# Table of Contents

- **APPH 1050 HP: THE SCIENCE OF PHYSICAL ACTIVITY AND HEALTH** ................................................................. 4
- **APPH 1802 HP: SPECIAL TOPICS** .................................................................................................................. 5
- **CHEM 1212K HP: CHEMICAL PRINCIPLES II** .................................................................................................. 6
- **COE 3001 HP: MECHANICS OF DEFORMABLE BODIES** ................................................................................... 7
- **COE 3002 HP: INTRO TO THE MICROELECTRONICS & NANOTECHNOLOGY REVOLUTION** ....................... 8
- **CS 1301 HP: INTRODUCTION TO COMPUTING (ONLINE)** ............................................................................ 9
- **CS 1371 HP: COMPUTING FOR ENGINEERS** .................................................................................................. 10
- **EAS 2600 HP: EARTH PROCESSES** ............................................................................................................... 11
- **ENGL 1101 HP: ENGLISH COMPOSITION I** ..................................................................................................... 12
- **ENGL 1102 HP1: ENGLISH COMPOSITION II** ................................................................................................ 13
- **ENGL 1102 HP2: ENGLISH COMPOSITION II** ................................................................................................ 14
- **ENGL 1102 HP3: ENGLISH COMPOSITION II** ................................................................................................ 15
- **ENGL 1102 HP4: ENGLISH COMPOSITION II** ................................................................................................ 16
- **ENGL 1102 HP5: ENGLISH COMPOSITION II** ................................................................................................ 17
- **HTS 2803 HP: SPECIAL TOPICS** .................................................................................................................... 18
- **MATH 4803 HP: SPECIAL TOPICS - BRIDGE TO MATHEMATICS** ................................................................. 19
- **MGT 4193 HP: SERVANT LEADER VALUES SYSTEM** ....................................................................................... 20
- **MUSI 3241 HP: CHORALE** ............................................................................................................................. 21
- **PHIL 3127 HP1: SCIENCE, TECHNOLOGY & HUMAN VALUES THINKING** ..................................................... 22
- **PSYC 1101 HP: GENERAL PSYCHOLOGY** ........................................................................................................ 23
- **PUBP 3244 HP: STEM CELL SCIENCE, ETHICS, AND POLICY** ................................................................. 24
- **RUSS 3222 HP: RUSSIAN 20TH CENTURY LITERATURE & FILM** ............................................................... 25
- **SPAN 3260 HP: IDENTITY IN HISPANIC AMERICAN LITERATURE** .............................................................. 26
- **ADDENDUM 1: AWARD OF HP DISTINCTION IN A PATHWAY** ..................................................................... 27
APPH 1050 HP: The Science of Physical Activity and Health

Dr. Christie Stewart  
2 Cr.

Please note: You must sign up for both the lecture AND an activity section  
60 HP (20 in each section)

Students will learn the importance of health, physical activity, nutrition, stress management/mindfulness and chronic disease prevention through discussion of health/well-being concepts and current health research and trends. Students will form teams for a semester-long project relating to leadership and campus well-being. The activity portion of the course will focus on a specific physical activity mode (e.g. Fitness 101, Weight Training, Yoga) to improve overall fitness.

Christie Stewart is an Academic Professional in the School of Biological Sciences. 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. Her research interests include the culture of health/well-being on college campuses and health/well-being and academic success.

Lecture:  
M 9:30-10:20 am; Curran Street Deck 210 (LLC West Commons; 8th St., across lobby from Wings)

Activity:  
W 8:25-10:20 am; CRC  
(Please note: Most activity classes will begin at 8:45 am; however, on specific dates we will begin class at 8:30 am to complete fitness testing, labs, etc. These dates will be noted on your course schedule.)

CRN (Lecture): 91576

CRN (Activity): 91577 (HPF) Fitness 101  
91578 (HPW) Weight training  
91579 (HPY) Yoga
Everyone experiences some level of stress and adversity in their daily lives. Learning to effectively manage life stressors is a lifelong skill. The purpose of this course is to help students improve their health and well-being and flourish in their environment by using the conceptual pillars to develop skills related to coping, resiliency, gratitude, optimism, mindfulness, and emotional intelligence. Students will be challenged to evaluate their current overall health/well-being status and identify strategies for improvement in personal and professional growth to achieve a positive, meaningful and fulfilling life.

**This course will fulfill the Institute wellness requirement pending successful completion of the course and a grade of >70% on the final exam (congruent with current procedures in place for passing advanced standing exam for APPH 1040 credit). Once the final exam is passed, the instructor will complete the advanced standing non-residential credit form. The student will receive credit for APPH 1040.

**Christie Stewart** is an Academic Professional in the School of Biological Sciences. 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. Her research interests include the culture of health/well-being on college campuses and health/well-being and academic success. Christie and her colleague, Lesley Baradel, developed the Thriving, Not Just Surviving: Strategies for Health and Resilience in response to the campus community’s need for additional education and support for well-being and resilience.

**Lesley Baradel** is an Adjunct Professor in the School of Biological Sciences. She received her Bachelor of Science in Economics from Vanderbilt University, a Masters of Business from Goizueta School of Business at Emory University, and a Master of Science in Nutrition from Georgia State University. Outside of teaching at Georgia Institute of Technology, Lesley consults with the food service industry in the areas of nutrition composition analysis, menu planning, and recipe development for all types of dietary menus. In addition, Lesley assists restaurants with menu labeling compliance with federal regulations.

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>TR 12:00-12:50 pm; Curran Street Deck 210 (LLC West Commons; 8th St., across lobby from Wings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN:</td>
<td>41055</td>
</tr>
</tbody>
</table>
CHEM 1212K HP: Chemical Principles II
AND
CHEM 1212K H01 OR H06

Prof. Jake Soper 4 Cr.
Prerequisites: CHEM 1211K or CHEM 1310
SLS affiliated
Please note: You must sign up for both the lecture AND a lab section

This course teaches chemical principles via in-depth examinations of current issues in sustainability and public policy, with a particular focus on environmental sustainability and 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.

