Grand Challenge Learning

Office of the Provost
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Phone: 217-333-6677
/undergrad-education.illinois.edu/initiatives/grand-challenge-learning-pilot/index.html

GCL 125  Health and Wellness in Life Sciences  credit: 3 hours.
Grand Challenge Learning course in the Health & Wellness pathway. Introduces students to the fundamentals of life sciences with an emphasis on health & wellness 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:
Nat Sci & Tech - Life Sciences

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<td>65051</td>
<td>Lecture-Discussion</td>
<td>E</td>
<td>03:30 PM - 05:50 PM</td>
<td>TR</td>
<td>1024 - Lincoln Hall</td>
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Sci/Bus of Cancer Therapy
Grand Challenge-Health/Well, and Nat Sci & Tech - Life Sciences course.
Restricted to students with Freshman or Sophomore class standing.
The Science and Business of Cancer Therapies. Understanding and treating cancer is clearly a Grand Challenge, and fits appropriately within the Health and Wellness pathway. The objective of the course is to gain a basic understanding of various aspects of cancer, especially the latest generation of therapies known as immunotherapies. In addition to the science associated with these developments, the course will be truly interdisciplinary in that it will cover other topics that are intertwined with the science: 1) the importance of business in driving improvements in cancer therapies, 2) the role of the government in sponsoring efforts around cancer (e.g. President Obama’s National Cancer Moonshot Initiative), and 3) the role of the government in regulating cancer therapies.

GCL 144  Stereotypes, Prejudice & Discrimination  credit: 3 hours.
Grand Challenge Learning course in Inequality & Cultural Understanding provides an interdisciplinary introduction to questions related to societal inequality. Each section emphasizes experiential learning through, for example, field trips or hands-on, community-based research projects.
This course is intended for first and second year students.
This course satisfies the General Education Criteria for a:
Social & Beh Sci - Beh Sci
Cultural Studies - US Minority

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Restricted to students with Freshman or Sophomore class standing.
Exploration of the issues and methods necessary to understand and conduct research into stereotyping, prejudice, and discrimination. To achieve this goal, the course will be broken up into three sections. In the first section, students will be introduced to the basic methods of how behavioral scientists develop research questions, conduct studies, reach conclusions about their findings, and ultimately generalize their findings to understand human behavior. In the second section, students will read about and discuss research examining stereotyping, prejudice, and discrimination, and how these factors contribute to inequality. In the
GCL 145  Social Justice and the Arts  credit: 3 hours.
Interdisciplinary Grand Challenge Learning course in the Inequality & Cultural Understanding pathway. Provides an introduction to the social dimensions of art and its use in social justice movements. Each section emphasizes experiential learning through projects, design-based thinking, community-engaged scholarship, or field trips.
This course is intended for first and second year students.
This course satisfies the General Education Criteria for a:
Cultural Studies - US Minority
Humanities – Lit & Arts

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<td>106 - David Kinley Hall</td>
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Black Music & Social Justice
Humanities - Lit & Arts, and Cultural Studies - US Minority course.
Restricted to students with Freshman or Sophomore class standing.
This course explores how African American musicians have used music to accomplish political tasks, including raising awareness, creating a sense of community, and directly lobbying for political and social change. Moving chronologically from music in Abolition to the Black Lives Matter campaign, we will critically examine the successes and failures of these movements and the ways in which they deployed music. An important part of the course will be engaging with a contemporary movement for social justice, either as a scholar-observer or as a participant.

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 students with Freshman or Sophomore class standing.
Nearly forty million people now live with HIV, with approximately two million new infections occur each year (UNAIDS, 2017). Who is at risk? Why? This seminar examines social, economic, and political factors (fundamental causes) shaping the risk of contracting HIV and developing AIDS, globally and locally. Focusing on risk contexts, in addition to risk behaviors, we investigate how HIV/AIDS generates striking differences in its impact across genders, geographies, sexual orientations, racial and ethnic groups. Participants complete an external engagement experience linked to an international, national or local HIV/AIDS organization of their choice.

GCL 147  Social Justice in the Social Sciences  credit: 3 hours.
Interdisciplinary Grand Challenge Learning course in the Inequality and Cultural Understanding Pathway. Exploration of causes and solutions to inequality from a variety of viewpoints, such as sociology, economics, political science, and journalism. Includes experiential learning projects. 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
Cultural Studies - US Minority

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**Policing, Culture & Inequality**
Restricted to students with Freshman or Sophomore class standing.
IASIS: Policing, Culture & Inequality. Students in this course will study the ways police are represented in American culture, and explore how these representations reflect social reality. As an experiential course we will work with materials gathered from our cultural environment, including film, television, internet, observation, and interviews. Students will use the materials they gather to create curated multi-media collections designed to showcase the ways in which American police reflect the inequalities of the social order they uphold.

**GCL 187  Morality, Methods, and Medicine: Formal and Philosophical Approaches to Health in Society**  credit: 3 hours.
Interdisciplinary, experiential Grand Challenge Learning course in Health & Wellness. Exploration of the ways methodological and moral principles interact to inform policy choices related to health and society; consideration of topics of ethical and public policy concern (e.g., abortion, animal experimentation, drug and trials, organ donation, vaccination, and provision of healthcare), with an emphasis on relevant formal, quantitative tools (e.g., probability, statistics, decision theory, modal logic, and graphical causal modeling).
This course is intended for first and second year students.
This course satisfies the General Education Criteria for a:
Quantitative Reasoning II
Humanities – Hist & Phil

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Grand Challenge-Health/Well, Humanities - Hist & Phil, and Quantitative Reasoning II course.
Restricted to students with Freshman or Sophomore class standing.
Explore the ways that methodological and moral principles interact to inform policy choices related to health and society. We will consider several topics of ethical and public policy concern, including abortion, experiments on animals, drug and medical device trials, organ donation, vaccination, and the provision of healthcare. We will be developing and critically reflecting on formal, quantitative tools relevant to investigating each topic we consider. Includes a group experiential project involving drafting health policies.