

The Challenger

A Publication of the Harper College Honors Program
April 2011

EXPERIENCING DIFFERENT CULTURES AT HARPER



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THE WORLD THAT YOU DON'T KNOW

by Kiu Chor Yuen

What were you doing at the age of 17? Would you be as brave as I was and study abroad in a foreign country where you didn't know anyone or speak the language well? When I was 17, I came to the United States as a high school exchange student for nine months from Hong Kong, China. Thirty-four hours after taking off from Hong Kong, I had traveled 7,000 miles across the Pacific Ocean and landed in Duluth, Minnesota. I was thrust into a new experience, residing in a small town, Carlton, Minnesota. After experiencing small town life for almost a year, I wanted to try a suburban lifestyle. Therefore, I chose to move to Chicagoland. In the spring of 2009, I started attending Harper College as an international student. Looking back three years ago, I still have a clear picture of the first day of my arrival in the United States. Moving from a city to a small town was an incredible journey to learn how to live a slow-paced life.

City Life in Hong Kong



As you can imagine, in a metropolitan city there are many skyscrapers that rise like jagged teeth to accommodate the seven million people in Hong Kong. I used to live in an apartment on the 36th floor of a 38-story building. Each story contains sixteen apartments ranging from 400 to 600 sq. ft. Instead of everyone owning a car, Hong Kong people depend on public transportation, such as subways

and buses, to commute from place to place. I was always busy with shopping, eating out, singing Karaoke, going to the movies and trying new things. We walk quickly and are always in a hurry to be somewhere for something. It seems there are competitions everywhere. The competitive education in Hong Kong is one example; only hard-working and bright students have the chance to get a college degree. This has been

my goal since I was 10 years old. Although time was mostly devoted to studying as a typical student, I still had leisure time, which was squeezed from my sleeping hours. I rarely got more than eight hours of sleep. I used to dislike going to school. It was stressful to pass the classes, compete with my fellow classmates, and get a high grade on exams. It was not too much fun when there was endless homework to finish.

The Land of Opportunities

In the summer of 2006, when I was 16 years old, my mom offered me an opportunity to study abroad as an exchange student. She said it would be a great opportunity for me to improve my English, as well as to be more independent. At first, I hesitated to leave home. However, although I have faced struggles living in another country, I found this as a perfect opportunity to quit my hard and stressful schooling. Why should I not study abroad for an easier life? I figured high school in the US would be easy and fun. Then, I filled out the application and joined the exchange student program. With the excitement of going to another country, I was not afraid to take a flight to the United States, the land of opportunities. I expect to be coming to a su-

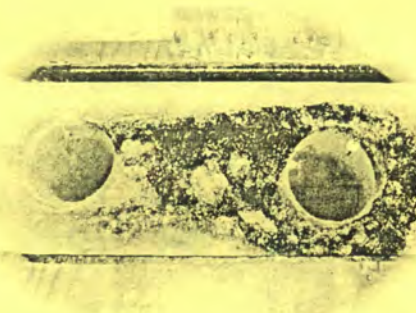
persized city, such as Los Angeles, San Francisco, Chicago, or New York. Before coming to the United States, I couldn't believe there would be farms and cornfields. When I received the host family notification, it ended up I was going to a small town called Carlton, two hours away from Minneapolis in Minnesota. I was thinking a small town meant a place with less shopping malls and buses. However, I found the real small town surprising when I moved there.

Many Exciting First Times

My first impression was how cold it was. Fall in Minnesota was like wintertime in Hong

Kong. There was no airport in this small town. I actually landed in Duluth. It took 30 minutes to go home. I had a tour of the house, which was three times bigger than the apartment I lived in before. I was so excited to have my own bedroom and bathroom without sharing with anyone. I had a big closet, a desk, and a comfortable couch in my room. The first day in the United States was so special that I still remember what I ate for the first dinner. They served me a dinner with salad, mashed potatoes, and pasta with meatballs. Dessert was a homemade chocolate cake with frosting. These details of the first day

in the US were crafted in my memory. I hadn't had a homemade meal for a long time. I felt the warmth from the love and time used in making this meal. I had the best mashed potatoes, which are not comparable to those at Kentucky Fried Chicken. In about a week, I found out how small a small town really is. A small town is a place with no public transportation, no shopping malls, no Wal-Mart, no movie theaters and of course, it was hard to find buildings more than three stories tall. Instead of living in apartments, people live in individual houses and owned cars. It was always exciting to see all these new things. I was ready for a new school life and for the adventure of living with an American family.