Jake Soper is an Associate Professor in the School of Chemistry and Biochemistry. Prof. Soper's research focuses on the development of transition metal catalysts for selective bond-making and -breaking reactions relevant to sustainable organic synthesis, and energy conversion and storage. Recent successes from his lab include the rational design of Earth-abundant base metal catalysts that functionally mimic palladium in cross coupling cycles for assembly of C–C bonds, and the demonstration of ligand-mediated radical control in catalytic reactions relevant to artificial photosynthesis.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>CRN: 86315</th>
<th>MWF 9:30-10:20 am; Molecular Sci &amp; Engr 1222</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab H01</td>
<td>CRN: 86344</td>
<td>Lab: M 12:30-3:15 pm; Clough 572</td>
</tr>
<tr>
<td>Lab H06</td>
<td>CRN: 86345</td>
<td>Lab: M 3:30-6:15 pm; Clough 572</td>
</tr>
<tr>
<td>Exams</td>
<td></td>
<td>R 6:30-7:45 pm; Clough 102</td>
</tr>
</tbody>
</table>

3 dates, provided 1st class
COE 3001 HP: Mechanics of Deformable Bodies

Dr. Jason Wang

Prerequisites: COE 2001 Statics (Minimum grade C)
Corequisites: MATH 2552 Differential Equations

This course comes after Statics and extends the engineering analysis approach from rigid bodies to include deformable bodies, specifically structural members under various loading conditions: bars with axial loads, shafts in torsion, beams in bending, and columns in compression. Students will learn applications of stress and strain analysis that lay the foundation for future mechanics and strength of materials analyses. Critical in this course is the continued development of a systematic approach to problem-solving that is crucial to the career of a successful engineer. The instructor will model various problem-solving approaches to help students learn to work independently and collaboratively as they analyze diverse problems common in engineering mechanics. Through in-class discussions and problem-solving, students will learn to see the world around them from an engineering mechanics perspective.

Dr. Jason Wang is a Senior Decision Support Analyst in Georgia Tech's Institutional Research and Planning (IRP) office. He earned his Ph.D. in Bioengineering and his B.S. and M.S. in Mechanical Engineering from Georgia Tech. Jason's passion for teaching and learning has taken him from being an undergraduate student to a graduate TA to an instructor to working in the Center for Teaching and Learning. His current role in IRP provides new opportunities to work on undergraduate education at a higher level while continuing to engage with Georgia Tech students in the classroom.

Lecture
MW 3:30-4:45 pm; West Village Dining Commons 277

CRN
91999
COE 3002 HP: Intro to the Microelectronics & Nanotechnology Revolution

Professor John D. Cressler  3 Cr.
Note: This course is taught in Tech Square. Allow 30 minutes between this class and classes on Main Campus.

CoE 3002 develops the general scientific and engineering underpinnings of microelectronics and nanotechnology, and examine how this new technological revolution is influencing a broad array of interdisciplinary fields (engineering, biology, biomedical engineering, material science, chemistry, physics, medicine, technology, management) and civilization as a whole (art, business, film, entertainment, politics). Special “widget deconstruction” topics will address common pieces of modern technology (e.g., smart phone, flash drive, GPS, DVD, digital camera, etc.) from the perspective of: “How do they do what they do?”, “How does microelectronics & nanotechnology play in that functionality?”, and “Where is the technology going and how will it change the way we live our lives?” Student-led team debates and class discussion threads will examine the transformational impact of the microelectronics and nanotechnology revolution on modern society. A team “widget deconstruction” project will serve as a capstone for the course. No special knowledge of electrical and computer engineering is assumed. This class will be highly interactive and student participation is key.

John D. Cressler is the Schlumberger Chair Professor in the School of Electrical and Computer Engineering, and the Ken Byers Teaching Fellow in Science and Religion. 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 writes historical fiction, love stories set in medieval Muslim Spain that celebrate the era of convivencia (coexistence), a unique period when Muslims, Jews and Christians lived together in harmony. He is deeply interested in the on-going dialogue between science and religion, and teaches the popular IAC 2002, "Science, Engineering and Religion: an Interfaith Dialogue," each spring, and is open to all GT students. One of Cressler’s passions is teaching technical topics to non-specialists, and this evolved into CoE 3002, "Introduction to the Microelectronics and Nanotechnology Revolution," which is open to all GT students, and has been a popular offering to the Honors Program and Technology and Management Program for some time now. Cressler was awarded the 2010 Class of 1940 W. Howard Ector Outstanding Teacher Award (Georgia Tech’s top teaching award), and the 2013 Class of 1934 Distinguished Professor Award (the highest honor Georgia Tech bestows on its faculty). Visit him at: http://users.ece.gatech.edu/~cressler (research) and http://johndcressler.com (books).

<table>
<thead>
<tr>
<th>Lecture</th>
<th>TR 5:00-6:15 pm; College of Business 221</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN</td>
<td>88593</td>
</tr>
</tbody>
</table>
CS 1301 HP: Introduction to Computing (online)

David Joyner

Please note: You must register for the lecture and recitation separately

3 Cr. 35 HP

The purpose of this online course is to give students an introduction to computer programming. Students will gain experience and practice with logical thinking and debugging. The focus in the course is on developing skills and experience in software development and use of software tools. No prior CS coursework is required. The HP section will be limited to 35 students and will include an optional recitation session led by a CS TA. On 4 occasions, Dr. Joyner will attend the recitation session.

Dr. David Joyner has a passion for leveraging new technologies to improve student learning. He focuses on online learning not through MOOCs, but through large online classrooms. He is interested in the unique opportunities these classes have for personalizing student learning and granting students greater ownership and autonomy over their education. He’s seen incredible things happen with online learning at the graduate level, and is excited to extend those opportunities to undergraduate students.

