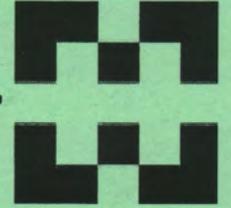




The Challenger



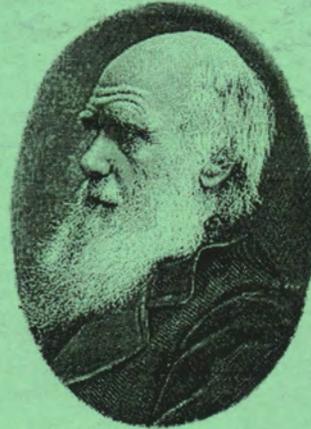
A Publication of the
William Rainey Harper College Honors Program

The Evolution of Darwinism

by Chris Garbarz

On February 12, 1809, a remarkable man was born who would drastically change the image of life as we know it today. He presented a revolutionary idea that life could have originated through naturalistic means, speck by speck through the years, and that life evolved through natural selection. His 1859 book *On the Origin of Species* explained everything from the origin of life to how humans came to be. Charles Darwin's theory of evolution seemed to have all the answers to life that the book of Genesis in the Bible was lacking. I had never read *On the Origin of Species* so I knew that I had to head to the nearest book store to get a copy . . . when

suddenly it hit me: why would I be interested in reading a science book that was published in the 19th century? Although Charles Darwin was an extraordinary man who posed a theory that is today considered a cornerstone in biology, his work must be outdated. I should be interested in what scientists are saying about evolution today. Thus, I began to research what scientists were saying about Darwin's theory, and I was shocked to see opposition. I had always believed that any educated person would not question the validity of Darwin's theory of evolution. Charles Darwin was a brilliant man who made a



Charles Darwin
(1809-1882)

colossal contribution to science. However, I knew that there had to be much evidence since Darwin's time that either strengthened or weakened his theory.

(Continued on page 3)

The Future of Genetics: Build-a-Baby

by Jessica Sandacz

For centuries, film makers have toyed with the idea of "genetic selection." However, being able to customize a supreme race of more attractive people with more genetic immunities to diseases is very close to no longer being categorized as science fiction. GATTACA once took us into the world of valids and invalids. The audience watched, shoveling down popcorn, as the human race became divided and hostilities emerged between the normal human births and those who

(Continued on page 4)

The Education Problem

by Kelsey Bartsch

How do Oxygen and Helium react when placed together in the same container? What do Newton's Laws of Gravity state? What is a red giant? Kids say the darndest things. When I asked these questions to an elementary school class, I expected blank stares and stammers. However, when I asked these questions to college students and adults, I was shocked to find gaping mouths and dull expressions. Some of these questions are less applicable than others, but I had somehow expected *someone* to know the answers. When I asked a question much more widely answered and discussed — how did the universe come to be? — some incredibly self-satisfied people responded, "The big bang."

When I asked them to further specify, they stared blankly once more. They knew nothing about the most widely scientifically acknowledged theory

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November
2006

Editor: Chris Garbarz

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Science

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When Will It Be Enough

by Demessa Jackson

When will it be enough? Has science gone too far? Science has come up with devices such as flat screen televisions, global positioning systems (GPS), personal digital assistants (PDA), cable and satellite television and cell phones, just to name a few. Technology has taken the place of brain power and the family unit. Before the 1990's we had to figure out math problems by actually putting pencil to paper. Nowadays, schools require calculators even in the lowest of grades. I'm sorry, but I don't recall owning a calculator in 3rd grade. Suffice it to say, that was more than thirty years ago, but has 12 x 2 changed? Do you really need a calculator for that? Would it really hurt to sit there for a second longer and think of the answer without running to the calculator first?



