GCL 124  **Sustainable Earth**  credit: 3 hours.

Provides an introduction to sustainability that explores how today's human societies can endure in the face of global change, ecosystem degradation, and limited resources. Emphasizes the fundamentals of the physical sciences and the scientific method while also exploring the special impact of sustainability challenges on minority cultures in the U.S.

This course is intended for first and second year students.

This course satisfies the General Education Criteria for a:
Nat Sci & Tech - Phys Sciences

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<th>CRN</th>
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<td>TR</td>
<td>60 - Lincoln Avenue Residence Hall</td>
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</table>

Grand Challenge-Sustainability, and Nat Sci & Tech - Phys Sciences course.
Restricted to University Residence Halls students.
Restricted to students with Freshman or Sophomore class standing.
Sustainability is a story about people. As we examine the scientific foundations driving the cycles of climate, water, energy, and material through the Earth System, we will also be exploring the interaction of these physical systems with societies and peoples, by researching diverse understandings of the concepts involved, exploring local sites, and presenting group case-studies.

GCL 126  **Sustainability and Social Science**  credit: 3 hours.

Grand Challenge Learning course in the Sustainability, Energy & the Environment pathway. Introduction to the fundamentals of social science with an emphasis on environmental sustainability and experiential learning through projects, design-based thinking, community-engaged scholarship, or field trips. Topics vary by section.

This course is intended for first and second year students.

This course satisfies the General Education Criteria for a:
Social & Beh Sci - Soc Sci

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Urban Sustainability
Restricted to University Residence Halls students.
Restricted to students with Freshman or Sophomore class standing.
Topic: Urban Sustainability. Students will investigate how we can create healthy, safe, fair, and equitable communities without compromising the earth's limited natural resources. The course explores the concept of sustainability by addressing the tensions that exist between our built environment (our regions, cities, and homes) and the natural systems that support all life on earth. Students will learn ways to resolve global, regional, and local environmental issues by better understanding how the choices we make - where and how we choose to live - impact urban sustainability. Specific topics include responses to climate destabilization, green infrastructure and urban systems, sustainable governance, green construction and urban design, water conservation, and energy
production and consumption. Class activities will include visits to green buildings and projects around town. Students will develop a sustainability assessment of their hometown neighborhood.

GCL 143 Mapping Inequalities  credit: 3 hours.
Grand Challenge Learning course in Inequality & Cultural Understanding. Immerses students in the history of Inequality in the United States through mapping the geographic, historical, and/or social movement of minority cultures using quantitative and social science methods. Topics vary by section, but each section emphasizes experiential learning through community-engaged scholarship, field-trips, or computer programming projects. No previous computer programming experience is required. No previous computer programming experience is required.
This course is intended for first and second year students.
This course satisfies the General Education Criteria for a:
Quantitative Reasoning II
Social & Beh Sci - Soc Sci
Cultural Studies - US Minority

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Restricted to University Residence Halls students.
This Grand Challenge Experience course addresses the history of racial, cultural, religious, and gender-based inequalities in Illinois. Students will become proficient in Inform 7, a programming language used for the authoring of narrative-based simulations. They will make substantive contributions to “The Illinois Map”, an open-ended, virtual learning environment that uses empathy and immersion to explore the racial history of Illinois.

GCL 146 Fundamental Causes of Disease: The HIV/AIDS Pandemic  credit: 3 hours.
Examination of the HIV/AIDS pandemic globally and locally. Introduces students to the fundamentals of the socio-demographic tradition, including risk behaviors and contexts and data skills associated with epidemiology. Upon completing the course, students will be better informed about the HIV/AIDS pandemic, familiar with core social science theories, and able to develop and assess public health measures and models in addition to enhanced core academic skills (critical reading skills, note taking, data analysis, and writing). Prerequisite: This course is intended for first and second year students.
This course satisfies the General Education Criteria for a:
Social & Beh Sci - Soc Sci

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Restricted to University Residence Halls students.
Restricted to students with Freshman or Sophomore class standing.

GCL 148 Historical Perspectives on Social Justice  credit: 3 hours.
Grand Challenge Learning course in the Inequality & Cultural Understanding pathway. Focuses on the historical dimensions of Inequality & Cultural Understanding from an interdisciplinary perspective and emphasizes experiential learning through projects, community-engaged scholarship, video conferences with experts and other collaborative classroom activities. Topics vary by section.
This course is intended for first and second year students.

This course satisfies the General Education Criteria for a: Humanities – Hist & Phil

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Cultures of Disability
Grand Challenge-Inequality, and Humanities - Hist & Phil course.
Restricted to students with Freshman or Sophomore class standing.
The overarching themes of this course are the concepts of access and opportunity for adults with disabilities in American society (e.g., families, education, employment, recreation, politics). Specifically, we will emphasize issues for adults with disabilities within American society. Beginning with the institutionalization of individuals with significant disabilities in the 1900s, to the rush to provide services to returning WW II injured veterans, to the passage of laws guaranteeing access to education and employment in the 1970s, to the current models of providing access to housing, employment and leisure through self-advocacy and personal empowerment, students will learn about the evolution of education, housing, employment and recreation for adults with disabilities. We will include adults with all disabilities, including intellectual, physical, and mental health. The course will utilize pertinent readings, media, and guest speakers. An important component of the class will be the community-based experience. Students will have the opportunity to interview and interact with adults with disabilities in the local community.

GCL 186  Health and Society  credit: 3 hours.

Grand Challenge Learning course in Health & Wellness. Engages the social dimensions of Health & Wellness from an interdisciplinary perspective and emphasizes experiential learning through projects, design-based thinking, community-engaged scholarship or field-trips. Topics vary by section.

This course is intended for first and second year students.

