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# Table of Contents:

## I. Course Offerings

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## II. Biographies

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**APPH 1050 HP: Science of Physical Activity and Health**  
Christie Stewart  
Cap: 100 HP

Students will learn the importance of health, fitness, good nutrition, stress management and chronic disease prevention through discussion of health/wellness concepts and current health topics/trends. Students will form teams for a semester-long project relating to leadership and campus health/wellness. The activity portion of the course will focus on a specific training mode (Running-HPR, Fitness 101-HPF, Yoga-HPY) to improve overall fitness. The Running and Fitness sections will be split based on ability.

*Fulfills: Wellness Overlay*

**CHEM 1212K HP: Chemical Principles II**  
Jake Soper  
Cap: 24 HP/24 CHEM/BCHEM

This course teaches chemical principles via in-depth examinations of current issues in sustainability and public policy, with a particular focus on the production of clean chemical fuels to power the planet. Topics to be covered include chemical equilibria, acids and bases, electrochemistry, kinetics, main group and transition elements. The relevance of these topics is highlighted through assigned readings and in-class discussions, debates, and simulations. Laboratory exercises supplement the lecture material.

**COE 3002 HP: Micro/Nano Revolution**  
John Cressler  
Cap: 15 HP/30 Technology & Mgt

This course will develop the general scientific and engineering underpinnings of microelectronics and nanotechnology as well as examine how this new technological revolution is influencing a broad array of interdisciplinary fields and civilization as a whole. Special “widget deconstructions” will address common pieces of modern technology to determine how they actually work. Informal discussion sessions and debates will explore the transformational impact on modern society. The class will be highly interactive and student participation is key.

**CS 1315 HP: Intro Media Computation**  
Colin Potts  
Cap: 20 HP

Introduction to computation (algorithmic thinking, data structures, data transformation and processing, and programming) in a media and communication context.
Students will investigate how different components of Earth’s environment interact with one another, and how these interactions produce the unpredictable behaviors that characterize our home planet. We will explore these behaviors through case studies, field trips, data analysis, and an introduction to laboratory instrumentation. By the end of the semester, students will understand the processes by which the dynamic Earth system operates, and will be able to critically evaluate natural and anthropogenic influences on the environment.

EAS 1600 HP: Intro to Environmental Science
Ken Ferrier
*Blended Course*  Cap: 15 HP/10 EAS

Students will investigate how different components of Earth’s environment interact with one another, and how these interactions produce the unpredictable behaviors that characterize our home planet. We will explore these behaviors through case studies, field trips, data analysis, and an introduction to laboratory instrumentation. By the end of the semester, students will understand the processes by which the dynamic Earth system operates, and will be able to critically evaluate natural and anthropogenic influences on the environment.

EAS 2803 HP: Urban Forest
Monica Halka
*Blended Course*  Cap: 10 HP/10 SLS

When you think of a city, what’s the first thing that comes to mind? Probably not “forest,” but many urban problems—such as smog and elevated summer temperatures—could be alleviated if people would get into that mindset. Trees minimize the heat island effect, halt soil erosion, absorb air pollutants, and harbor native birds. In partnership with Trees Atlanta, this course will explore these aspects of what our urban forest does for our community and what we can do to help both thrive. Scientific, economic, social, and environmental aspects will be explored.

EAS 4803 HP: History of Space Exploration
Carol Paty
*Blended Course*  Cap: 20 HP/5 EAS

We will examine the history of space exploration, weighing the societal influences on and impact of these accomplishments. We will cover many topics in this course, including the timescales of technological advancement, the differences in the early U.S. and Soviet Union space programs, the influence of important societal issues on NASA, and the impact of robotic vs. manned exploration. The goal of this course is to expose students to the complex environment that fostered some of the most inspiring achievements and provide a context for discussion on the future of space exploration.
Honors Program English

At Georgia Tech, all students are required to take ENGL 1101 and ENGL 1102. These courses introduce students to principles that, regardless of major or eventual career, provide a framework for successful communication by giving students opportunities to practice and hone their multimodal strategies in relation to issues and concerns in science and society. Georgia Tech emphasizes that communication is Rhetorical and Multimodal. Our WOVEN approach to teaching and learning communication emphasizes creating and integrating ideas in multiple modes: Written, Oral, Visual, Electronic, and Nonverbal.