Technology has gone from being used as entertainment to being used as a distraction. Television, for instance, was at one time a family affair and not an all-day event. In this day and age, children come home from school, and instead of doing homework first, they head straight to the television. Some parents don't protest because at least it keeps the kids busy and away from them. So instead of parents sitting down with their children, talking about how their day went or seeing if their children may have a problem, they turn on the TV. What happened to the family unit? Television has now become the teacher. Most children "learn" more from television than they do from their own parents. Are the shows they watch educational — I think not. Televisions shows portray an abundance of violence, drug abuse, gang activity, sexual content, and the sort. Stud-

ies show that this type of content may lead to aggressive behavior, yet we still let the children sit there for 3, 4, and sometimes more hours a day. Some of you have no idea that your children may be watching smut...you would if perhaps you were in the same room with the child.

As if that isn't enough, when technology advances, so does the television. They now have flat screen, plasma televisions, surround sound, high density, and LOTS of channels to watch. Some of us grew up with only channels 2, 5, 7, 9, 11, 26, 32, 44, 50, and 66. There are now more than 300 channels to choose from. Why do we need so many channels? Can we not find other constructive ways to entertain ourselves? Can television, computer and video games be a factor as to why society as a whole is out of shape and overweight, or why science education in America has slipped considerably, as my honorable colleague Kelsey Bartsch reports on p. 1 and p. 5 of this issue of *The Challenger*?

What happened to families sitting together playing board games and eating together. Today families don't eat at the dining room table together. You may have one child on the computer, one watching television, and one playing video games. This is another example of the family unit becoming non existent.

And how did we ever get by without a personal digital assistant, affectionately known as the PDA? These devices first appeared on the market in 1992, and I will agree that these handheld devices have many uses: address book, clock, games, internet and e-mail capability, recorder, GPS, and the list go on and on. But again, we depend on these features to the extent that we cannot retain this knowledge within our own brain. There was a time that we were able to do that and still function efficiently (well, at least some of us).

We now have cars with keyless remote entry and electronic keys. What was the problem with sticking a key in the hole? It only takes a couple of seconds. If you needed another key you could just go to your local hardware store to have it replaced and it would only cost a few dollars. An electronic key costs between \$152 and

\$332. Some cars now have navigational systems that come with the package, or you can purchase it separately. Why can't we just look at a map? Would it really be too much trouble? Is all this equipment worth the extra expense? I guess it's easier to listen to someone else tell you when to turn right instead of mapping it out yourself. Speaking of cars, technology has now come up with a way for cars to park on their own. You heard me correctly. You can now press a few buttons, release the steering wheel, and the car will parallel park for you. Dare I ask, "What will they think of next?"

Technology has made us lazy and somewhat incapable of thinking on our own. What do we use our brain for today? Just about nothing: technology does the thinking for us. We pretty much just use our brain to help us hit the right button, or soak up unneeded information—what a waste. Don't get me wrong, technology can be useful, but maybe if technology wasn't so advanced, we would indulge in more physical activities, be smarter, more confident, spend more time with our family, and have an overall positive purpose for life. For some, this new technology has become somewhat of a god — a necessity. Technology has its place, but when you use technology to the extent that your brain, health, and the family unit become obsolete, it becomes a dangerous thing.





The Evolution of Darwinism

(Continued from page 1)

For instance, Stanley Miller proved that the origin of life can be explained through naturalistic means by creating an artificial atmosphere similar to the primitive earth and shooting electrical sparks through it, stimulating lightning to produce amino acids, which are known to be the building blocks of life. Ernst Haeckel's research on embryos showed that embryos of a fish, tortoise, hog, calf, rabbit, and human were indistinguishable in their early stages and thus supported Darwin's claim that there was universal common ancestry among species. The *archaeopteryx*, a famous fossil, was the missing link that showed a relationship between reptiles and modern birds and supported Darwin's tree of life. Charles Darwin's revolutionary theory was anything but radical. His remarkable theory had all the evidence needed to stamp it as a fact. The examples I've listed above remain some of the most famous models used as evidence for Darwinism; however, every one of them has a flaw.