This course satisfies the General Education Criteria for a: Social & Beh Sci - Soc Sci

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Death & Dying
Restricted to University Residence Halls students.
Restricted to students with Freshman or Sophomore class standing.
This course is designed to add to your knowledge and understanding about death, dying and grieving through readings, lectures, guest speakers, field trips and interactive exercises. At the end of the semester, you will have a higher comfort level being with those who are terminal and those grieving a loss.

GCL 188  Health and Wellness in Literature  credit: 3 hours.

Grand Challenge Learning course in the Health & Wellness pathway. Exploration of creative, literary responses to the issue of Health & Wellness from an interdisciplinary perspective with an emphasis on experiential learning. Topics vary by section.

This course is intended for first and second year students.

This course satisfies the General Education Criteria for a: Humanities – Lit & Arts
Madness & Mental Health
Grand Challenge-Health/Well, and Humanities - Lit & Arts course.
Restricted to students with Freshman or Sophomore class standing.
Too often we're afraid to talk seriously about mental health because we assume no one else will understand, no one else will care, or worse, everyone else will know that we have a problem. But the truth is that everyone experiences mental health challenges at some point and the more we hesitate to discuss them, the more we fail ourselves and our communities. This class explores English-language literature about mental illness and its relation to human society. Approaching mental health through literary studies allows us to understand how human experiences like emotional and physical trauma, loss, and mental illness shape our interaction with society. Literature is an ideal vehicle for such nexus thinking because it dramatizes social systems, casting mental health concerns into rich and complex imaginative worlds that give us insight into our own. In addition to reading novels, poetry, and plays about mental health, students will journal, creatively interpret a text of their choice, and visit with certified mental health professionals, social workers, and community activists to learn how the challenges we read about operate in people's daily lives.

GCL 195  Fictions of Equality  credit: 3 hours.
Grand Challenge Learning course in the Inequality & Cultural Understanding pathway. Introduces students to how fiction on the topic of Inequality shapes social and cultural understanding of the topic. Topics vary by section but each emphasizes experiential learning through, for example, projects, community engaged scholarship, field trips, archival work, or experimental writing.
This course is intended for first and second year students.
This course satisfies the General Education Criteria for a:
Humanities – Lit & Arts
Cultural Studies - Western

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<td>40 - Allen Residence Hall</td>
<td>Johnson, L</td>
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Crime, Punishment, & Doc Film
Restricted to students with Freshman or Sophomore class standing.
Camp Honors/Chanc Schol, Grand Challenge-Inequality, Humanities - Lit & Arts, and Cultural Studies - Western course.
Topic: Crime, Punishment, & Documentary Film. We will explore social, political, racial, cultural, and other "fictions of equality" revealed by documentary films about different infamous crimes. We will examine issues of character, genre, structure, and the philosophical and ethical issues raised within and by these films. Additionally, we will consider new ideas about restorative justice, and think about them in contrast to retributive forms of punishment. Students will learn and use different methods of film analysis and become familiar with discussions about crime, punishment, and justice in the U.S. and beyond. Films include Bowling for Columbine (Moore, 2002), Four Little Girls (Lee, 1997), and Into the Abyss (Herzog, 2011), among others. GCL 195 is also a course in experiential learning. You will create an ePortfolio that may take a variety of forms: your own short documentary video, evaluative reviews of films seen in class, creative writing inspired by the films seen in class, interviews with filmmakers or film scholars, and/or journal entries based on research into crime and punishment in this community. Readings and discussions are in English. For more information, contact Laurie Johnson (iruthjoh@illinois.edu).
Restricted to Honors LLC students.

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Crime, Punishment, & Doc Film
Restricted to students with Freshman or Sophomore class standing.
Grand Challenge-Inequality, Humanities - Lit & Arts, and Cultural Studies - Western course.
Topic: Crime, Punishment, & Documentary Film. We will explore social, political, racial, cultural, and other "fictions of equality" revealed by documentary films about different infamous crimes. We will examine issues of character, genre, structure, and the philosophical and ethical issues raised within and by these films. Additionally, we will consider new ideas about restorative justice, and think about them in contrast to retributive forms of punishment. Students will learn and use different methods of film analysis and become familiar with discussions about crime, punishment, and justice in the U.S. and beyond. Films include Bowling for Columbine (Moore, 2002), Four Little Girls (Lee, 1997), and Into the Abyss (Herzog, 2011), among others. GCL 195 is also a course in experiential learning. You will create an ePortfolio that may take a variety of forms: your own short documentary video, evaluative reviews of films seen in class, creative writing inspired by the films seen in class, interviews with filmmakers or film scholars, and/or
journal entries based on research into crime and punishment in this community. Readings and discussions are in English. For more information, contact Laurie Johnson (lruthjoh@illinois.edu).
Restricted to Unit One students.

**GCL 199  Undergraduate Open Seminar**  credit: 3 hours.
Topics course that varies each semester and by section. The topics offered each semester will be listed in the Class Schedule. May be repeated as topics vary.

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Intro to Public Humanities
Restricted to students with Freshman or Sophomore class standing.
To participate successfully in public life requires self-awareness and an understanding of the social world. Through engagement with works in the arts and humanities, and by carrying out our own investigations of the contemporary world, we will work together to attune our senses, widen our horizons, and sharpen our thinking to better understand ourselves and the predicaments and possibilities of public life.

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Intro to Public Humanities
Restricted to students with Freshman or Sophomore class standing.
To participate successfully in public life requires self-awareness and an understanding of the social world. Through engagement with works in the arts and humanities, and by carrying out our own investigations of the contemporary world, we will work together to attune our senses, widen our horizons, and sharpen our thinking to better understand ourselves and the predicaments and possibilities of public life.