at Fairmont State University. He is currently working on his Ph.D., Musicology, Case Western Reserve University which he is expected to complete in 2017) and has completed his M.A. in Music from the University of Nevada, Reno and a B.A. in Music History from UCLA. He has presented several papers, most focusing on Bass. We welcome Mr. Wright to the Governors Honors Academy for his first year.

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How much are YOU willing to give?

Have an opinion? Thank the Bill of Rights. Want to have a well-thought-out opinion deepened by a knowledgeable discussion and challenged by other bright students who think the opposite? Take this class. We will tackle virtually every hot button issue of our time and the presidential election and debate them with the Bill of Rights and the 14th Amendment as our base. The right to bear arms, the death penalty, freedom of religion, birthright citizenship and campaign spending will be just a few of the myriad of discussions we'll have.



Be warned, even though respect for others and their opinions is a requirement, the class might be loud on occasion and possibly even approaching raucous because students are encouraged to bring the full force of their convictions to class. It is not for the mild mannered. The class won't tell you what to think. Its goal is to get you thinking and talking, appreciating the opportunity to hear what your intellectual peers think. We will attempt to bridge gaps, look for common understandings and build on our lives in common. After all, we all are protected by the same rights, and in many ways it is those rights that define what it means to be an American. **Dan Hollis**

This will be Dan Hollis' 15th year with GHA. He is a professor in the W. Page Pitt School of Journalism and Mass Communications at Marshall University. Hollis is the 2012 Carnegie Foundation for the Advancement of Teaching and Council for Advancement and Support of Education West Virginia Professor of the Year and the 2011 recipient of Marshall University's Marshall and Shirley Reynolds Outstanding Teacher Award. He has been with the School of Journalism and Mass Communications since 1999 and primarily teaches JMC 101: Media Literacy and JMC 402: Mass Communications Law. Professor Dan also regularly produces award-winning video projects on a full range of topics including the roller derby, road bowling and glass making. His videos can be found on www.youtube.com/danhollisvideo.

The Examined Life: Philosophy, Virtue, and Happiness

Have you ever wondered what constitutes a happy life? About what constitutes a virtuous life? About whether it is possible to combine happiness and virtue? About what roles other people have in our efforts to find happiness and virtue? Humans have been exploring these fundamental questions since the beginning of literature and philosophy. In this course, we will explore what some of the greatest thinkers from the world of Greco-Roman antiquity have written about the nature of a happy, virtuous life (both individual and social) and reach our own conclusions about how one can create and sustain such a life in 21st century America. **Matt Hokom**



Matt Hokom is a professor at Fairmont State University, where he teaches a variety of courses from freshman composition to world literature. His primary professional intellectual interests are in 19th and 20th century American Literature, particularly the work of Willa Cather, and in the literature and culture of Greco-Roman antiquity. As a dilettante, he also studies world religions and the ancient Greek language when time permits. This is his third year teaching at GHA.

A Glorious Struggle

The odds are pretty good that you've never taken an economics course; and, if you're like most people, the odds are also pretty good that the very *idea* of an economics course is enough to send you farther down the hall and into another classroom. **But you're not most people.** In fact, if you're the kind of student who chooses to attend GHA, the odds are even greater that you're the kind of person who thinks critically and creatively. What's more is that students like you are often daring in your approaches to thought, leaving the small, boxed-in environment of your average classroom behind in your quest to achieve something unique, bold, and new. In **A Glorious Struggle**, the aim will also be to think *globally*.



This course will examine the history, vision, achievements, and failures of countries all across the world in their quests to develop alongside their neighbors, enemies, and friends in a rapidly changing international environment. We will think critically, creatively, boldly, and globally about a field that straddles the humanities and sciences with a mix of

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philosophy, economics, politics, and cultural studies. In short, we will engage in a glorious struggle to make our world better.

Flynn Pollard, a native of Fayette County and a graduate of Oak Hill High School, says that the experiences he gained at GHA changed his focus and helped mold him into the appreciative scholar that he is today. Flynn graduated cum laude from Bethany College and is scheduled to be awarded the Masters of Public Administration, Sustainable Development, from Middlebury Institute of International Studies, Monterey, California, in December.