Stanley Miller's 1953 experiment produced amino acids, the building blocks of life. The atmosphere that Miller used was of course a huge factor in the results of his experiment. Miller chose to use a hydrogen-rich mixture of ammonia, methane, and water vapor, which is what many scientists in the 1950's believed the atmosphere looked like. Scientists don't believe that today. By the late 20th century many scientists abandoned Miller's theory of the early atmosphere and claimed that he used the wrong gas mixture. In 1995, *Science* magazine said that experts dismiss Miller's experiment because "the early atmosphere looked nothing like the Miller-Urey simulation." It is believed that the actual atmosphere was probably not rich in hydrogen since hydrogen would have escaped into space. No one is sure what the actual atmosphere

looked like billions of years ago, and any tests done to explain the origin of life naturalistically have failed. Jonathan Wells of the Discovery Institute said that "the gap between nonliving chemicals and even the most primitive living organism is absolutely tremendous. Frankly, the idea that we're on the verge of explaining the origin of life naturalistically is just silly". Natu

Molecular and Cell Biology from the University of California at Berkeley. As he began to compare actual photos of embryos while doing graduate work, he was stunned to discover that the photographs of the embryos did not match those of Haeckel's. Upon doing further research on Haeckel's embryos, Wells discovered that Haeckel's embryos were misleading and faked by simplifying the embryos to make them look more similar. Even his colleagues accused him of fraud in the late 1860's. Even evolutionist Stephen Jay Gould of Harvard claimed that this was nothing new and that experts dismiss Haeckel's sketches of embryos in their early stages. It is also known that Ernst Haeckel used examples that were very similar to each other and dismissed those that did not support his theory. Haeckel's embryos came from only a few vertebrate classes. He also chose four mammals that were all placental mammals. He did not decide to show different kinds of mammals that turn out to have dif-



Fish Salamander Tortoise Chick Hog Calf Rabbit Human

• Notice the similarities in the top embryo sketches •

ferent embryo designs. Haeckel simply cherry picked his examples so that the embryos would look extremely similar and then simplified them so that they would look almost identical.

ralistic processes have failed to explain how non-living chemicals could self-assemble into life, especially into the first living cell. All we know is that Stanley Miller's experiment has limited validity and does not support Darwinism to any considerable extent.

When *On the Origin of Species* was published, Darwin said that the most obvious objection to his theory was that the fossil record failed to support evolution. The fossil record provided a challenge to Darwin's theory, but then came the *archaeopteryx*. It was the missing link between reptiles and modern birds that was strong evidence towards Darwin's theory. When the *archaeopteryx* was discovered, it was believed that the fossil filled the gap between reptiles and birds because it was believed that the *archaeopteryx* was half-bird, half-reptile.

So maybe life could have not originated through naturalistic means, but macroevolution is supported by so much evidence, such as Ernst Haeckel's embryos. Homology in early stages of the embryos of a vast variety of animals surely was evidence of universal common ancestry. Common ancestry could certainly be true at the species level, but could it be true in higher levels? Haeckel's embryos gave us the evidence towards common ancestry at high levels; however, just like Stanley Miller's experiment, there were things wrong with what Ernst Haeckel was claiming. Jonathan Wells received a PhD, in

different embryo designs. Haeckel simply cherry picked his examples so that the embryos would look extremely similar and then simplified them so that they would look almost identical.

When *On the Origin of Species* was published, Darwin said that the most obvious objection to his theory was that the fossil record failed to support evolution. The fossil record provided a challenge to Darwin's theory, but then came the *archaeopteryx*. It was the missing link between reptiles and modern birds that was strong evidence towards Darwin's theory. When the *archaeopteryx* was discovered, it was believed that the fossil filled the gap between reptiles and birds because it was believed that the *archaeopteryx* was half-bird, half-reptile.

(Continued on page 6)



The Future of Genetics— Build a baby

(Continued from page 1)

were more fit and privileged because of their DNA.

Genetic engineering is already being carried out successfully on non-human animals. "The gene which makes jellyfish fluoresce has been inserted into mice embryos, resulting in glow-in-the-dark rodents," says the BBC NEWS. "Other mice have had their muscle-mass bettered, or been made to be more faithful to their partners, through the introduction of a gene into their standard genetic makeup. But these scientists predict the amazing breakthroughs in genetically engineering lab mice and farm critters will eventually be applied to the animals at the top of the food chain," says Daniel Q. Haney. Haney adds that "scientists already recognize some of the combinations of genes that help people defend against some major illnesses. So, one objective of human germline engineering could be to help the genetically less fortunate share these built-in health advantages."