fishing holes in the Lake of Woods, MN



fish we caught after fishing for six hours



deer hunted by my host dad

Minnesota and the Never Melted Snow

Besides the food, I was excited to try outdoor activities, such as autumn hiking, winter camping, and ice-fishing. My first weekend was not going to a movie or eating steaks in a fancy restaurant; instead, we went hiking in the woods. I saw the most colorful nature scenery. There were maple leaves with shades of red, orange, and brown all around me. Fall is also a hunting season. I was surprised that, in a modern society, deer hunting in the woods still existed and that

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some people even eat venison and make venison sausages. I found this as shocking as Americans find the idea of Chinese people eating dogs and cats. The warmth in autumn only lasted two months; after that came the coldest winter of my life.

As one might imagine, the wintertime in Minnesota seems to last forever; snow will not melt until the



end of April or May. Native Minnesotans enjoy the winter by ice fishing, snowmobiling, and camping in the woods. I found that ice fishing was not unique to the North Pole. It is a popular recreational business in the northern part of Minnesota. I was amazed when I first stepped and jumped on a frozen lake without breaking the ice. When I first told my friend that people there built fish houses with heaters inside, drilled holes in the lake, sat inside the house, looked down the holes, and fished for six hours she was worried and envious. She worried the ice would melt, making

the house collapse. Yet she also envied the adventure I was having.

School Life

As I expected, getting high grades in high school was easy. The small school with 200 students and about 70 students in the senior class gave me the best high school year as a senior. In the beginning, it was strange to enter a room with people of different ethnicities and different hair colors. I stood out as the only Chinese girl in the entire school. Fortunately, people in a small town are very welcoming and friendly. Teachers and classmates were as warm as a big family. They were not as ignorant and arrogant as I thought they would be. Students greeted each other in the hallway. The academic environment was fun and relaxing. I found it easy to adapt to school life.

A Challenge of Independence

However, after three months staying in the United States, all this excitement with these new discoveries turned out to be frustrating. Moving out from my home sweet home and moving into an American host family at the age of 17 was a challenge of independence. Not until leaving home did I realize my mom's love and patience for me. In Hong Kong, I used to have my mom to do all the household chores. No one would tell me to turn off the lights after using the room. No one would ask me to clean the bathroom, wash dishes, or vacuum the floor. No one would tell me I couldn't use the computer.

Coping with Being Homesick

I questioned why I came to the United States and if I would ever regret my decision. The biggest change in lifestyle which made me frustrated is the life without a car. At first, it was a big surprise for me to know that a 16-year old teenager can drive a car on a road. Without public transportation outside big cities, I needed a ride wherever I went. Besides, the weather in Minnesota was so cold that it would be dangerous to go outside. Losing the freedom to go wherever I wanted was the hardest part of culture shock that I overcame. There were tough moments that made me cry. I missed home and the hustle and bustle life. I was used to the fast-paced city life. However, my host family encouraged me to ask my fellow classmates for rides. It was actually a good start for me to interact with local students. I love being busy and having a full schedule. In the first month of living in Carlton, I did not enjoy going home after school every day. But what could I do in a small town? Fortunately, there were different kinds of sports, such as cross-country, volleyball, and basketball in school. Although I was not good at sports, the coaches let me join the basketball team and softball team. I was not an important player on the team during the game, but I still had fun practicing with other students and made a lot of friends from playing the sports. Although getting a ride home was first stopping me from staying after school, I wanted to have some

fun and make more friends. Thus, I got over my fear of being rejected. It turned out as an excellent opportunity for me to learn walking out of my comfort zone and asking for help. No matter how many books I had read or movies I had watched about America, nothing could replace what I experienced. My host family provided me the greatest support. After nine months, I knew how to shovel snow, wash dishes, make my bed, organize my room, and clean up the bathroom. Furthermore, as I adapted to this new lifestyle, I was trained to turn off the lights when I left a room. I seldom did that when I was in Hong Kong. Additionally, since we went to the grocery store every two weeks, I got into the habit of putting together a shopping list. As time went by, they became my family in the United States. Their love and support are always with me; it is a wonderful feeling that knowing someone who would always welcome me and give me a place to stay. In the summer of 2008, I went back to Hong Kong.

