

You've waited to see just which of the exciting courses you'll request at the Governor's Honors Academy in 2021. Although registration for class has not been established at this time, you can now read through the descriptions to see which of the classes you "simply must take." In May, you will receive notification from Marshall University telling you how to register electronically.

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. You should take a course in the Arts and Humanities from the broad-based offerings if your intensive class falls into the Math/Science/Technology category.

The web-based class selection forms are managed through an online survey. The GHA staff will use the data you send to record your preferences and sort you into classes based upon the best available fit. Please follow these steps:

1. Read the course descriptions carefully to decide which ones most interest you.
2. Jot down five (5) of your preferences for the Intensive courses and have them available when you are ready to register. Do the same for broad-based courses.

Intensive Classes

Humanities and the Fine Arts

Agents of Change: Music and Power from Beethoven to Beyonce

Instructor: Kelly St. Pierre

Classical music has long been held as a moralistic pursuit; the works of Beethoven, and Mozart are not just "good," they're "good for you." But who says? Why can't Beyoncé be just as good for the soul as Mozart? Students in this class will explore the tastemaking processes that led to formation (and veneration) of the classical music composers with special attention to the ways power dynamics—especially tensions between majority and minority groups—continue to shape how music is discussed today. In the end, students will harness their critical thinking skills towards becoming their own agents of change. What issues are important to you? Whose voices might be underrepresented and how are they marginalized?

Courts and Democracy

Instructor: James Steiner-Dillon

We all have different identities 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. 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 whether acts of the federal and state

governments violate the Constitution and must be invalidated. This class will examine the seemingly strange place that courts occupy in American democracy and will ask whether and how judicial review of political acts can be reconciled with our belief that everyone should have a voice in government decisions. We will look at the structure and history of the federal court system and will examine several moments in American history in which the courts — particularly the United States Supreme Court — have become involved in contentious political debates including race relations, the role of religion in the public sphere, and the definition of marriage. Every week, we will participate in that process by holding mock arguments of actual Supreme Court cases. 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.

Dynamic Diary 2021: Discovering your BEST (Body, Energy, Space, Time)

Instructor: Toneta Akers-Toler

We will examine the body machine through interoceptors, exteroceptors and the proprioceptive system as we explore a series of physical movement exercises. Through these exercises you will experience how science, technology, engineering, arts and math are related to body science. These will lead to possibilities of physical, mental and emotional health sustainment. We will use improvisational exercises to be able to communicate through movement and write our reflections of those experiences to develop a “Dynamic Diary”. Absolutely no prior movement or dance knowledge is necessary. Show up for class in some comfortable clothes that will let you move in all directions. We will move to many different styles of music as we also experience music as a sound language. This is mechanical engineering of the most incredible machine ever created! Get ready for a dynamic BEST adventure!

Faustus Reimagined

Instructor: John Shirley

What is knowledge? What is its purpose? How and why do we use – and misuse – it? What are its limits? What are its costs and liabilities? Are there things we can – but shouldn’t – know?

Pull back the curtain to consider these questions (and others) as we explore the legend of Doctor Johann Faustus – a brilliant but arrogant scholar who makes a deal with the devil in an insatiable (and ultimately fatal) quest for knowledge – and consider how we might use the legend as the inspiration/source for our own “modern Faust” stories based on its characters, plot elements, and major concept(s)/ theme(s).

Throughout the process, we’ll consider early mythological and religious depictions of “forbidden” knowledge that influenced the play; explore later adaptations of the play in theatre and musical theatre, film, and music (including Christopher Marlowe’s classic early modern tragedy Doctor Faustus); discuss the process of adapting/re-imagining pre-existing source material into new work; and brainstorm and develop ideas for our own “modern Faust” stories for the twenty-first century.

Mastering the Short Forms in Creative Writing

Instructor: Britton C. Lumpkin

In this course, we will study examples of lyric poetry, short-short fiction, and short creative nonfiction to draft and revise our own writing in these genres. We will discuss how these works operate on the level of craft and structure and learn from these works as writers. What we read will also serve as models of inspiration and templates for your own writing. While the primary work in the class will be generating material, a key component will involve workshopping drafts. During online workshops, students will provide feedback to each other's work and give suggestions for revision. By the end of the class, students will become familiar with the language of literary craft and will draft and revise work in the genres of short-short fiction, lyric poetry, and short creative nonfiction.