It is not long before experimentation on humans is going to be carried out. As technology and science get closer to being able to engineer a supreme race one has to wonder is this good for the human race or not?

The plus sides are our children could be engineered to be born with out the possibility of heart disease or diabetes or down-syndrome...but are we scientifically enhancing ourselves or finally finishing Hitler's work?

"In the Brave New World predicted by Horizon, scientists will do more than screen for disease-free embryos. They will be able to add characteristics to a newly-

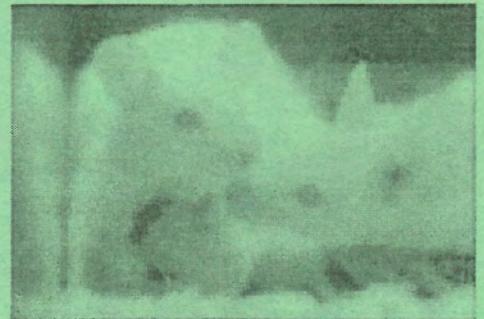
fertilized embryo, eliminate 'undesirable' characteristics - or both," says the BBC NEWS.

Quirks and differences combine together and contribute to our personalities. What if annoyingness were to disappear? Are we certain that this would be altogether a good thing? What if music were no longer a talent a child had to work at? What if sarcasm, affectionate males, and homosexuality were plucked out of the genes at birth? Where would we locate diversity among personalities?

While cancer, HIV, and AIDS are terrible, I think that scientists are acting "American." They want their citizens to once again be the chosen people, an example on their particular hill for the entire world to marvel at...but without suffering and pain and unfortunate diseases would the world be able to appreciate happiness and well-being as much? If a person were genetically "programmed" to be resistant to HIV and AIDS, is it possible that for some, this could be a green light to sexual promiscuity? Don't get me wrong: I support the eradication of HIV and AIDS. I support

and salute science and scientific researchers! I only wish to think aloud about the possible consequences — on our bodies and our spirits — of the ability to build a baby.

This ability will be upon us in the not-so distant future and is a real threat to the individuality and appreciation of the simplicities in life. Movies like *The Prestige*, *The Island*, and *GATTACA* have given us a peek into the reality of what is to come...how will you react when science fiction becomes a chilling reality?





The Education Problem

(Continued from page 1)

involving a giant revolving disc. Certainly I'm oversimplifying, but I don't think I can get any more technical when all people can come up with is "The big bang."

It is true that many people answered with a biblical perspective, citing that God created the universe in seven days and so forth. I, however, believe that sometimes these responses come more from a lack of scientific knowledge than a complete belief in faith.

Let's face it — science is failing us! Or, rather, science *education* is failing us.

For the last few years, science education has tanked, making professionals take notice. In October of 2005, a panel of renowned scientists and educators appointed by the National Academy of Sciences warned that "the U.S. would lose important jobs and industries to foreign competition if it did not improve its competitiveness in scientific fields through better education and more funding for basic research" ("Panel"). The same group also stated that "intense competition from countries such as India and China, which turn out several hundred thousand engineers each year, threaten to draw jobs abroad in industries like computer design and pharmaceuticals."

With this kind of fierce foreign competition, Americans should be arming themselves with science knowledge. On the contrary, science classes have annually lower enrollment rates and test scores. In May of this year, the Education Department reported in "Science Test Scores Disappoint" that "54% of 12th-graders reached 'basic' proficiency or better for their grade level in science in 2005, down from 57% in 1996." In just ten years, 3% of American seniors in high school have failed to achieve competency in *basic* science.

Why, you may ask? What is so wrong with the system that The United States is falling far behind its foreign competition?

Several theories have taken hold among educators and scientists in the U. S. According to July 20's *World News Digest*, "some educators faulted the federal No Child Left Behind law of 2001 for requiring passing scores on annual tests in reading and math" ("Science Test").

This focus has "required too much test-preparation time at the expense of science education" ("Science Test").