Dr. Joyner completed his Ph.D. in Human-Centered Computing at Georgia Tech. He now works for the College of Computing as its Associate Director for Student Experience. Dr. Joyner is also teaches in the OMSCS program, teaching CS6460: Educational Technology, CS6750: Human-Computer Interaction, and CSE6242: Data & Visual Analytics. He also runs an online research lab: lucylabs.gatech.edu.

<table>
<thead>
<tr>
<th>Recitation</th>
<th>R 5:00-6:15 pm.; CoC Room 52</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN (online lecture – HP)</td>
<td>88023</td>
</tr>
<tr>
<td>CRN (recitation – HP1)</td>
<td>91147</td>
</tr>
</tbody>
</table>
CS 1371 HP: Computing for Engineers

Kantwon Rogers 3 Cr.

Please note: You must register for the lecture and recitation separately 300 Total (50 HP)

Foundations of computing with an introduction to design and analysis of algorithms and an introduction to design and construction of programs for engineering problem-solving.

Kantwon Rogers is a Computer Science PhD student advised by Dr. Ayanna Howard. He also earned a BS in Computer Engineering, a MS in Electrical and Computer Engineering, and a MS in Human-Computer Interaction from Georgia Tech. Kantwon is a winner of the 2018 Institute-Wide Graduate Student Instructor Award and of the 2015 Institute-Wide Teaching Assistant Award. His research interests lie in the area of computer science education and increasing the involvement and success of Black students and student's with disabilities in the field. Kantwon was also a member of the Honors Program when he was in undergrad.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>MWF 9:30-10:20 am; Architecture (East) 123</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recitation</td>
<td>R 5:00-6:15 pm; Curran Street Deck 210 (LLC West Commons; 8th St., across lobby from Wings)</td>
</tr>
<tr>
<td>CRN Lecture</td>
<td>81611</td>
</tr>
<tr>
<td>CRN Recitation</td>
<td>91197</td>
</tr>
</tbody>
</table>
EAS 2600 HP: Earth Processes

Prof. Andrew Newman

SLS affiliation

Please Note: You must sign up for the lecture AND lab section

4 Cr.

24 Total (12 HP)

Through lecture, discussion, labs, and field experiences this course is aimed at providing you with an understanding of how the Earth works and how it affects you. As an inhabitant of Earth, you may be sincerely interested in learning about processes that shape the landscape, drive natural hazards, influence climate change, and produce natural resources. Knowledge of how the Earth works can also help you in your daily lives. You may need to evaluate potential geologic and climate hazards when expanding your business, make informed decisions about the use and conservation of natural resources and how it may affect global policy. Finally, you may better appreciate features you will encounter when you hike through mountains, hit the beach, or when visiting a national park.

Prof. Andrew Newman is Solid-Earth Geophysicist in the School of Earth and Atmospheric Sciences, and was trained at Northwestern University. Before arriving at Georgia Tech in 2005, he worked at Los Alamos National Laboratory on developing non-linear numerical models to explain volcanic unrest, and UC Santa Cruz on a study to image earthquake behaviour in Central America. Throughout his research, his focuses remains on problems of geologic hazards, and primarily on those that surround active deformation and brittle failure of the earth's lithosphere in seismic and volcanic regions. The specialty is broadly-defined as earthquake and volcano geophysics. While he primarily uses GPS and seismology, Newman terms himself a 'garbage pail Geophysicist' as he'll use whatever tool is available to get at answering the geophysical/geologic question at hand.

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>TR 9:30 - 10:45 am; ES&amp;T L1116</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab:</td>
<td>M 3:30 - 6:15 pm; Kendeda 298</td>
</tr>
<tr>
<td>CRN (Lecture – HP):</td>
<td>91810</td>
</tr>
<tr>
<td>CRN (Lab – HP1):</td>
<td>91812</td>
</tr>
</tbody>
</table>
**ENGL 1101 HP: English Composition I**

TBA

Dr. Julia Tigner  
3 Cr.  
18 HP

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>MWF 11:00-11:50 am; Skiles 302</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN:</td>
<td>90508</td>
</tr>
</tbody>
</table>
About a century ago, Emile Durkheim noted that crime “consists of an action which offends certain collective feelings which are especially strong and clear cut.” More recently, Jean and John L. Comaroff have postulated that crime, in the twenty-first century, “has become the metaphysical optic by means of which people across the planet understand and act upon their worlds.” In this class, we will investigate how crime structures our world: the literature we read, the films and television shows we watch, the media we consume. We will begin by exploring contemporary multimedia adaptations of Fyodor Dostoevsky’s 1866 novel Crime and Punishment, and move from there into discussions of the death penalty and capital punishment by reading Hannah Kent’s Burial Rights and Bryan Stevenson’s Just Mercy. The course will conclude with a unit on prison reform and abolition. Throughout the semester, we will ask questions about why our societies have constructed crime they way that they have; what role punishment plans in the ordering of our world; and what alternatives might exist in opposition to current prevailing structures.

Dr. Molly Slavin is a Marion L. Brittain Postdoctoral Fellow in Georgia Tech’s Writing and Communication Program. She holds degrees from Emory University (PhD, 2018), National University of Ireland, Galway (MA, 2011), and the University of Notre Dame (BA, 2009). Her scholarly research focuses on crime and representations of cities in contemporary global Anglophone and postcolonial literature. She has written and published numerous peer-reviewed articles on these topics, and is currently at work on her book manuscript, Criminal Cities: The Postcolonial Novel and Cathartic Crime.
ENGL 1102 HP2: English Composition II  
Life Writing and the Artist

Dr. Lizzy LeRud  
Prerequisite: ENGL 1101

In this writing and communication course, we will read widely in the many genres of life writing that artists and their critics employ (biographies, autobiographies, oral histories and interviews, diaries, journals, letters, blog posts, portraiture, social media profiles, and more) while asking how these modes of communication inform our understanding of art—and, conversely, what art teaches us about life writing, too. We'll start by producing our own life stories, and we'll also explore theories of life writing, discuss biography with practicing poets and artists on campus, and visit archives to conduct biographical research. Assignments will center on a collaboration with the staff of the New Georgia Encyclopedia (NGE): in teams, students will research and compose biographical encyclopedia entries on Georgia’s poets laureate, working with NGE editors to finalize these entries for potential publication.