Not Waiting on the World: Art for Social Change

Instructor: Karen Gergely

This course aims to answer the question: What role does Art play in Social Change in 2021 and beyond? Artists are often the glue that holds communities together, they have an innate ability to make visible the invisible and to create real change! Artists are problem-solvers who promote diversity, equity, accessibility and inclusion! They expose injustice and inequities and can encourage healing within communities. We'll read, watch, and discuss perspectives on art as a tool for social transformation. Using this as a springboard, we'll create our own art for social change!

Screenwriting for Short Films

Instructor: Ian Nolte

Every film begins with an ink-and-paper story. How do writers craft stories for the screen? How do Hollywood writers develop narrative structure? What are the rules and formats of the screenplay genre? This class will offer hands-on experience in writing screenplays. You will work to write a short film screenplay and collaborate with your peers to workshop and revise your story.

Toward a More Perfect Union

Instructor: Dan Hollis

In this class we'll tackle virtually every hot button issue of our time and debate it with the Bill of Rights as a background. Those first 10 amendments to the Constitution, together with the 14th Amendment, ensure the right of every American to a fair trial, free speech, religious choice and due process among many other rights.

The Bill of Rights also fits naturally within our theme. Our society is ever evolving and dynamic because our freedoms allow us to express ourselves. The Bill of Rights themselves also might be dynamic, adapting and relevant even though they were written 231 years ago.

Is not wearing a facemask a kind of "free speech"? Can the government require you to get a vaccine before going back to school in the fall? How does "Big Tech" fit in with our freedoms? Is the death penalty cruel and unusual punishment? Those are just a few of the myriad of discussions we'll have.

Be warned, respect for others is a class requirement but a reasoned and free-spirited debate will also be encouraged.

The class won't tell you what to think. Its goal is merely to get you thinking, talking and appreciating the opportunity to hear what your intellectual peers think. Yes, we will disagree, but hopefully we will also see the value in agreement. The class is a natural for students interested in law, journalism, religion, history, political science or any number of other college majors.

Variations, Adaptations, and Stories that Change

Instructor: Daniel O'Malley

This course will explore what happens when stories get revised, retold or adapted for a new purpose. We'll look at a variety of examples – fairy tales retold in varying cultures; texts re-written by their own authors or revised by editors; texts in multiple translations; stories adapted for stage or film. We'll consider how these stories change from one version to another, and why. We'll question the notion of a text as a fixed (static) thing. And we'll exert some dynamic forces of our own through revision and the process of erasure. As an artform, erasure involves taking an existing work (a text or something visual) and erasing or otherwise obscuring portions of the original to make something new – in other words to change the story.

Wicked Stepmothers and Glass Slippers

Instructor: Adam Booth

Cinderella. You've heard of her, right? But do you know about her life *outside* of Disney? She doesn't always lose a glass slipper. The Prince doesn't always have a ball. Oh yeah, the story can be much more violent and . . . ahem, *mature* than you might know. This class will survey the fantastic variations of the Cinderella story in the Western world and beyond, from found slippers to lost gold rings to a hat of reeds and a cat-skin dress. We'll try to understand power struggles and female roles as the characters change through history. The class might also look at adaptations of the spoken story into more recent art forms, such as television and movies, searching for the present life of the story and seeking to answer why Cinderella has had such mass appeal for so many centuries.

Math, Sciences, and Technology

Advanced Topics in Math Competitions and Discrete Math

Instructor: Doug Squire

Is math easy for you? Do you want more of a challenge in your math classes? If so, this class is for you. We will examine many advanced mathematical topics in this class. We will focus our study on math that shows up in high school math competitions, including discrete math, combinatorics, sets, logic, and even some calculus – topics much more difficult than those in a standard high school math curriculum. We will also look closely at casino games and the math behind them.

Can we predict the future? Using the convergence of statistics, big data, and computing to make significant estimates of future occurrences

Instructor: Uyi Lawani

Are you interested in forecasting future events? In particular, would you be interested in acquiring the skill to help you forecast the result of sports and games, electoral

contests, the weather, or the likelihood of a stock performing? If you are, then this class is tailor made for you. After taking the class, you will have acquired the knowledge and skill to collate, clean, analyze, and understand archival data; you will then be able to make future projections based on any trends you observe from the data analysis.

Think Like A Design Engineer

Instructor: Hugh Costello

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 the engineer of today solves design problems.

Work Like You Have Something to Prove

Instructor: Cody Hood

Understanding and creating proofs 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 on life gained by thinking logically. No matter what your interests are, being able to have a mindset of a mathematician will allow you to approach all aspects of life more logically, allowing you to achieve whatever goals you may have. While learning about math that exists outside of Algebra and Calculus, we will be examining real life scenarios from perspectives that aren't necessarily visible at first glance. By having the ability to see issues from multiple perspectives you will have gained an invaluable advantage over anyone or anything that comes to hold you back from enacting change.