Home Sweet Home

There was actually another culture shock when I went back to my original life. During these nine months, I gained about 20 pounds. Losing weight was my first goal. It was interesting to step into an elevator again after nine months. My mom was surprised that I knew how to do laundry and house chores. She also questioned why I always turned off the lights. It was great to see my family and friends again. As there were not too many

entertainments in a small town, people talk a lot. Hence, I became more talkative and learned how to chat after being an exchange student. This change was noticeable to my friends who told me that I was different than before.

Found Chicagoland

I wanted to study in a university for further education. The plan was to go to a community college for two years and then transfer to a four-year university. Although it was an interesting experience living in the countryside of Minnesota, I wanted to try the suburban life. While I could enjoy the taste of city life, I would not be as stressed as living in a metropolitan city. I heard that Harper College had a good academic reputation. Therefore, Harper College was my pick. In winter 2009, I came back to the United States for my university degree. My friend picked me up, helped me find a place to live, and helped me register

for school. I loved that everything was easy to get to within a short driving distance. Besides, it is a lot more diverse in Chicagoland compared to the countryside of Minnesota. In fact, whenever I visit Navy Pier in downtown Chicago, the skyline of Chicago reminds me of Hong Kong.

International Students at Harper

I have attended Harper as an international student for two years. To learn more about other international students' lives and their motivations for choosing Harper, I interviewed the International Students Advisor Jill Izumikawa as well as two other international students, Kyle Jang from Korea and Diana Carrillo from Mexico. Jill Izumikawa explained that Harper College defines international students as people holding an F1 visa. There are 97 students enrolled, as of spring 2011, and the majority of them are from South Korea, China, and Japan. The in-



ternational students' club is one the best resources on campus for them to get to know other international and native students here. Although international students at Harper pay four times as much as in-district students, they still find it economical to come to Harper versus four-year universities. Diana Carrillo and Kyle Jang left home at the ages of 18 and 21, respectively. Diana found that "coming to the United States was an opportunity for personal growth, better education and a chance for exploring new things in a foreign country." Kyle told me that he came here to "fulfill his academic dreams." He explained that there is no better way to learn English other than living in an English-speaking country. Both Kyle and Diana had the same response that starting to build a social network was how they overcame the culture shock. Kyle said he went to clubs, pubs, and church to meet more people and friends. Simply doing activities that he enjoyed was the best solution to adapting to a new environment.

A Learned Lesson

The greatest lesson is that my world in Hong Kong was so small. I assumed that there wouldn't be much of a difference between lives of people living in Hong Kong and in the United States. Our cultural and social norms shaped the ways that we perceived the world and projected our values onto other cultures. Thus, we sometimes made unfair judgments based on our own values without realizing we are only one perspective and not representing the rest of the world. To be multicultural or diverse is not asking someone to understand every culture from nearly two hundred countries around the world.

This is simply an impossible task. However, it is possible to build respect towards other cultures.

INTERNATIONAL STUDENTS FRIENDSHIP PROGRAM

PROGRAM OBJECTIVES

- Learn about American culture
- Teach Americans about a different culture
- Make friends across cultures

GENERAL INFORMATION

Participation in this program does not require any specific amount of time. How often you meet depends on how the first meeting goes, if you have similar interests, and if your schedules allow more time.

International students and U.S. students have no legal, financial, or housing obligations to their new friends.

This program provides an opportunity for mutual exchange of ideas, cultures, and perspectives. Make a new, rich friendship.

Any questions? Ask Jill Izumikawa,
847.925.6227, jizumika@harpercollege.edu

Please see page 12 for the application form.