When Other People are Not Human: The History and Psychology of Genocide



Our world regularly presents us with examples of individual cruelty and violence, ranging in scope from bullying to mass shootings, but sometimes entire countries or societies act with calculated brutality, exterminating whole sections of their population. The most famous example of this is the Holocaust, but history is littered with acts of genocide. How and why do such things happen? Are they unavoidable, inherently part of the human experience? What is the responsibility of the individual in such communal actions? Explore these questions and discover more about human behavior at both its best and its worst. **James Matthews**

James Matthews is Professor of English and Director of the Writing Center at Fairmont State University. He has been teaching writing for twenty-five years, thirteen of which have been in West Virginia. His short stories and essays have appeared in several national and regional publications

Power Plays: Dramatic Depictions of Crowds and Power

How much consideration does a collective majority (economic, political, racial, religious, and social) owe to individuals and individual minorities? How much deference do individuals and individual minorities (economic, political, racial, religious, and social) owe to a collective majority? Should the majority always rule? Does the majority always act in its own self-interest? Does the majority always act in the interest of society as a whole? What are the individual and collective costs of conformity and dissent?



How should, can, and do we balance the rights and interests of individuals and individual minorities with the rights and interests of a larger society? How do individuals and individual minorities, maintain, influence, and/or change popular opinion and/or social and political power structures? What role(s) do ignorance, knowledge, and belief play in creating, maintaining, influencing, and/or changing popular opinion and/or social and political power structures?

Pull back the curtain to consider these questions – and more – as we read, watch, and discuss a variety of plays (in a variety of styles), including major works by authors such as Henrik Ibsen, Arthur Miller, and Suzan Lori-Parks, all with an eye toward the often complicated relationships between individuals, minorities, and majorities and the larger societies in which each they exist. Along the way, we'll meet the authors who wrote them, examine the issues and events that helped inspire them, and consider their enduring social relevance on the eve of the 2016 presidential election. **John Shirley.**

John Shirley taught in public and private high school and college classrooms for the past fifteen years. After attending GHA as a student in 1995, he earned a B.A. in English from Bridgewater College and both an M.Litt. (with a concentration in teaching) and an M.F.A. (with a concentration in directing) in Shakespeare and Renaissance Literature in Performance from Mary Baldwin College. John has a particular interest in looking at themes of damnation and redemption in literature and drama and has developed something of an obsession with Macbeth. He is also a published poet and produced playwright, an occasional photographer, and a paranormal junkie. In addition to more than ten years inside the classroom, he has been an RA, intern, and program assistant and has served multiple terms as GHA's faculty representative on the WV Governor's Schools Advisory Council.

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BROAD-BASED COURSES

Math/Science/Technology

Incompleteness and Inconsistencies: Paradoxes That Govern Our Lives

Starting from Zeno's Paradox, to Kurt Gödel's Incompleteness Theorems (a remarkable theorem), we will discuss various paradoxes and theories that have had a great impact in the field of mathematics; in fact, they have influenced fields seemingly outside of mathematics. Some of these theories help us discuss answers to some famous questions such as, "are computers ever going to be smarter than humans?" We will learn to develop a logically consistent argument and prove theories based on hypotheses that take the form of axioms. We will also discuss how inductive reasoning helps form the base for deductive reasoning—an idea that may seem very counter-intuitive. The purpose of this course is also to connect the dots between "common" logic, philosophy, and mathematics because this relationship is sometimes overlooked. As we are approaching the Presidential election, recognizing contradictory arguments could prove to be very important. Recognizing inconsistencies in any argument is an important skill which will help students avoid living, as Socrates calls it, "an unexamined life." **Anup Poudel**

Mathematical Logic and Policy Decisions

In the 2016 election there have been and there will continue to be many discussions of a wide variety of issues. Everyone involved has and continues to explain why she or he thinks her or his view is best for all of our common lives. Are these discussions productive? Is what they're saying convincing?