Other arguments cite sexual biases from teachers. It's hard to argue when, according to the Computing Research Association, "only 17 percent of undergraduate computer-science degrees were awarded to women in 2004, down from 19 percent in 2000" (Carlson). A recent study insists that these biases are environmental, not biological, as a Harvard University's Former President Lawrence Summers suggested in 2005 ("Bias").

Finally, others contend that the United States' declining quality of science education is due to the new restrictions allowing foreign students into American universities. These bright students are staying in their home countries, causing American numbers to fall behind. According to James Glassman, "The majority of recipients of doctoral degrees in mathematics, computer science, and engineering at American universities today are not U.S. citizens." Oddly, then, somehow eliminating foreign competition in the science market would cripple our own job force.

When compared to high school seniors in the top 25 countries outside the U.S., Glassman states that, "an American kid is, on average, near the bottom 10 percent [of science test scores]." What can the United States do to help its youth become better equipped for the future? In 2004, the federal government gave new grants and additional money toward more scholarships for students interested in pursuing careers in science. At a more basic level, scientists and educators alike are proposing new curricula that begin in preschool and kindergarten. The only way to help save the future from foreign competition is to start with our nation's children.

Still, I wonder if it is enough. In 2002, the University of Illinois took 17th place in an international science competition in which it has usually ranked much higher, according to Craig Barrett's article, "Sputnik, Races, and the State of US Education." A pristine Chinese university took home the win, continuing a streak that as become all too real for Americans. I worry that the

United States, so far advanced during the space race, has fallen too far behind to pick itself back up again. We may have crossed the point of no return.



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The Evolution of Darwinism

(Continued from page 3)

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• The beautiful *archaeopteryx* seem to resemble a half-bird, half-reptile •

It turns out, though, that the *archaeopteryx* is really a bird. There are many differences between birds and reptiles, including their breeding systems, bone structures, their distribution of weight and muscles, as well as their lungs. The *archaeopteryx* is clearly a bird and not part bird and part reptile. Even though the *archaeopteryx* was distinguished to be a bird, this did not dismiss it as evidence towards Darwinism. However, Darwin's theory assumed that birds came from reptiles by descent. Since the *archaeopteryx* did not fit the link between reptiles and birds, Darwinists have looked into the fossil record to examine bone structures of reptiles that look similar to birds. It turns out that they find the most reptile skeletal structures that are most bird-like millions of years after the *archaeopteryx*! So we have the *archaeopteryx*, which is claimed undeniably to be a bird, and yet it fails to support Darwinism. And then the fossils that look most like reptilian ancestors of birds come millions of years later in the fossil record. Not only is there still a missing link in the fossil record, but Darwin's tree is upside down. Paleontologists also agree that the *archaeopteryx* is not even an ancestor to modern birds. A paleontologist from the University of Kansas by the name of Larry Martin said that the "*archaeopteryx* is not an ancestor of any modern birds; instead, it's a member of a totally extinct group of birds." The *ar-*

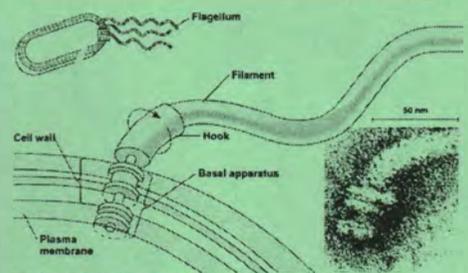
chaeopteryx simply is not evidence of a link between reptiles and birds and the bottom line is that there isn't anything in the fossil record that serves as significant evidence of Darwinism.

I was stunned to see so many objections to Darwin's theory of evolution from the science community. I had always believed that *On the Origin of Species* was accepted among all scientists who had the credibility to call themselves scientists. After taking a look at the objections to what some have said is the strongest evidence for Darwinism, I wondered how Darwinism stood deeper in life's phenomenon: on the molecular level. Darwin said in *On the Origin of Species*, "If it could be demonstrated that any complex organ existed which could not possibly have been formed by numerous, successive, slight modifications, my theory would absolutely break down." Could it be possible that complex biological systems could be explained through naturalistic evolution?