SI SE PUEDE! (YES WE CAN!) by Isabel Montoya

The Dream Act at Harper College

Remember being in high school? Remember sophomore year? Most teenagers around the age of 16 start to get jobs, states IDs, driver's licenses; they start traveling, thinking about their careers, and voting. Imagine not being able to accomplish those dreams, inspirations, or goals, and not have your voice heard. Every year, 65,000 high school graduates in the USA face a major obstacle in accomplishing their goals; they are illegal aliens. In my experience most of these teenagers are honor roll students, class presidents, valedictorians, athletes, and aspiring teachers, engineers, and doctors.

Ever wonder what goes through an illegal resident student's mind? What are their options after being told that they aren't American and cannot, even though America promises "a land of freedom and opportunity," accomplish what they have so long desired? Here are three students willing to share their stories. To protect their identities and their future safety in

the United States, their names have been changed:

Esteban:

Esteban is a student at Harper College and has been living in the USA for 21 years. He first arrived when he was just shy of two years old and grew up thinking that he was a citizen of the United States. He often thought about traveling, getting a job, pursuing an education, and getting a driver's license, until he entered high school, when his parents revealed to him that he is undocumented. After that everything in his life went

downward. When the news of being undocumented had established itself in his mind he began to lobby for the right of undocumented students, bringing awareness to the issue. He has high hope for the future and is very determined to accomplish his dreams. For now, he is attending Harper College but hopes to soon graduate with an associate degree and transfer to a 4-year institution. His family didn't take the risk of being raped, separated, or killed by the "coyotes" (people who help illegal aliens to enter

Dream Act Definition:

The Development, Relief and Education for Alien Minors Act (The "DREAM Act") is a long anticipated Immigration Bill which was just introduced in the US Congress (both Senate and House) on March 26, 2009. This bill will provide millions of immigrant children who graduate from U.S. High Schools the opportunity to receive U.S. Residency (a "Green Card") after so many years of being left in the shadows by State and Federal laws. The new legislation will provide immigration benefits to those who arrived in the United States as children, before the age of 16 and who have been residing in the U.S. continuously for at least five years prior to the Bill being enacted into Law. (www.dreamact2009.org)

the country) to have him give up on his dreams.

Juliana:

Juliana has been living in the United States for 19 years. She hasn't been back to Mexico since she was brought to Illinois. She has very little knowledge of what it means to be a Mexican or of their culture. She has graduated from high school with high honors and is now attending Harper College so she can get her associates and attend a 4-year institution. Growing up as a child in America, she, like many other illegal students, thought



she was a citizen of the country. Nevertheless, as she entered middle school everything changed; after finding out her status, she no longer saw herself as an American with the future she had planned for herself. She knows very little about the Dream Act, but even with the given details of what it could have done for her and her family, she didn't have high hopes for it to pass. She believes that no other president will bother with passing the Dream Act and letting undocumented students accomplish their dreams. As hard as it was for her to admit that future presidents won't care about the Dream Act, she hopes that she is wrong. She wishes that someone would stand up and take the lead to fix this problem.

The reason why she and most of her family came to the United States is because like many other families, they wanted a better future for their children. Not only that, but her father to this day is still a very abusive and controlling man. Juliana's mother had wanted to get

away from that environment into a better one where her children would live a better and successful life. Juliana also often finds it hard to live in the USA undocumented; she states "I can't find any financial aid to pay for college, driving has become a risk, and no work is available to me." Even though she doesn't have high hopes for a solution to illegal immigration, she couldn't imagine going back to Mexico. Her mother did not tell her many details as to how they got to Illinois, but she was willing to share what she knew: "My sister's and my hair was shaved off so we could both resemble two boys. We had used the identity of someone else's to enter the United States."

Now, her father has invited her to live with him in Mexico where she could continue education, but leaving the United States means "adopting and accepting the culture" of a country that she does not

remember. She calls America her home country; America has been her home for 19 years.

Esteban and Juliana have different stories or hopes for their futures. However, they have one thing in common: they will accomplish their dreams, goals, and aspirations with or without the support of the Dream Act. They hold to the mantra of supporters of the Dream Act !Si Se Puede! (Yes We Can!)