In this class, we will take a different look at such issues. We'll start by studying formal mathematical logic, looking at a new way to look at arguments. We'll examine how people form arguments and how best to explain our own positions. After that, we will run several National Issues Forums. We will use our new way of thinking to have informed, productive discussions of several political hot topics of today. **Doug Squire**

Smart Homes, Smart Cars, and Computer Interfaces for Reading Minds: A Look at Emerging Technologies That Are Changing the World

Do you ever wonder what the future holds? IBM provides predictions for you with 5 in 5 – five technology innovations that will change the way we learn, work, live and play within the next five years. Recent predictions explore the idea that everything will "learn". Imagine if your house could learn to maintain itself, or your car could learn to drive itself, or your classroom could get to know you to determine the best way to teach you. This course explores this new era of technology, where machines learn, reason, and engage with us in a more natural and personalized way. The effects of these technologies on society will also be examined. **Rebecca Giorcelli**

"Why do I have to study Math?" An Introduction to Technology and Mathematical Preparedness

Today's student has been born into a world of technological advances and devices. Many are unprepared to perform at a college level and have no idea of the many programs and career opportunities available to them. Do better on your ACT! Reduce the difficulty of transitioning to the expectations and demands of College programs. This class will make you aware of the many opportunities in Technology, help you overcome mathematical and algebra stumbling blocks, and give you helpful tips on how to succeed in college.

When Will I Ever Use This?

Death and taxes, the only two things guaranteed in life. Many people think that for one of these things we are never truly prepared, but in fact we can learn and understand how taxes work before we are forced to encounter them. School is filled with math topics that seem to have minimal use outside of the classroom. This course is designed to introduce us to numerous ways math can be applied to our lives and others. From investing in the stock market, to getting a job, to

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buying a house, we will explore and understand how these processes work. Knowledge and preparedness are so important to living a fulfilling life. By educating others and ourselves about what we all will inevitably encounter, we can not only better and improve our own lives, but the lives of those around us as well. **Cody Hood**

On the Origins of Altruism

Altruism, or a selfless concern for the well-being of other individuals, is often associated only with human beings, sentient creatures who have an idea of “the self.” However, altruism has been observed on a chemical and genetic level throughout the history of scientific development. In this course, we will work hands-on via social media simulation, tactile activities, and collaborative endeavors to figure out whether evolution works with altruism through general biology and genetics towards an end goal. **Maria Miller**



Arts/Humanities—Broad Based

Earth in the New Millenium

We live in an increasingly interconnected world. What you do as an American – where you live, where you work, what you buy, who you vote for – will inevitably have an effect on the lives of other people across the planet. In short, we live in an era of globalized issues. We live in a society that has become connected to the world, and yet still attempts to live in isolation. As a result, many are woefully unaware of how our lives connect to those in the world around us.

This course, **Earth in the New Millennium**, will work to bridge that gap, through examining the current state of the world politically, socially, economically, and even physically, in an attempt to broaden our concepts of citizenship. We will work to create two “Top 10” lists that cover both the major challenges, and signs of hope, for international development, sustainability, and peace. Through our examination of current events in international politics, we will discover what it means to be an American in a globalized world, and challenge our own perspectives, as we look toward tomorrow. **Flynn Pollard**

NEAT ENERGY THROUGH BEST: Discovering a pathway to your optimum potential

The study of the body is an academic endeavor and a deeply intricate study of science. This class will experiment with understanding the connections of the interceptive, exteroceptive and proprioceptive systems of the human body that is directly comparable to the systems of a computer. We will learn about our incredible bodies as we move through physical lessons, which will offer the BEST (Body, Energy, Time, Space) type of experience to discover a unique form of communication. The assignments using the body as a form of communication will lead us to be able to analyze and reflect on the work of the other students in the class. People do not easily enter others personal space (kinesphere). It has been shown from both "Cultural Anthropology" and "Social Anthropology" that from the beginning of humanity that it is important for people to connect to a "commonweal" by having a common physical expression or recognizing that there is physical expression. Bring something that you can easily move in and let's start using the foreign language of movement and music to understanding new things about yourself and others. We will also learn what being NEAT (non exercise activity thermogenesis) is all about! **Toneta Akers-Toler**

Should I Go to Law School?

Law permeates our popular culture, but the legal system operates very differently in reality than it typically does on TV. In this class, we'll look at how law and the legal system work, what law school is like, and what practicing lawyers do on a day-to-day basis. We'll discuss several types of law, including civil litigation, criminal justice, and constitutional law, and will talk about how the structure of the judicial system affects its decision making process. We'll also learn how

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legal education and the legal job market have changed in the past decade. And because West Virginia has been the source of many important legal decisions, we'll do some of this through the discussion of cases that arose right here. If you're thinking about law school or just what to know what TV gets wrong (and sometimes right!) about how the legal system works, this class is for you! **James Dillon**

45 Words (225 Years Strong)

45 words. We will spend 3 weeks talking about just 45 words. The First Amendment to the U.S. Constitution has a mere 45 words--45 words that form the basis of freedom of religion, speech, press, assembly and petition rights are envied around the world and are the core of our life in common. They also have the potential to divide us so perhaps an even more important facet of our life in common comes into play—an ability and desire to discuss, debate and figure things out together.