Broad-Based Classes

Humanities and the Fine Arts

45 Words

Instructor: Dan Hollis

The First Amendment comprises a mere 45 words, but those words protect our most basic freedoms: religion, speech, press, assembly and petition. They make us the envy of the world, but they are much debated here at home.

This class won't shy away from those debates. We'll embrace them, and it is likely to lead to some free-wheeling classes. Talk about dynamic; we'll be the definition of the word.

But our founders left us with a gift, and that gift is your right to voice an opinion. The right to not be silenced. They had great debates as they determined the path for this country. We'll have great debates as we plot our way forward—together.

Where can the government require you to wear a facemask? Can a governor close churches in a pandemic? What does the right to "peaceably assemble" include? Our debates will be ripped from today's headlines.

Be warned, respect for others is a class requirement but a reasoned and free-spirited debate will also be encouraged.

The class won't tell you what to think. Its goal is merely to get you thinking, talking and appreciating the opportunity to hear what your intellectual peers think. Yes, we will disagree, but hopefully we will also see the value in agreement. The class is a natural for students interested in law, journalism, religion, history, political science or any number of other college majors.

Haunted Hollers

Instructor: Adam Booth

It's night. It's dark. *Did you see that?* It's nothing. *Did you hear that?* It's. . . *history*. West Virginia has a rich collection of ghost stories tied to its past. What did miners believe about underground apparitions? Was a ghost testimony used to convict a West Virginia murderer? And how did a town haunted by crescent-shaped holes make a significant contribution to the Catholic church? This class will study West Virginia's culture and history through a survey of some of our more significant, well-known ghost stories.

How Do We Know What We Know?

Instructor: James Steiner-Dillon

Who was the first president of the United States? What is the speed of light in a vacuum? What time will the sun rise tomorrow? You probably know the answers to these questions, but how do you know that you know? And what does it mean to know, anyway?

This class will try to figure that out. Starting from the fundamentals of logic and reasoning and working our way through high-profile controversies about specific knowledge claims, we'll try to decipher what we really mean when we say that we "know" something, or that something is a "fact." We'll think about how our brains and senses work to form beliefs, and some of the ways that they can trick us. We'll also take a close look at the methods of modern science, thinking about whether and how science can deliver on its claims to produce reliable, objective knowledge of the natural world. Finally, we'll look at the way claims of knowledge are used (and misused!) in the real world to make social and political decisions that affect all of us.

Come join us! You know you want to.

Interacting with Digital Literature

Instructor: Ian Nolte

Interactive fiction is the blend of games and literature. How do digital tools allow narrative to evolve? How does narrative change with interactivity? How does a writer get started with coding interactive stories? We will learn about the genre of interactive fiction, and we will use a coding platform to develop our own interactive stories as experimental games.

Introduction to Film Studies

Instructor: Britton C. Lumpkin

This broad-based course will consider the key aspects of film form (mise en scène, cinematography, editing, and sound) and analyze their use in both short films and

feature-length films. Students will refine and sharpen their rhetorical and observational skills regarding film analysis through classroom discussion, viewing activities, and the development of their own digital texts that examine aspects of film form.

Noise, Popular Music, and Political Advocacy

Instructor: Kelly St. Pierre

This class focuses on political protest and Civil Rights advocacy during the Vietnam War. We'll explore moments like Jimi Hendrix' performance of the national anthem at Woodstock and the release of Aretha Franklin's "Respect" to learn how people have harnessed "noisy" sounds, visuals, and texts as political tools in history. In the end, students will produce a podcast that examines politically charged music from their own time and place. What is today's protest music? What do its sounds reveal about the expectations—sonically or socially—of contemporary listeners? And what does it claim needs to change?

Shakespeare and the Other

Instructor: John Shirley

Each of us possesses an almost incomprehensible range of demographic identities: age, sex, gender, race, ethnicity, citizenship, religious and political affiliation, sexual orientation, and socioeconomic status (just to name a few). In our increasingly heterogeneous society, these varied – and sometimes conflicting – identities place us into an overwhelming array of majorities and minorities (and hegemonies and otherdoms).