You have heard of two different students and what their stories and families motivation to come here were. Now, ask yourself, how do they stay at Harper College? Isn't it too expensive? What resources are there for illegal alien students and what does the Harper College President, Dr. Kenneth Ender, think of the Dream Act?

Let's find out.

It isn't as expensive to go to Harper College as it is to go to

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a four- year university with no financial aid or federal grants. Harper College does have resources for incoming high school undocumented students. They offer the students scholarships based on their GPA or ACT scores (Many four -year institutions do not allow illegal aliens to matriculate). Another option for financial assistance is getting undocumented students involved in school activities, such as Latinos Unidos, Student Senate, Pride, Black Student Union, and Indian Pakistani Student Association, which offer the executive board members or representatives and senators chances at the "Student Service Award." The award is given for a semester to those students that have demonstrated significant work, leadership skills, and dedication to their organizations. Through those organizations/ clubs a students can find a source of "financial assistance." Those

are some resources. Other resources that our President, Dr. Kenneth Ender, mentioned as being helpful are the Center for Multicultural Learning and the Student Development Center. Our President is aware of the issue, not because the issue of immigration is a hot topic on campus but more because of the political point of view and his legislative agenda. Dr. Kenneth Ender is a supporter of the Dream Act, and believes that the passing of the Dream Act it would increase the population of students on campus. His best advice to those undocumented immigrant students is "work hard to advocate the Dream Act," I have to agree. In a survey of 120 students, half of them support the Dream Act, 1/4 of students do not care about the issue, and 1/4 of students think that those students without documentation should not be at Harper College.

I wasn't surprised to find out the percentage of students that do not know about the Dream Act and what it does for students whose status is an illegal alien. What did surprise me was the amount of students who did not care or who did not want those students to be in Illinois, let alone Harper College.

I asked many students if I could interview them for their opposing viewpoints on the Dream Act. Many refused, but one student, who wishes to remain anonymously, gave reasoning for his viewpoint. One of the questions that was asked was the case of the "Yuma 14" or "the Devil's Highway." Can you justify their deaths? This question was regarding what happened to the 26 total number of illegal aliens trying to cross the border and the "Yuma 14," the 14 of whom were murdered, illegal aliens dreams that never were. At the moment he could not justify their deaths. He believes that death as a punishment is never justifiable. There are certain regulations that the USA has set up for situations like the "Yuma 14" where professionals can handle the situation appropriately. He thinks that instead of helping out 65,000 youths that graduate from high school each year, the money should be spent on helping the homeless.

Although many do not support illegal aliens being in this country, what is shocking is the new bill that the new congress has started trying to pass as of January of 2011. The new bill congress wants to pass takes away the citizenship rights of the babies born to illegal aliens. Republicans from Iowa and Arizona, Steve King and Jon Kyl, are in support of "revis-



ing” the 14th amendment. Others that are in agreement with King and Kyl are: Senator Russell Pearce (Republican-Arizona), Representative Tom McClintock (Republican-California), and Representative Dan Lungren (Republican-California). There are more to this list, but what is important is to speak our voices and let congressmen know that we do not support a revision!

These men argue that illegal aliens come to have what is known as “anchor babies,” a child of an illegal alien who helps the parents to become legal. In order to stop this, they came up with the idea of “revising” the 14th amendment in hopes of stopping the parents from becoming legal through their children. According to CBS

News, King states, “babies born to illegal immigrants do not necessarily have Constitutionally-protected citizenship rights.” He told CBS News to consider the history behind the 1868 amendment.

Let your voice be heard and fight for the right thing! Taking away the rights of American born babies is unconstitutional: it violates the 14th amendment, which according to CBS News states, “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.” They are no longer punishing illegal aliens but innocent

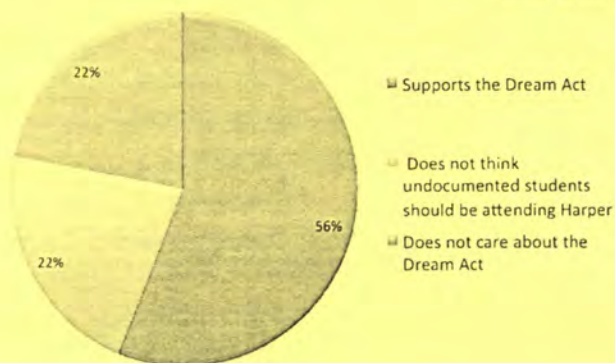
babies. Even though he opposed to the Dream Act is not in support of the Birthright citizenship bill. Here is our last illegal alien interview, **Diana**:

Diana first came to the United States with a visitor’s visa; she arrived three months after her father had left for the United States to provide for them. It was March 1999 when she got off the airplane. She often had long talks with her father on the phone speaking about what the house they were getting would resemble. She envisioned a pool within the home, dogs barking around, and playing with the neighbors. Then again she was only seven years old. She now lives in a townhouse with two dogs and other pets, attends Harper College, and is getting her associates degree in Psychology.

Although, her family has come a long way with providing the family with necessities, friends have made the journey more sweet than bitter. She realizes that going back to her home country would be one of the worst decisions she could make. She misses her extended family very much but her country doesn’t have opportunities that the USA offers for her family and her. She hasn’t seen her family in her home country in 12 years; she has missed her culture and the way that people identified with one another. She is hoping for amnesty or some form of a compromise now that the Dream Act has not passed. “I will finish what I started with or without the Dream Act passing,” Diana says.

The Dream Act Survey Results

Sample size: 120



Honors Classes for Fall, 2011

ENG 101 - HN1 (Composition I), with Professor Josh Sunderbruch. In this course students will learn how to craft persuasive arguments using Aristotle's theories of rhetoric and poetics. The class will use debate and discussion to explore issues that matter today. Reading and writing assignments will focus on arguments about critical and controversial issues. Rather than asking students to absorb or expand on these works, students will be encouraged to contradict and to critically examine statements by figures of authority. Fulfills Communications gen. ed. requirement. Fulfills Communications gen.-ed. requirement. (Prerequisite: see catalog.) 3 credit hours. Mondays/Wednesdays, 9:30 a.m. to 10:45 a.m.

MGT 111 - HN1, with Professor Robin James. In this course, students will explore the dynamic and evolving world of business today. From cultivating a business in diverse and global environments, to starting a small business, developing and implementing marketing plans, and understanding the economic impact of today's financial environment, students will have an opportunity to study and explore current business trends and concepts through critical thinking, small group activities and written assignments. Students will be able to explore the economic downturn of 2008 by asking the questions, "What does the government do with all the money?" "How do the U.S. economic indicators impact the survival of U. S. businesses?" "How does the role of entrepreneurs benefit society?" Students will be encouraged to go beyond the textbook and explore the realities of business operations and activities in a collaborative learning environment. 3 credit hours. Fulfills Special-Electives gen.-ed. requirement. Tuesdays/Thursdays, 3:30 p.m. to 4:45 p.m.

PHI 205 - HN1 (Religions of the World), with Professor Charles Brown. It's a good idea to register early for this course. (Religions of the World is perennially popular at Harper.) This course studies the metaphysical and moral doctrines of the world's major contemporary religions, along with some considerations of religious rituals and organizational structures. For example, what do Hindus believe about karma and reincarnation? Why do Muslims pray five times daily? What differences are there between Jewish monotheism and Christian monotheism, or Christian monotheism and Muslim monotheism? How can Buddhism be called a religion if it is essentially non-theistic? What is Taoism, and what is the nature of the Tao? What is the significance of celibacy and chastity for Buddhist monks and nuns, Catholic priests and nuns, Jain monks and nuns, and other religious persons? On a broader, more "philosophical" scale, how much of religion is in fact about faith? How much is about politics? Despite the rancor and buzz between religions, how much does the average Christian really know about Judaism, for example? Or what does the typical subscriber of Hinduism know about Islam, and vice versa? Fulfills Humanities gen.-ed. requirement. 3 credit hours. Tues/Thurs., 9:30 a.m. to 10:45 a.m.

PSY 101 - HN1 (Introduction to Psychology), with Professor Charles Johnston, will explore the theme of conformity/compliance as a major source of evil in society and will pay special attention to social psychology and the psychology of women. Fulfills Social-and-Behavioral Sciences gen.-ed. requirement. 3 credit hours. Tuesdays/Thursdays, 2:00 p.m. to 3:15 p.m.