Without a doubt there is a lot of evidence in biochemistry and the complexity of molecular machines that defy Darwin's theory of evolution. There was a thought that maybe incredibly complex systems could have developed over time on the premise that the components of the system could have had other functions that natural selection preserved. As scientists researched deeper, many came to the conclusion that that wasn't possible. Take for example the moving cilium. Cilia are hairs that are on the surface of the cell that move fluidly across the cell's surface to get rid of mucus or foreign objects that are accidentally inhaled. Another function that the cilium has is that that it is used to move the cell through fluids in the body exactly how a sperm cell moves. It turns out though that cilia are much more complex than we thought. A cilium is made up of about two hundred protein parts and the cilium itself is a machine with different parts. A cilium has nine pairs of microtubules, which are long flexible, thin rods. The outer microtubules are linked

together by what are called nexin linkers. Each microtubule then has a motor protein called dynein. The dynein then attaches to one microtubule that has an arm that reaches over to push another one down. So the two rods (microtubules) start to slide. As they slide, the nexin linkers get stretched. As the dynein pushes farther, it starts to bend the apparatus and push it the other way, bending it back. This is how we get the rowing motion of the cilia. So the rods, linkers, and motors are all necessary for cilia to function the way they do. Meaning you only get the motion of the cilium when you have all the parts together — otherwise the system fails. Nobody can explain how this could have developed gradually over time. Scientists have also discovered that the proteins within cells don't function alone, but together. I'm not saying it's impossible, but there is no solid evidence to how this could have been formed from numerous, successive, slight modifications.

Another fascinating biological machine is the flagellum. The flagellum works like a propeller. Its propeller is whiplike and long, and is made out of protein. The propeller is then hooked by protein to a drive shaft, which allows the propeller and drive shaft to rotate without a problem. The propeller of the flagellum is pretty efficient and can spin up to ten thousand revolutions per minute.



• Flagellum Diagram •

(Continued on page 7)



The Evolution of Darwinism

It can also stop spinning within one turn and instantly spin the other way so that the cell can get to food, light, or wherever it needs to go. About thirty proteins are needed to create a flagellum that functions. If you take out one of those protein parts, you have a system that fails. It isn't the case that if one protein part is missing, then the propeller rotates at a slower speed or something; it just simply does not work at all. There really isn't any way that I can see this biological machine being a product of natural selection and gradually developing through slight modifications. The system either works, or it does not.

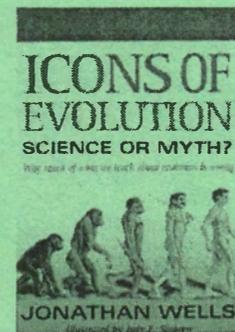
A final example of a stumbling block to Darwinism is the formation of blood clots. If your blood does not clot in the right place, at the right amount, and at the right time, you would die from a paper cut. If a blood clot forms in the wrong place like the lungs or the brain, then you will die. If a blood clot forms that does not cover the entire cut, then you will die. Blood clots work as a complex system just like many things in biochemistry. Just like the flagellum propeller, if the entire system is not there, the system doesn't work. Clusters of protein components have to come into place all at once for the system to work efficiently. It couldn't be possible for this to have developed gradually. I can't help to laugh a little because even if somehow this system could occur from a developmental process, I just fail to see how numerous, successive, slight modifications could occur within the time that an animal is bleeding to death. If that were possible, it would be more of a quantum leap than a gradual developmental process. Biochemistry presents a huge stumbling block to Darwinism. Even evolutionary biologist Andrew Pomiankowski said, "Pick up any biochemistry textbook, and you will find perhaps two or three references to evolution. Turn to one of these and you will be lucky to find anything better than evolution selects the fittest molecules for their biological function." The bottom line is that complex biological systems have yet to be explained through naturalistic means.

Some will even go further to say that biochemistry is evidence of intelligent design and that these complex biological systems are all fingerprints of the designer. I will let you decide on that one, but I think Dr. Michael J. Behe puts it best by saying, "There are no detailed Darwinian accounts for the evolution of any fundamental biochemical or cellular system, only a variety of wishful speculations."