Lizzy LeRud is a Marion L. Brittain Postdoctoral Fellow in Georgia Tech’s Literature, Media, and Communication department. Her scholarship and teaching focus on the poetry of North America, and she is especially interested in the lives and literature of Black American poets. Her research has been funded by an NEH postdoctoral fellowship in poetics, and her essays have appeared in a variety of scholarly journals, edited collections, and poetry websites. Before Tech, she taught at the University of Oregon, Emory University, and Willamette University.

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>TR 12:30-1:45 pm; Skiles 354</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN:</td>
<td>88102</td>
</tr>
</tbody>
</table>
ENGL 1102 HP3: English Composition II  
TBA

Dr. Hannah Markley  
*Prerequisite: ENGL 1101*

| Lecture: | MW 12:30-1:45 pm; Skiles 371 |
| CRN:     | 82404                        |
ENGL 1102 HP4: English Composition II  
TBA

Dr. Aaron Colton  
3 Cr.

Prerequisite: ENGL 1101  
18 HP

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>TR 3:30-4:45 pm; Hall 103</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN:</td>
<td>87410</td>
</tr>
</tbody>
</table>
ENGL 1102 HP5: English Composition II  
TBA

Dr. George Thomas  
Prerequisite: ENGL 1101

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture:</td>
<td>MW 3:30-4:45 pm; Skiles 302</td>
</tr>
<tr>
<td>CRN:</td>
<td>87369</td>
</tr>
</tbody>
</table>

3 Cr.  
18 HP
HTS 2803 HP: Special Topics
Near Peer Mentoring: An Experience in Urban Education

Carol Subiño Sullivan & Christopher Burke
Counts toward Award of HP Distinction in Service
Pathway (see Addenda 1 & 2)
SLS affiliated

“If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up in mine, then let us work together.” ~Lilla Watson,

Mentors improve the chances that a child facing social and economic disadvantages will beat the odds and succeed. In this course you will engage in near-peer mentoring with high school students as they prepare for college. You will expand your understanding through exposure to experiences with education that are likely different in some ways from your own. You will also study the issues that contribute to the persistent inequality in the US education system as well as the solutions that have been proposed to address them.

Carol Subiño Sullivan, Ph.D. is an educator, educational developer and cultural anthropologist. At Georgia Tech, she serves as the assistant director of faculty teaching and learning Initiatives at the Center for Teaching and Learning. In this role, she supports all faculty and instructors in employing evidence-based teaching practices that cultivate a supportive learning environment. She’s had the privilege of being part of the HP faculty in teaching this course since 2013.

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.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>TR 9:30-10:45 am; Hefner 001</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN</td>
<td>92755</td>
</tr>
</tbody>
</table>
MATH 4803 HP: Special Topics - Bridge to Mathematics

Dr. Anton Leykin

No, this is not a pre-math remedial course: "bridge" is a popular card game. We will learn how to play and then play. Studying parts of combinatorics and probability theory relevant to the game should help us play bridge better. We will split time between theory (both bridge and math) and practice (play and discussion). Bridge puzzles, math puzzles, mini-tournaments, post-game analysis -- all will be components of this course.

*Informal prerequisite: some knowledge of discrete mathematics.

Dr. Anton Leykin joined Georgia Tech in 2009. Since then he taught a variety of courses including special courses as the one being offered in the Honors Program. Anton’s research interests cover several areas of mathematics and computer science adjacent to the broad topic of nonlinear algebraic computation.

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>Fridays 2:00-4:45 pm; Clough 262</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN:</td>
<td>91848</td>
</tr>
</tbody>
</table>
MGT 4193 HP: Servant Leader Values System

Dr. Robert Thomas  

Counts toward Award of HP Distinction in Service Pathway (see Addenda 1 & 2) 

This course is taught In Tech Square. Allow 30 minutes between this class and classes on Main Campus.

The philosophy of Robert K. Greenleaf outlined in his essays on servant leadership can be beneficial to students as they embark upon their career and future leadership roles. The concept of servant leadership is often misunderstood and discounted as a viable leadership model for the corporate world. However, Greenleaf emphasized the critical nature of institutions and described himself as a student of organizations. Servant leadership is defined as a philosophy of life and leadership dedicated to the growth of others and committed to building values-driven institutions that contribute to just, caring, and sustainable societies. Greenleaf placed emphasis on the role of values, personal introspection, and the ability of the servant leader to understand the environment in which they operate. He was also concerned with the methods used to achieve objectives.

Dr. Robert Thomas is Professor of the Practice in the Scheller College of Business. He joined Georgia Tech in January 2006 to develop curriculum and create programming for the Institute for Leadership and Entrepreneurship, an interdisciplinary unit that enhances leadership and entrepreneurship for socially responsible and sustainable value creation. He teaches courses in servant leadership, social entrepreneurship and entrepreneurial finance. Prior to joining Georgia Tech, he served in senior leadership positions in industry, investment banking, financial services and academia. He has extensive experiences working with universities, foundations and non-governmental organizations in Central and Eastern Europe and has served as a member of the board of directors of numerous nonprofits. He is currently Chair of the Board of the Greenleaf Center for Servant Leadership.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>MW 2:00-3:15 pm; College of Business 221</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN</td>
<td>87870</td>
</tr>
</tbody>
</table>
MUSI 3241 HP: Chorale

Prof. Nathan Frank

1 CR
105 Total (25 HP)

A non-auditioned mixed (SATB) ensemble focused upon the rehearsal, study and performance of choral music. Repertoire varies, and may include accompanied & unaccompanied works from all style eras and genres, modern music, vocal jazz, world music, and performances that incorporate multiple mediums. The purpose of the class is to develop:
1. An understanding of vocal technique in theory and practice
2. The application of harmonic, structural and aural skills in relation to choral performance practice
3. An experience with and knowledge of various choral repertoire, including accompanied & unaccompanied works from major style eras and genres (e.g. modern music, vocal jazz, world music, and performances incorporating multiple mediums)
4. The ability to present polished and professional performance throughout the semester