Honors Program classes offer a unique advantage. Through small, Honors Program only classes, students and faculty form deeper connections, allowing for richer discussions and a deeper understanding of course materials.

ENGL 1101 HP1: Siri’s Progeny: Voice and the Future of Interaction Design
Lauren Neefe
Cap: 18 HP

This course explores questions of speech in human-computer interaction design. Students will conceptualize a world in which speech has to be designed for specific and novel communicative interactions, as with Amazon’s Alexa or Apple’s Siri. Organized into modules on media history, bias in technology, and the future of voice representation, the course asks students to critically examine the similarities and differences between human-human interaction and human-computer interaction.

ENGL 1101 HP2: Fashioning Monsters, Preserving Normalcy
John Browning
Cap: 18 HP

Monsters have and will continue to embody what the dominant groups in society consider most undesirable. This class will focus on the conflicting dynamics in American history and culture that have helped shape our ideas about deviance and normalcy, concepts out of which monstrosity is born. We will situate literary and visual narratives, commercial ads, and news stories within historical, cultural, and political contexts, allowing students to examine and write about the monster in all its many guises as an expression of cultural anxieties about race, class, sexuality, and gender.
ENGL 1102 HP1: One World is Not Enough  
Caroline Young  
Cap: 18 HP

We will explore work of contemporary novelists, stories that dwell beyond natural laws. The class will consider how these authors expose and influence the changing face of our global community in the twenty-first century. Reading the work of David Mitchell, Haruki Murakami, and Kazuo Ishiguro, students will respond creatively and critically through a variety of media. A workshop at the Georgia Tech Paper Museum will guide the creation of team-designed children's stories reflecting themes found in these author’s works. Books will be donated to a local community center.

ENGL 1102 HP2: Lit and Digital Culture  
Andy Frazee  
Cap: 18 HP

This course focuses on literature that draws inspiration from the technologies, processes, and logics of digital culture. We will learn and practice rhetorical and critical thinking, research, and multimodal communication by looking at the ways modernist, postmodern, and contemporary literature has influenced and been influenced by information technologies. We will both explore the world of electronic and interactive literature and will consider how the affordances of digital technology have shaped aspects of 21st-century literature on the print page.

ENGL 1102 HP3: Locating the Real in Reality  
Chelsea Bullock  
Cap: 18 HP

This course will focus on the development of a specifically feminized version of reality television in American culture. We will explore the evolution of reality television in America, including the emergence and rise of the genre within cultural and industrial contexts. We will trace the history with consideration of how economic, social, and industrial moments influence and give language to what reality television was, is, and could be. We will devote special attention to the operations of gender, race, class, and power in reality television.

ENGL 1102 HP4: Unnatural Disasters  
Melissa Sexton  
Cap: 18 HP

This course examines narrative representations of technology and disaster, exploring how technological development is depicted as both the cause of and the solution to social and environmental problems. Texts will range from nineteenth-century stories about industrial development to dystopian films depicting environmental degradation. We will explore how historical context can help us work towards environmental justice and social good in future development. We will develop critical thinking and work on WOVEN communications skills through essays, videos, and presentations.
Each student will mentor one student at BEST Academy as he prepares for college; BEST is an all-boys, public high school in Atlanta's Westside. You will examine how race, poverty, and other socioeconomic dynamics have shaped the educational opportunities available in historically segregated and economically distressed urban communities and apply these insights to bring a more informed perspective to your mentoring work. You will study sustainability issues of the Westside community, giving the BEST students an opportunity to earn their service hours.

LMC 3502 HP: Medieval Lit & Culture: Medieval Atlanta
Richard Utz
Cap: 25 HP

A tour de force through the quintessentially modern city of Atlanta and the numerous ways in which modern and contemporary cultural practices, architecture, language, education, literature, religion, film, games, etc., reinvent and remember medieval culture. The class will include research assignments that ask students to do in situ research, and we may also visit some of the places in which the Middle Ages are still visible and palpable. The goal of this class is to learn that, in William Faulkner's words, “The Past is never dead. It isn't even past.”