What does it mean to be an "other"? How much consideration, protection, and preservation, if any, does a majority owe to the voice(s) of the "others" outside of that majority? What role(s), if any, do demographic factors (such as age, race, income, nationality, religion, political affiliation, gender, sexual orientation, education) play in our willingness to accept/value (or reject/devalue) the feelings, ideas, and opinions of people who are different from us? What are the costs of "otherness" (both to the "other" and to the society from which he/she is excluded)? What, if anything, are the benefits?

Pull back the curtain to consider these questions (and others) through the lens of Shakespeare's text (including excerpts from *The Merchant of Venice*, *Othello*, and the sonnets), which, more than four hundred years after it was written and first performed, remains startlingly relevant to political and social issues in our lives today.

Along the way, we'll explore the concept of otherness in multiple contexts (i.e. gender, nationality, race, religion, sex, sexual orientation, socioeconomic class, et al); explore the social contexts that influenced Shakespeare's work, use that work as a springboard for discussion, and consider how Shakespeare's work (and literature and theatre as a whole) can raise our awareness; inspire us to be more empathetic, inclusive, and tolerant; and help us encourage others to do the same.

STEAM + Dynamics = BEST (Body, Energy, Space, Time)

Instructor: Toneta Akers-Toler

Communicate through creating a body language from a given idea and concept. Explore your mind, body and emotions as they work together in a dynamic awakening of every cell in your body. Critical response sessions will be dynamic as each individual

brings their perspective to all topics explored. Experience how science, technology, engineering, arts and math are analogically related and can enhance a deeper knowledge of similarities. Music language will be explored through the improvisational physical assignments. No prior movement or dance is needed. Wear some comfortable clothes to class. Let's enjoy new pathways toward health!

Writing the Short-Short Story

Instructor: Daniel O'Malley

This is a course for writers at any level. If you've never written a story, or if you've been writing for years, this course will provide a structure and a space in which you can push your skills. Our primary focus will be the short-short story (a text anywhere between, say, 20 and 2000 words). We'll look at examples of writing we admire and talk about how that writing works. We'll share writing of our own. And though the course specifies short-short stories, we'll quickly see that genre distinctions have a way of blurring when you get close to them, so we'll make space for fiction, nonfiction, poetry, graphic narratives, anything you can imagine.

ZINES: SAY IT WHILE YOU STILL MEAN IT

Instructor: Karen Gergely

Zines are equally extraordinary and ordinary in the way that they are easily made with very simple materials, and yet they are extremely personal one-of-a-kind publications. These self-published underground magazines tell stories and start revolutions! We'll talk about the history of zine culture and use this as a springboard to create our own zines to disseminate throughout our communities!

Math, Sciences, and Technology

Discrete Mathematics and Symbolic Logic

Instructor: Doug Squire

Did you know there is more to math than addition, multiplication, polynomials, and graphs? Discrete math, competition math, casino math, and symbolic logic typically aren't covered in high school; however, they are all important parts of mathematics. In this class, we will examine the fundamentals of discrete math and symbolic logic. We will learn complicated mathematics used in competitions and learn the math behind some popular casino games. We will take arguments, analyze them, and decide whether they are valid or not. We will look further at how to improve our own arguments made in speeches, papers, and casual conversation.

Getting a Great Start to College and Mathematical Preparedness

Instructor: Hugh Costello

Today's student has been born into a world of technological advances and devices. However, this technology will not overcome many of the difficulties that students encounter at a college level. While technology can help students, it doesn't cure the other issues that will challenge students. These issues will be addressed and reduce

the difficulty of transitioning to the expectations and demands of College programs. This class will help you overcome mathematical and algebra stumbling blocks and give you helpful tips on how to succeed in college.

How Fast Can You Fall? And Other Things You Can Learn About Yourself with Math

Instructor: Cody Hood

You probably have been told that math exists everywhere...but I'm sure you don't believe it. I'm here to prove you wrong! Mathematical modeling is the connection between what the textbooks teach you and the rest of the world. With models, you can calculate how fast you can fall when sky diving, how water moves, and even how diseases spread. In this class we will be introducing ourselves to some common and fascinating models that bring order to the chaos around us. We will learn how these models are made, why they make sense, and even learn something about ourselves.

Today vs. Tomorrow: The Inevitability of Change and the Role of Creative Destruction

Instructor: Uyi Lawani

Are you interested in a dialogue on the dichotomy between Today and Tomorrow? Would you be interested in getting more aware about the underlying reason for innovation and change? If you are, then this class is for you. After taking the class, you will become more familiar with Creative Destruction and know a lot more about Charles Schumpeter, who popularized the term in his study of, and work in, economics.