Upon completion of the course, each student will be able to:
1. Demonstrate and utilize proper choral vocal technique
2. Read and understand traditional and contemporary musical symbols and notation
3. Discern, discuss and contextualize major genres of choral music
4. Apply harmonic and structural analysis in relation to choral performance

Dr. Nathan Frank serves the School of Music as the ensemble director for the Georgia Tech Chorale. Currently, he is the Director of Music and Fine Arts at Johns Creek United Methodist Church and the artistic director of the 80-voice Johns Creek Chorale. Prior to coming to Georgia Tech, he served as faculty at LaGrange College, Pacific Lutheran University, Southeastern Oklahoma State University and his alma mater University of North Texas.

| Lecture: | MW 5:00-6:15 pm; West Village Dining Commons 163,175,275 |
| CRN:     | 93014                                                   |
PHIL 3127 HP1: Science, Technology & Human Values Thinking

Dr. Justin Biddle

NOTE: Enrollment in this HP class is limited to entering 1st year HP students only.

We will investigate what thinking is, how great thinkers of the past tell us it should be done, why it’s more difficult than we ordinarily think, and whether, when, and how we should let logic, emotions or values rule our decisions. You will get your mental hands dirty on some wicked problems of social significance, and come away from the experience more informed, reflective, and constructively puzzled about the greatest asset we possess, and less inclined to take it for granted.

Dr. Justin Biddle is an Associate Professor in the School of Public Policy at the Georgia Institute of Technology. His research interests are interdisciplinary in nature, drawing on fields such as philosophy of science, technology, and medicine; ethics of emerging technologies, and science and technology policy. Conceptually, his research explores the relationships between three sets of issues: (1) the role of values in science, technology, and medicine; (2) the epistemic implications of the social organization of research, and (3) ethics and policy. He is currently exploring these relationships in artificial intelligence (AI) and machine learning. He has also worked in the areas of biomedical research and agricultural biotechnology. He received a MA and PhD in History and Philosophy of Science from the University of Notre Dame and was later a Distinguished Fellow at the Notre Dame Institute for Advanced Study. Prior to arriving at Georgia Tech, he was a postdoctoral fellow in the Department of Philosophy at Bielefeld University in Germany.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>TR 12:30-1:45 pm; Clough 129</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN</td>
<td>92651</td>
</tr>
</tbody>
</table>
PSYC 1101 HP: General Psychology

Paul Verhaeghen

This course provides a survey of concepts, theories and research in psychology – the science that studies human behavior. We will cover a broad range of topics: How you can study mind and brain, how the brain works, what consciousness is good for, how we learn and remember things, what personality is, and how the social environment shapes your behavior.

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

<table>
<thead>
<tr>
<th>Lecture</th>
<th>MWF 11:00-11:50 am; J. S. Coon 161</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN</td>
<td>88833</td>
</tr>
</tbody>
</table>
Stem cells and related technologies offer the potential to advance our understanding of human diseases and lead us to a new era of regenerative medicine. Yet scientific research using stem cells raises profound ethical questions and deciding whether to support and how to regulate stem cell science has posed challenges for policymakers in the United States and around the world. This class will explore the history, current state of the art, pressing challenges, and potential future of stem cell science and cell therapy. To do so, we will examine different types of stem cell science (e.g. adult stem cells, embryonic stem cells, car-t cell therapies, etc) and research in related fields, such as cloning. For each topic, we will assess the current state of scientific knowledge and examine relevant ethical issues and policy considerations. At the end of the course, students will have a solid grounding in the stem cell debate, complemented by an ability to assess ethical issues and participate in and contribute to policy debates on the development of emerging technologies in the life sciences.

Dr. Aaron D. Levine is Associate Professor in the School of Public Policy and Guest Researcher in the Division of Reproductive Health at the Centers for Disease Control and Prevention. His research focuses on the intersection between public policy and bioethics. Much of his recent work examines the development of stem cell science, particularly research using human embryonic stem cells, and the oversight of contentious areas of medicine, such as assisted reproductive technology. In 2012, he received a five-year NSF CAREER award to examine the impact of ethical controversy on graduate science education and the development of scientific careers. Currently, he is Co-Director for Engineering Workforce Development for the NSF Engineering Research Center for Cell Manufacturing Technologies. Dr. Levine completed his Ph.D. in Public Affairs at Princeton University, where his dissertation examined the impact of public policy on the development of human embryonic stem cell science. He also holds an M. Phil. from the University of Cambridge, where, as a Churchill Scholar, he studied computational biology at the Sanger Centre and developed algorithms to help analyze the human genome sequence, and a B.S. in Biology from the University of North Carolina at Chapel Hill, where he was a Morehead Scholar.
RUSS 3222 HP: Russian 20th Century Literature & Film
Apocalypse in Russian, European and American Literature & Film

Dr. Dina Khapaeva 3 Cr.
Counts toward Award of HP Distinction in Global Engagement Pathway (see Addenda 1 & 2)
Note: All readings and assignments are in English.

This course examines representations of the end of the world in literature and film to reveal the differences in values and attitudes to human life and humanity in Russian, European, and American cultures. We will examine a variety of images of apocalypse, starting from the most ancient literary and religious representations up to the most recent movies and novels. We will pay special attention to the change in the attitudes of writers and creators to the human protagonists and to humanity. The course will emphasize in particular how writers and film directors imagine modifications and extinction of humans. We will discuss the concepts of human exceptionalism and human nature and its cultural and political implications. We will also consider anthropocentrism, especially in relation to the concept of animal rights. Changes in the images of the future from the ancient to contemporary literature will be central for our discussions.