MATH 3012 HP: Applied Combinatorics
Tom Trotter
Cap: 15 HP


PHIL 3127 HP: Biotechnology Law, Policy & Ethics
Roberta Berry
*Blended Course*
Cap: 15 HP/5 PUBP

An exploration of the intertwined legal, policy, and ethical issues posed by emerging biotechnologies, including human embryonic stem cell research, genetic testing & whole genome sequencing, forensic DNA identification, human cloning, human genetic enhancement, neuroimaging to predict violence, and human neuro-enhancement.
A survey of methods, findings, and theories of the science of mind and behavior. How, when, and why did people begin investigating human cognition and behavior? Get an introduction to the major problems and concepts of psychology, including topics like human development, learning and memory, perception, emotion, personality, and stress. This class is essential for anyone interested in understanding the science of the human mind.

*Fulfills: Ethics Requirement

**RUSS 3222 HP: Confronting Crimea: Russian Empire through Lit & Film**  
Dina Khapaeva  
Cap: 20 HP

20th Century Literature & Film (in English): Crimea is a predominantly agricultural region. It has no mineral resources, not even water. Tourism is Crimea's main source of income. However, Russians usually prefer to go on vacation to Bulgaria, Turkey etc. due to poor service and underdeveloped infrastructure in Crimea. Nevertheless, currently around 85% of Russians support the annexation of Crimea. Through the analysis of 20th century Russian literature & film, this course will explain how Russian imperial ambitions were nurtured in the Soviet and post-Soviet culture.

**GT 1000 HP 1-4: Meditation, Mindfulness, and Mental Acuity**  
Monica Halka, Ameet Doshi, Paul Verhaeghen  
Cap: Varies By Instructor

GT 1000 is a one-credit hour, letter graded seminar course that demonstrates Georgia Tech's commitment to supporting the successful transition and experience of new students. These sections will be focused on meditation, mindfulness, and mental acuity and their application to students’ daily lives.

**GT 1000 HP5: Professional Development**  
Nicole Leonard  
Cap: Varies By Instructor

GT 1000 is a one-credit hour, letter graded seminar course that demonstrates Georgia Tech's commitment to supporting the successful transition and experience of new students. This section will focus on personal branding & development for those new to the college setting.
Honors Program Staff

**Roberta Berry** is Director of the Georgia Tech Honors Program and a faculty member in the School of Public Policy with a joint appointment at the Georgia State University College of Law. She holds a JD and a PhD in the history and philosophy of science. Her publications include two books, The Ethics of Genetic Engineering and A Health Law Reader: An Interdisciplinary Approach (co-edited). Her teaching has been recognized by the Class of 1940 W. Howard Ector Outstanding Teaching Award, the Ivan Allen Jr. Faculty Legacy Award, and the Outstanding Faculty Member Award.

**Monica Halka** is Associate Director of the Georgia Tech Honors Program. An experimental physicist specializing in the interaction of light with atoms, she recently completed work on a set of six volumes on the periodic table of the element. Other current interests include the urban forest, alternative energy, mindfulness, optical illusions, and the history of the atomic age. She is a member of the Atlanta Tree Conservation Commission, a Trees Atlanta “Treekeeper” and “Treespeaker,” and a Serve.Learn.Sustain trainer.

**Nicole Leonard** is the Academic Advisor for the Georgia Tech Honors Program. She is a Georgia native who in May 2013, earned her MBA, with a concentration of International Business. Her areas of interest include women & entrepreneurship in the developing world, the shared economy and small business development. Nicole is a Co-Active trained coach and integrates aspects of coaching into her advising. In addition to advising the over 800 students within the program, Ms. Leonard has taught an Honors Program section of GT1000 since fall of 2007, she is a member of the Georgia Tech Academic Advisors Network, the National Academic Advisors Association and a Leadership Fellows coach.

**Lauren Evans** is the Senior Administrative Professional of the Georgia Tech Honors Program. In May 2014, she completed her M.A. after successfully defending her thesis—a collection of nonfiction essays exploring the relationship between society and popular culture. Lauren is a Contributing Editor for Palaver, an interdisciplinary academic journal. Her other research interests include the roles of women in mass media, television studies, Southern culture, and cultural hierarchy.
Honors Program Professors

Christie Stewart is an Academic Professional in the School of Applied Physiology. She received a Bachelor of Science in Movement Science from the University of Pittsburgh and a Master of Education in Clinical Exercise Physiology from the University of Georgia. Most recently, she received her Doctorate in Educational Leadership from Mercer University. Prior to her current position, Christie worked as Associate Director for Healthy Lifestyle Programs at the Campus Recreation Center, where she worked closely with the School of Applied Physiology to help create the activity sections for APPH 1050.