CHM 121 - HN1 (General Chemistry), with Professor Andy Kidwell, will offer an innovative, hands-on approach to chemistry instruction by having students apply principles of general chemistry to such contemporary issues as global warming. Fulfills Physical-and-Life-Sciences gen.-ed. lab course requirement. 5 credit hours. Mondays, 11:00 a.m. to 3:50 p.m. (lecture from 11:00 a.m. to 12:15 p.m.; lab from 1:00 p.m. to 3:50 p.m.); Wednesdays, 12:00 p.m. to 2:30 p.m. (lecture from 12:00 p.m. to 1:15 p.m.; discussion from 1:30 p.m. to 2:20 p.m.).

PSC 101 - HN1 (American Politics and Government), with Professor Bobby Summers. This Honors course is an introduction to American government and the American political system. The course explores the issues of today as well as the challenges that confronted the founding fathers. Students will consider the constitutional foundations of American government, the structure of federalism, as well as the inner workings of the courts, the Congress, and the presidency. By tracking current elections and politics, we will discuss the roles played by political parties, special-interest groups, public opinion, and elections. Finally, we'll examine some of the policy dilemmas confronted by American government today and yesterday, including civil liberties, civil rights, foreign policy, and economic regulation. In addition to the material presented by the instructor, students will select and lead classroom discussions from supplemental historical and contemporary readings. Fulfills Social-and-Behavioral-Sciences gen.-ed. requirement. 3 credit hours. Tuesdays, 6:30 p.m. to 9:10 p.m.

SPE 101 - HN1 (Speech), with Professor Margaret Bilos, will allow students to discover the power of the spoken word, and students will receive instruction from Harper's award-winning, nationally respected Speech faculty (in this case, Prof. Bilos!). Emphasis will be placed on delivery, organization, research, audience analysis, and argumentation. Significant time will be dedicated to peer analysis of presentations. Students will also be videotaped for self-analysis. Fulfills Communications gen.-ed. requirement. 3 credit hours. Tuesdays & Thursdays, 12:30 p.m. to 1:45 p.m.

IDS 290 (Independent Study/*The Challenger*) offers students hands-on experience editing *The Challenger*, the newsletter of the Harper Honors Society. Students will work closely together in doing layout and soliciting, writing, and editing articles for this official publication of the Honors Society. Though Professor Alicia Tomasian will be the faculty advisor for *The Challenger*, students must contact Mr. Wilson (847.925.6791/awilson@harpercollege.edu) to develop a contract for this independent study. Fulfills Approved-Electives gen.-ed. requirement. 3 or 4 credit hours (depending upon how many issues the students wish to produce during the semester). Limit: 4 students. Meeting time(s) to be decided.

HUM/HST 105 - HN1 (Great Ideas of World Civilization), with Professor Brian Cremins. This is the Honors Colloquium class. This course is required for all Honors students who 1) first enrolled at Harper in or after the fall of 2001, and 2) wish to acquire Honors Program Graduation status. Students will survey primary sources from various academic disciplines. Core readings may include selections from Plato, the Buddha, Bacon, Darwin, Freud, Nietzsche, Rousseau, Machiavelli, Swift, Voltaire (*Candide*), Marx, Douglass, and de Beauvoir; these may be supplemented with selections from authors such as Hesiod, Lao Tzu, Confucius, St. Augustine, the Prophet Mohammed, Bede the Venerable, St. Thomas Aquinas, Dante, Martin Heidegger, and Jean-Paul Sartre. Students will select and lead classroom sessions on the readings; students will also have the opportunity to discuss these "great ideas" with Harper professors from across the campus and from many academic disciplines. Fulfills Humanities gen.-ed. requirement. 3 credit hours. Tues./Thurs., 11:00 a.m. to 12:15 p.m.

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Return the form to Jill Izumikawa, International Student Office, Building F, Room 340

International Student Friendship Program

(More information on page 6)

International Student Information Form

Name _____

Telephone Number _____

Email Address _____

Gender _____ Male _____ Female

Major _____

First Semester at Harper College _____ (month and year you started)

What special interests and hobbies do you have?