Lecture: MW 3:00-4:45pm; Swann 115
CRN: 92972
In this course, we will read a selection of poetry, short stories, plays, essays, and novels and view one film from the past century of Latin American literature and explore the concept of identity formation in a variety of forms. Unit one treats identity in terms of race, ethnicity, gender, and class. Unit two explores existential(ist) identity. Unit three examines temporal and spatial identity. Unit four delves into the relationship between political and sexual identity. The goals of this class are threefold: to expose students to an important selection of twentieth-century Latin American literature and to introduce key concepts of Latin American culture and history; to hone reading and interpretive abilities specifically and critical thinking skills generally; and to improve written and oral communication through essay assignments and class presentations. Class taught in Spanish.

Dr. Kelly Comfort received her PhD in Comparative Literature with a designated emphasis in Critical Theory from the University of California, Davis. She joined the Georgia Tech faculty in 2005. A specialist in Latin American literature and transatlantic modernisms, Dr. Comfort's research agenda focuses primarily on the intersections between Latin American modernismo and contemporaneous turn-of-the-century literary movements in Europe such as aestheticism and decadence. She is the author of Cien años de identidad: Introducción a la literatura latinoamericana del siglo XX, a textbook and anthology on which the proposed HP course is based.
Addendum 1: Award of HP Distinction in a Pathway

HP Pathways
HP students may choose to concentrate their HP studies in one or more of three HP Pathways: Research, Service, or Global Engagement. These three Pathways:
(1) Transcend traditional disciplinary boundaries,
(2) Cannot be pursued in an existing major, minor, or certificate program,
(3) Capture fields of passionate interest by many HP students, and
(4) Advance the Georgia Tech Motto, “Progress and Service,” and the Goals and Objectives of Georgia Tech’s Strategic Plan.

Award of HP Distinction in a Pathway
HP students who complete the Requirements for Award of HP Distinction in a Pathway (see below) will receive recognition of the award at graduation, on their HP Certificate and on their HP Stole, and may note this recognition on their résumé as follows:
(1) Honors Program Award of Distinction in Research
(2) Honors Program Award of Distinction in Service
(3) Honors Program Award of Distinction in Global Engagement

Requirements for Award of HP Distinction in a Pathway
(1) Completion of HP 15-credit curricular requirement,
(2) Completion of six or more credits in an HP Pathway, consisting of “Designated HP Pathway Credits” (see Addendum 2) and/or:
   a. For the Pathway in Research, up to six “HP Research Option Credits” (see Addenda 3 & 4).
   b. For the Pathway in Global Engagement, up to three “HP-Authorized Non-HP Summer Study Abroad Credits” (see Addendum 5).
(3) Letter grades of “B” or better earned for all six credits, and
(4) No credits counted for one HP Pathway may be counted toward another HP Pathway.

Award of HP Distinction
During the final accounting of credits for completion of the HP 15-credit curricular requirement prior to graduation, the HP Advising & Outreach Manager will ask students list all credits that they wish to have counted toward one or more HP Pathways.

The HP Advising & Outreach Manager will then notify students whether they have satisfied the Requirements for Award of HP Distinction in a Pathway (see above) for one or more Pathways.
## Addendum 2: Designated HP Pathway Credits
### (Spring 2014 – Spring 2020)

### Global Engagement:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Title</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>RUSS 3222</td>
<td>Russian 20th Century Lit &amp; Film</td>
<td>Khapaeva</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>SPAN 3260</td>
<td>Identity in Hispanic American Lit</td>
<td>Comfort</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>HTS 3065</td>
<td>Hist of Global Societies—Latin Amer.</td>
<td>Vergara</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>SPAN 3260</td>
<td>Identity in Hispanic American Lit.</td>
<td>Comfort</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>PUBP 3000</td>
<td>U.S. Constitutional Issues</td>
<td></td>
</tr>
<tr>
<td>Spring 2019</td>
<td>ECON 2101</td>
<td>Global Economy</td>
<td>Nair-Reichert</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>HTS 3065</td>
<td>Hist of Global Societies—Latin Amer.</td>
<td>Vergara</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>RUSS 3222</td>
<td>Confronting Crimea</td>
<td>Khapaeva</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>INTA 3042</td>
<td>Energy &amp; Internat'l Security</td>
<td>Stulberg</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>PUBP 3000</td>
<td>US Constitution (Oxford)</td>
<td></td>
</tr>
<tr>
<td>Spring 2017</td>
<td>ECON 2101</td>
<td>Global Economy</td>
<td>Nair-Reichert</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>INTA 2040</td>
<td>Sci, Tech, Inta</td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>RUSS 3222</td>
<td>Confronting Crimea</td>
<td>Khapaeva</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>PUBP 3000</td>
<td>US Const (Oxford)</td>
<td></td>
</tr>
<tr>
<td>Spring 2016</td>
<td>PUBP 4813</td>
<td>Sci/Policy Climate Chg</td>
<td>Favero</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>PUBP 4813</td>
<td>Sci/Policy Climate Chg</td>
<td></td>
</tr>
<tr>
<td>Spring 2015</td>
<td>RUSS 3813</td>
<td>Expts Russian Film</td>
<td>Khapaeva</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>INTA 4830</td>
<td>Nature Nat'l Security</td>
<td></td>
</tr>
</tbody>
</table>