Jake D. Soper is an Associate Professor in the School of Chemistry. His research program in organometallic and inorganic coordination chemistry focuses on the development of new transition metal catalysts for redox reactions relevant to organic synthesis and energy conversion and storage. His independent research has been honored with an NSF CAREER award and a DARPA Young Faculty Award (YFA). He received the 2010 Georgia Tech Faculty Award for Academic Outreach. He has taught freshman chemistry for ten years.

John D. Cressler is Schlumberger Chair Professor of Electronics in the School of Electrical and Computer Engineering. He also teaches in the Technology and Management Program in the College of Business. The basic thrust of Cressler's research is to develop novel micro/nanoelectronic devices, circuits and systems for next-generation applications within the global electronics infrastructure. In addition to his academic duties, Cressler is an historical novelist, writing love stories set in medieval Muslim Spain that celebrate the era of convivencia (coexistence). Cressler was awarded the 2010 Class of 1940 W. Howard Ector Outstanding Teacher Award, and the 2013 Class of 1934 Distinguished Professor Award.

Colin Potts is Georgia Tech’s Vice-Provost for Undergraduate Education. As a professor, Potts has been responsible for designing and teaching courses in software engineering, human-computer interaction design and evaluation and the social and ethical implications of information technology. He has taught at the undergraduate, master’s and doctoral levels; professional development seminars; and evening courses. His passion, however, is undergraduate education- for which he received the 2010 William “Gus” Baird Faculty Teaching Award and the 2012 Eichholz Faculty Teaching Award. He frequently teaches introductory courses in computer science to non-majors.
**Honors Program Professors**

**David Smith** is a Lecturer at Georgia Tech, and has been on the faculty since 1997. He holds a first-class B.Sc.(Eng) in Aeronautical Engineering from Southampton University (1964), and a M.Sc. in Control Systems from Imperial College, London (1966). Prior to Georgia Tech, Mr. Smith retired from Lockheed Martin Aeronautics Company after a 31 year career as a specialist in computer software architectures.

Ken Ferrier is an assistant professor of geology in the School of Earth and Atmospheric Sciences at Georgia Tech. He teaches undergraduate and graduate students and also conducts research on a number of processes that shape the Earth’s surface. At present, his group’s research is centered on two broad themes: 1) The topographic and chemical evolution of the Earth’s surface; and 2) sea level dynamics.

**Carol Paty** is a Planetary and Space Physicist studying the magnetic fields and near space environments of planets and icy worlds and how they interact with the solar wind. She uses a combination of observational data and computational simulations to further our understanding of the fundamental physics governing these complex and beautiful interactions. She is currently working on two upcoming missions set to explore the icy moons of Jupiter: Europa and Ganymede.

**Lauren Neefe** is a Brittain postdoctoral fellow in the School of Literature, Media, and Communication. She has a Ph.D. in English Literature. Her areas of research include Romanticism, poetry, media theory, and sound.
Honors Program Professors

**John Edgar Browning** is a Marion L. Brittain Postdoctoral Fellow with a Ph.D. in American Studies from SUNY-Buffalo. He is internationally recognized for his horror, vampire, and Dracula scholarship, with over 15 published or forthcoming books and over 60 published or forthcoming articles, book chapters, and reviews. He is also widely regarded as a chief expert on human vampirism in the United States and abroad, and in the past he's been invited to appear as a scholar on this topic on National Geographic’s Taboo USA (2013-) and Discovery Channel’s William Shatner’s Weird or What? (2010-).

**Caroline Young** received her PhD in English Literature and Creative Writing at the University of Georgia. She also holds a Master of Fine Arts from Queens University of Charlotte and a Bachelor of Arts in Art History. Her primary areas of research are twentieth century American literature with an emphasis on experimental women’s poetry, the evolution of elegy as poetic form, and contemporary literature. Her writing, teaching, and research is influenced by a sixteen-year career in television promotion and advertising.

**Andy Frazee** is the Associate Director of Georgia Tech’s Writing and Communication Program. His scholarly research and creative practice focuses on the ways that contemporary poetry has engaged with, and been transformed by, information technology and digital culture. He is the co-author of articles on multimodal assessment and the innovative use of space in teaching writing and communication courses, as well as of numerous published poems and a book of poetry, The Body, The Rooms (Subito Press, 2011).