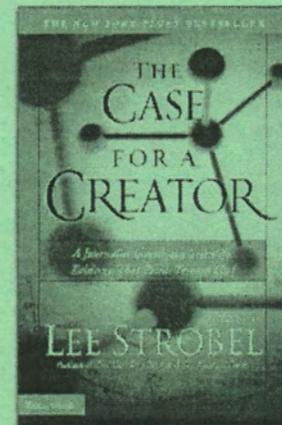
After reading about the evidence in biochemistry against Darwinism, I felt like I had just witnessed the knockout blow in title boxing match, but this time it was biochemistry and Darwinism. I was shocked to see so many objections from science to Darwinism. However, at the same time I wasn't surprised because I know that there have been many advances in science since the time of the steamboat. Although there is a lot of evidence against Darwin's theory I must admit that there are many highly educated scientists who will call themselves Darwinists. I do believe that there is a lot of truth to the evolution of life. Micro evolution is certain, and natural selection is a fact. We know that population swill evolve due to their environments; however, is there evidence to say that natural selection is responsible for developing complex biological systems or that it can be possible for natural selection to turn the first cell into the vast categories of life of life we find today? I think not. However, there is a lot that I do not know. There is a lot that science can not tell us about the many phenomenon's of life. What is true about science though is that it is not truth but, instead, the quest for truth. Science is the ability to better understand the world we live in today. It was once believed that heat (energy) was an element and it actually once had a place in the periodic table of elements. As concrete as science seems, it has drastically changed throughout history. I believe that the evidence against Darwinism will lead biology into a new direction. I have always believed that science prevails when trying to explain how our world works through

physics, chemistry, biology, astronomy, and further disciplines. The only thing I can say now is that science will continue to go forward in the centuries to come, and I am anxious and excited to see what it will tell us about the world we live in.

Sources used for research:



- *Icons Of Evolution*, Jonathan Wells



- *The Case For A Creator*, Lee Strobel



2007 Summer and Fall Course Schedules

Summer 2007

The following Honors courses will be offered in the summer of 2007:

- Honors History 261 (The Civil War), taught by Prof. Tom DePalma; Mondays and Wednesdays, 1:10 p.m. to 3:45 p.m.
- Honors Psychology 101, taught by Prof. Charlie Johnston; Tuesdays and Thursdays, 1:10 p.m. to 3:45 p.m.
- Honors HUM/HST 105 (the "Honors Colloquium"), taught by Prof. Chris Padgett; Tuesdays and Thursdays, 10:30 a.m. to 1:05 p.m.

Editor's Note

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Fall 2007

These courses will be offered as Honors sections in the fall of 2007. We do not yet know dates and times:

- Literature 210 (Introduction to Shakespeare), with Professor Jessica Walsh
- Geology 101, with Professor Paul Sipiera
- Speech 101, with Professor Jeff Przybylo
- English 101, with Professor Kurt Neumann
- Chemistry 121, with Professor Andy Kidwell
- Political Science 101, with Professor Bobby Summers
- Psychology 225, with Professor Charles Johnston
- Humanities 105 (the "Honors Colloquium"), instructor to be announced
- "The Challenger" (IDS 290), with Professor Andrew Wilson (this course can hold a maximum of four students)

Honors Program Announcements

Honors Society Discussions:

Discussions take place in room L329, 3:30 to 5:00 p.m., each Wed. afternoon. All are welcome to attend.

November 8

The History of Abortion in the United States; special guest: Dr. Kate Sunderbruch, M.D., Chief Resident of Pediatrics at Loyola University Medical Center

November 15

Immigration, Illegal Immigration, and Bi-Lingual Education; Faculty Guest: Jennifer Bell, from Harper's AE/LS Division

November 22

Thanksgiving Guitar Concert; Faculty Guest/Performer: Steve Vasquez (free pizza and soda!)

November 29

Is There Such a Thing as White Privilege? Faculty Guests: Kris Conroy and Laura LaBauve-Maher

December 6

"Mainstreaming Homosexuality"; Faculty Guest: Jessica Walsh, from Harper's English Department