### Research:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Title</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2020</td>
<td>EAS 2699</td>
<td>Directed Study—Research</td>
<td>Halka</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>EAS 2699</td>
<td>Directed Study—Research</td>
<td>Halka</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>EAS 2699</td>
<td>Directed Study—Research</td>
<td>Halka</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>LMC 2813</td>
<td>Ethnographics GT</td>
<td>Appel-Silbaugh/Stephens</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>LMC 3823</td>
<td>Ethnographics GT</td>
<td>Appel-Silbaugh</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>LMC 3823</td>
<td>Ethnographics GT</td>
<td>Appel-Silbaugh</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>ECE 2883</td>
<td>Digital Design Projects</td>
<td></td>
</tr>
<tr>
<td>Spring 2014</td>
<td>LMC 3823</td>
<td>Ethnographics GT</td>
<td>Appel-Silbaugh</td>
</tr>
<tr>
<td>Service:</td>
<td>Fall 2020</td>
<td>HTS 2803</td>
<td>Near Peer Mentoring</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------</td>
<td>----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>MGT 4193</td>
<td>Servant Leader Values System</td>
<td>Thomas</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>MGT 4194</td>
<td>Social Entrepreneurship</td>
<td>Thomas</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>HTS 2813</td>
<td>Near Peer Mentoring</td>
<td>Sullivan &amp; Burke</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>MGT 4193</td>
<td>Servant Leader Values Systems</td>
<td>Thomas</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>MGT 4194</td>
<td>Social Entrepreneurship</td>
<td>Thomas</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>CS 3750</td>
<td>Intro to User Interface Design</td>
<td>Arriaga</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>LMC 3308</td>
<td>Environmentalism and Ecocriticism</td>
<td>Crawford</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>MGT 4193</td>
<td>Servant Leader Values Systems</td>
<td>Thomas</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>EAS 2802</td>
<td>Urban Ecology</td>
<td>Halka</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>HTS 2803</td>
<td>Semester in the City</td>
<td>Michney</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>HTS 2813</td>
<td>Near Peer Mentoring</td>
<td>Sullivan &amp; Burke</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>MGT 4193</td>
<td>Servant Leader Values System</td>
<td>Thomas</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>HTS 2803</td>
<td>Semester in City</td>
<td>Michney</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>MGT 4194</td>
<td>Social Entrepreneurship</td>
<td>Thomas</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>EAS 2803</td>
<td>Urban Forest</td>
<td>Halka</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>HTS 2813</td>
<td>Near Peer Mentoring</td>
<td>Burke/Sullivan</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>CE 4803</td>
<td>Blvd Broken Sidewalks</td>
<td>Guensler</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>HTS 2803</td>
<td>Semester in City</td>
<td>Michney</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>EAS 3110</td>
<td>Balance of Power</td>
<td>Cobb</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>CE 4803</td>
<td>Blvd Broken Sidewalks</td>
<td>Guensler</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>COA 4803</td>
<td>Designing Outside your Comfort Zone</td>
<td>Khan</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>SPAN 3260</td>
<td>Ident. Hisp Lit</td>
<td>Comfort</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>LMC 3226</td>
<td>Major Authors: Thomas Hardy</td>
<td>Crawford</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>COA 4803</td>
<td>Designing Outside your Comfort Zone</td>
<td>Khan</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>EAS 2803</td>
<td>Urban Forest</td>
<td>Halka</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>HTS 3008</td>
<td>Near Peer Mentoring</td>
<td>Burke/Sullivan</td>
</tr>
</tbody>
</table>
Addendum 3: HP Research Option Credits

We encourage HP students to pursue their passion for research by coursework that counts toward the HP 15-credit curricular requirement and, in some cases, the 6-credit HP Pathway in Research (see Addendum 1). The HP can offer only relatively few research-focused HP Classes (see those listed in Addendum 2). To expand the HP’s capacity to encourage and recognize HP students’ research coursework, the HP recognizes for HP credit selected non-HP research courses. These courses are offered by partner programs and professors at Georgia Tech and deliver small, active-learning, “HP-style” learning experiences. See below.

HP 15-Credit Curricular Requirement
HP students may count any combination of the options below for up to a total of 6 non-HP credits toward their curricular requirement:

1. Vertically Integrated Projects (VIP) letter-grade course credits (up to 6 credits)
   For information on VIP teams: www.vip.gatech.edu/teams
   To apply for a VIP team: www.vip.gatech.edu/apply-undergraduate-students
   VIP on FB: www.facebook.com/VIPGaTech/

2. President’s Undergraduate Research Awards (PURA) course audit credits earned in departmental courses numbered 2698 or 4698 that are associated with a PURA salary award (up to 6 credits)
   For information on PURA salary awards & application links: urop.gatech.edu/salary-awards

3. HP-Authorized Independent Research Course Credits (up to 3 credits)
   For information on how to obtain HP authorization for up to 3 credits of Independent Research Course letter-grade credits, see Addendum 4.

Mix and Match for a Total of 6 Non-HP Credits
HP students may count any combination of VIP (up to 6), PURA (up to 6), and HP-Authorized Independent Research Course credits (up to 3) credits toward the 15-credit HP curricular requirement. For example:

- 6 VIP = 6
- 6 PURA = 6
- 4 VIP + 2 PURA = 6
- 3 VIP + 3 HP-Authorized Independent Research Course = 6
- 2 VIP + 2 PURA + 2 HP-Authorized Independent Research Course = 6

HP 6-Credit Distinction in Research Pathway
VIP course credits (up to 6) & HP-Authorized Independent Research Course credits (up to 3) or a “mix & match” combination of these credits may be counted toward the 6 credits required for the award of HP Distinction in Research, provided a grade of “B” or better is earned for these credits. PURA course audit credits may not be counted toward the award of HP Distinction in Research (because audit credits do not receive a letter grade).

For details on the award of HP Distinction in a Pathway, see Addendum 1.

Completion of 15-Credit Curricular Requirement & Award of HP Distinction
During the final accounting of credits for completion of the HP 15-credit curricular requirement prior to graduation, the HP Advising & Outreach Manager will ask students to list all credits that they wish to have counted toward the HP 15-credit curricular requirement and toward one or more HP Pathways. Be sure to include any Research Option Credits earned.
Addendum 4: HP-Authorized Independent Research Course Credits
(HP Research Option Credits)

HP 15-Credit Curricular Requirement
The HP will recognize up to 3 credits of non-HP Independent Research Course credits toward the 15-credit HP Curricular Requirement if the course is:
(1) Offered as a Georgia Tech course (special problem, undergraduate research, independent study, or similar), and includes an official course syllabus,
(2) Offered by a Georgia Tech instructor in a Georgia Tech academic department,
(3) Completed for credit (not for pay),
(4) Completed on a letter-grade basis, and
(5) Authorized by the HP, as provided under HP Authorization of Non-HP Independent Research Course (below).