Do you have a right to burn the American flag in protest? Can you pray before your team's football game? Should the press be allowed to expose certain government policies? Former Supreme Court Justice William Brennan wrote this nation has a commitment to the idea that debate on public issues should "uninhibited, robust and wide-open." We'll take history's lesson. In the three weeks of the Academy, we'll wrestle with dozens of today's hottest issues. It'll be fun, challenging, and perhaps a bit loud and crazy, but it won't be enough time. Plus, this year marks the 225th birthday of the First Amendment, we'll celebrate like its 1791! **Dan Hollis**

Get Up, Stand Up: Popular Music and Ethics

Does streaming music hurt musicians? Is Taylor Swift a good role model? Was Elvis's musical style theft or tribute? Why is Eminem accepted by the hip hop community, but Iggy Azalea is not? This class asks these questions and more, exploring right and wrong through a broad discussion of popular music. Students will learn about, listen to, and discuss a wide variety of music (including rock, reggae, hip hop, pop, jazz, and more). In the end, they will produce a podcast discussing a specific ethical dilemma facing music today. **Brian Wright**

The Personal Essay and the Search for Meaning

The term "essay" is one that sometimes fills students with dread. However, in its origins, the essay was something very different from what students are now accustomed to in their classwork. The essay, which began with Montaigne in the Renaissance, was originally highly personal, informal, and attempted to link private introspection with larger questions of purpose and meaning. In this course, we will read some of the greatest examples of this genre, discuss what they have to teach us about how we understand ourselves and relate to others, and create our own personal essays, or attempts, to find and sustain such meaning in our lives. **Matthew Hokom**

Plays of Protest, Voices of Dissent

What is the purpose – and what are the costs – of giving voice to dissent?
 How much consideration (if any) does a collective majority (economic, political, racial, religious, and social) owe to individuals and individual minorities? How much deference (if any) do individuals and individual minorities (economic, political, racial, religious, and social) owe to a collective majority?
 Should the majority always rule? Does the majority always act in its own self-interest? Does the majority always act in the interest of society-at-large? What are the individual and collective costs of conformity and dissent?
 How do individuals and individual minorities (attempt to) create, maintain, influence, and/or change popular opinion and/or social and political power structures?
 Pull back the curtain to consider these questions – and more – as we examine a variety of plays (in a variety of styles) – including major works by authors such as Sophocles, Henrik Ibsen, and Eugene Ionesco – exploring the place and role of individual and group dissent/protest in modern culture
 Along the way, we'll meet the authors who wrote them, examine the issues and events that helped inspire them, and explore their enduring relationship to a variety of topics – such as crime, ecology, economics, education, individual liberty,

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minority populations, national security, and religion – at the forefront of public discourse on the eve on the 2016 U. S. presidential election. **John Shirley**

The Conspiracy Theory

People tend to accept the reality they are presented with, and those who do not are often labelled conspiracy theorists. History is written by the victors, and we often avoid interrogating the official story, even when its proof may be questionable or misleading. Even when we disobey, we generally do so within the threshold of acceptable disobedience. An interrogation of what we think we know concerning official, accepted versions of reality reveals the profound effect they have on how we conceive of the world around us and generate moral understanding. We seek, therefore, not just to uncover the truth in any given situation, but also grapple with our own ability to do so. **Nathan Meyers**

Orange is the New Activism

Experience the power of play and the fun of improvisation in an energetic environment. We will discover the fundamentals of improvisation and storytelling and use these skills to help you think quickly on your feet and be more creative. This spirited course is perfect for anyone who wants to improve their communication and teamwork skills. **Susan Cato-Chapman**

Understanding the Art of the Motion Picture

Our world is surrounded by moving images, videos and films. Although we recognize that some of these are “better” than others, only a few people ask questions. What makes a movie effective? How is it constructed? What can be done with films? In what ways do they affect us? What is “real” or “truth” in a video? We will watch several films together and discuss these issues, with careful attention to details of scripting, shooting, and editing. **James Matthews**