**Chelsea Bullock** received a PhD in English and Media Studies from the University of Oregon in 2014 and wrote a dissertation about contemporary U.S. reality television within a neoliberal, post-recession era. She studies television and popular culture with a critical eye to representations of gender, race, and class. She has written about Magic Mike XXL and Teen Mom 2, and you can find out more about her work and professional interests on her website.
Honors Program Professors

**Melissa Sexton** studies environmental rhetoric and representation, particularly examining the ways in which American environmental texts transmit and create knowledge about the natural world. Her work explores the connections between materiality and language, adapting epistemological models from the field of science studies. She is currently working on an anthology chapter on new materialist readings of Thoreau’s *The Maine Woods*. She has taught classes on environmental literature, interdisciplinary environmental studies, multimodal communication, and composition and rhetoric, and she also served for one year as the Assistant Director of Composition at the University of Oregon.

**Christopher Burke** is an educator, researcher, and public relations professional with 20 years experience in housing, education, and community development. Chris did community work for former President Jimmy Carter, and worked on the research staff at the American Planning Association (APA). In 1999 Chris joined the Greater Atlanta Home Builders Association where he served as Vice President of Government Affairs until November 2010. Chris has authored and published more than a dozen articles on housing economics and land-use topics for APA publications, *The Historic Preservation Journal*, *The Southern Journal for Public Policy*, *Builder Magazine*, and *Atlanta Building News*.

**Carol Subiño Sullivan** is a cultural anthropologist who currently serves as a faculty development specialist in the Center for the Enhancement of Teaching and Learning at Georgia Tech where she works with faculty to improve student learning in their classes using evidence-based teaching approaches. Carol’s anthropology research focused on a Mexican community dedicated to the practice of traditional Guinean dance and drumming. Her areas of educational research include career pathways in educational development, TA preparation, inquiry-based teaching, crafting statements of teaching philosophy, and Just-in-Time Teaching.

**Richard Utz** is Chair and Professor in the School of Literature, Media, and Communication at the Georgia Institute of Technology. He is the author and (co)editor of 20 book-length publications as well as member of the editorial advisory board of journals and book series based in Australia, Great Britain, Denmark, Germany, and the United States. Utz has been the recipient of numerous awards, including the Iowa State Board of Regents Award for Faculty Excellence. He currently serves as President of the International Society for the Study of Medievalism and editor of its review journal, *Medievally Speaking*, and its Proceedings, *The Year’s Work in Medievalism*. 
Tom Trotter came to Georgia Tech in 2002 as Professor and Chair of the School of Mathematics and served 7 years in that position. He served as Chair at the University of South Carolina and Arizona State University and held named professorships at both. Since coming to Georgia Tech, he has supervised 5 Ph.D. students and 4 undergraduate student theses. Professor Trotter has research interests in combinatorial mathematics, which has immediate connections to almost every other field in science, engineering and business. He has more than 140 research papers, and he has given invited addresses at more than 90 international conferences and symposia. He has also given invited lectures at more than 100 leading universities in the U.S. and abroad.

Paul Verhaeghen is a Professor in the Psychology Department, studying attention and memory, and how these change as people age. He enjoys cooking, walking the dog, and sitting really still; he hates writing autobiographical blurbs.

Dina Khapaeva is Professor in Russian at the School of Modern Languages, Georgia Institute of Technology. Her most recent books include Nightmares: From Literary Experiments to Cultural Project, (2013) and Portrait critique de la Russie: Essais sur la société gothique, (2012). Her research is principally in the field of cultural and literary studies, and she has also published on the historical memory and intellectual history. Her new book The Celebration of Death in Contemporary Culture is forthcoming in 2017 from the University of Michigan Press.

Ameet Doshi is the Director of Service Experience and Program Design at the Georgia Institute of Technology Library. Prior to his appointment at Georgia Tech, he served as a Public Services Librarian and Lecturer at the University of North Carolina, Wilmington. His research interests include: the use of gaming to teach information literacy concepts, library as public space, sustainable library design, international student perceptions of the academic library, and the use of open source tools in academic libraries. In 2008, he completed a second Masters degree in Public Administration (MPA) with a concentration in Higher Education Leadership at the University of North Carolina, Wilmington.