HP 6-Credit Award of Distinction in Research
The HP will recognize up to 3 credits of non-HP Independent Research Course credits toward the award of the 6-credit HP Distinction in Research if:
(1) All of the requirements for recognition for the HP 15-Credit Curricular Requirement (above) are satisfied, and
(2) A grade of “B” or better is earned for the credits.

Completion of 15-Credit Curricular Requirement & Award of HP Distinction
During the final accounting of credits for completion of the HP 15-credit curricular requirement prior to graduation, the HP Advising & Outreach Manager will ask students to list all credits that they wish to have counted toward the HP 15-credit curricular requirement and toward one or more HP Pathways. Be sure to include any HP-Authorized Independent Research Course Credits earned.

HP Authorization of Non-HP Independent Research Course
To obtain HP authorization of a Non-HP Independent Research Course:
1. Review the Honors Program Authorization Form, below.
2. Consult with the course instructor to ensure that he/she agrees to the certification required on the form.
3. After successful completion of the course and before graduation, complete and submit the form and the full course syllabus to Dr. Monica Halka, with a cc to your course instructor via email:
   To: monica.halka@gatech.edu
   Cc: [course instructor]
   Subject: Honors Program Authorization of Independent Research Course
4. Dr. Halka will review your submitted form and syllabus, and will email you to indicate whether your course is authorized by the HP, with a cc to the HP Advising & Outreach Manager.
Honors Program Authorization Form
Independent Research Course for Honors Program Credit

NOTE: The completed form, below, & the attached full course syllabus must be emailed to Dr. Monica Halka, Associate Director of the Honors Program, monica.halka@gatech.edu, with a cc to the course instructor, at least 30 days before student’s expected graduation date.

Name & Course Information:

Your name:
Independent Research Course designator & number: (e.g. ME 4803)
CRN #:
Course title:
Name of instructor:
Semester/year:
Number of course credits:
Letter grade earned for all credits:
Brief description, including student’s research deliverables for the course (100 words or fewer):

Attach full course syllabus.

Certification:
The above student and instructor (listed and cc’d above) certify that:
1. The course was completed for credit on a letter-grade basis.
2. The research experience included significant student-faculty, student-graduate student, student-post-doc, or similar interaction and oversight.
3. As part of the course requirements, the student submitted research deliverables to the instructor or other persons providing oversight, which may include a research or creative written work, or contributions to data or other aspects of research projects.
Addendum 5: HP-Authorized Non-HP Study Abroad Course Credits

We encourage all HP students to become global citizens and to pursue global engagement by coursework that counts toward the HP 15-credit curricular requirement and the 6-credit HP Pathway in Global Engagement (see Addendum 1). The HP will continue to offer a number of HP Classes with a focus on global engagement (see those listed in Addendum 2). To expand the HP's capacity to encourage and recognize HP students’ global engagement coursework, the HP also recognizes for HP credit selected non-HP study abroad courses. These courses are offered by partner Georgia Tech study abroad programs and professors and deliver small, active-learning, “HP-style” learning experiences that include significant globally engaged course content. See below.

HP 15-credit Curricular Requirement
The HP will recognize up to 3 credits toward the HP 15-credit curricular requirement for the following non-HP study abroad courses, if the credits are completed on a letter-grade basis:

1. See list (below) for Summer 2019.
   (If you completed any of these courses in a summer semester prior to Summer 2019, please contact HP Associate Director, Dr. Monica Halka, monica.halka@gatech.edu, to discuss the possibility of HP authorization of these previously earned course credits.)

2. A list for Summer 2020 will be included in a subsequent updated edition of this HP Class Guide.

HP 6-Credit Award of Distinction in Global Engagement
You may also count up to 3 credits toward the award of HP Distinction in Global Engagement for any courses listed below in which you earned a letter-grade of “B” or better. For details on the award of HP Distinction in a Pathway, see Addendum 1.

Completion of 15-Credit Curricular Requirement & Award of HP Distinction
During the final accounting of credits for completion of the HP 15-credit curricular requirement prior to graduation, the HP Advising & Outreach Manager will ask students to list all credits that they wish to have counted toward the HP 15-credit curricular requirement and toward one or more HP Pathways. Be sure to include any HP-Authorized Non-HP Study Abroad Course Credits earned.

### Costa Rica Program
- BIOL 4813 Tropical Biology and Sustainability
- PHIL 3127 Science, Technology, and Human Values

### Italy Sustainability
- PUBP 3320 Climate Policy
- PUBP 3600 Sustainability, Technology and Policy

### Southeast Asia Program
- INTA 3101 International Institutions
- INTA 3131 Pacific Security Issues
- INTA 4050 International Affairs and Technology Policy
Addendum 6: Summer 2020 HP Courses

EAS 2699 HP: Directed Study—Research

Dr. Monica Halka 3 Cr. 3 - 5 HP

This section will be set up on Oscar on as needed basis. If interested, make an appointment to discuss with Dr. Halka at your earliest convenience.

Three different urban ecology research projects under the direction of Dr. Monica Halka are available to HP students for summer credit.

• Project Safe Flight (Audubon Society affiliation)
• Caterpillars Count (University of NC affiliation)
• Atlanta tree identification survey (Trees Atlanta affiliation)

Dr. Monica Halka has been Associate Director of the Honors Program since 2006. She volunteers nearly every weekend with Trees Atlanta and has completed the organization’s Certified Treekeeper training program. A strong advocate for environmental sustainability, Monica also served on the City of Atlanta Tree Conservation commission from 2013 to 2018. She holds a Ph.D. from the University of New Mexico and a Master’s degree from The Johns Hopkins University, both in physics. She has taught numerous interdisciplinary courses for the Honors Program, but currently focuses on mindfulness and environmental issues.