HP Class Guide
Fall 2023

August 3, 2023
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Associate Director’s Note
April 19, 2023

Dear HP Students,

I hope everyone is having a great semester and enjoyed their time off during spring break. It’s hard to believe, but it’s already time to start thinking about registration for fall 2023 classes. Time tickets for fall will be posted on April 6th and Phase I registration is April 10th – May 19th. Phase II registration is August 14th – 25th and the first day of fall classes is August 22st.

Please check out the HP Class options listed in this guide. You’ll find great HP Classes taught by dedicated faculty on a wide variety of engaging and timely topics. There is also an awesome feature in OSCAR that will allow you to search for Honors Program classes being offered. Select “Honors Program” from the Attribute Type menu and it will bring up the HP classes that are being offered (make sure to select at least one Subject first—selecting all Subjects will bring up every HP class).

In addition, please consider your options to earn HP-authorized credit for these non-HP courses:

- Music Ensemble courses
- Research courses (VIP, PURA, HP-authorized independent research)
- Study abroad courses (HP-authorized)

As always, please work with your GT Academic Advisor to choose options that bring you the benefits of HP-style learning and that work for your GT major degree.

If you ever have questions or concerns, don’t hesitate to contact me at amy.dunger@gatech.edu. Have a fantastic conclusion to your spring semester and good luck with fall registration.

Regards,

Dr. Amy D’Unger
Associate Director
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.

Dr. Christie Stewart is a Senior Academic Professional in the School of Biological Sciences and a certified Gallup strengths coach. She received a Bachelor of Science in Movement Science from the University of Pittsburgh, a Master of Education in Clinical Exercise Physiology from the University of Georgia, and her Doctorate in Educational Leadership from Mercer University. She is co-director of the wellness requirement at Georgia Tech and co-developed the course, "Flourishing: Strategies for Well-being and Resilience." Christie has a passion for helping others develop skills in self-care and creating a culture of well-being at Georgia Tech. She centers her research and teaching on the development of communities to support well-being.

| Lecture:    | T/TH 12:30 - 1:20 PM  
Curran Street Deck 210 (LLC West Commons Classroom; 8th St., across the lobby from Cluck and Mooh) |
| CRN:       | 90241 |
BIOS 1107 HP: Biological Principles I  
BIOS 1107L HP16: Biological Principles I Lab

Dr. Shana Kerr (lecture), Dr. Colin Harrison (lab)  
4 credit hours

Please note: you MUST register for the HP lecture AND lab section to receive Honors Program credit.

In this active learning course, you will explore the basic principles of modern biology, including biomacromolecules, bioenergetics, cell structure, genetics, evolution, and ecological relationships. You will also develop scientific skills in analyzing and interpreting scientific data to test hypothesis and communicate scientifically. Finally, you will develop and practice skills in metacognition to identify your best learning strategies that you will be able to employ in your future courses and career. By the end of this course, you will be able to:

a. Explain biological principles of modern biology, including biomacromolecules, bioenergetics, cell structure, genetics, evolution, and ecological relationships,
b. Use scientific skills to test hypotheses, design experiments, analyze and interpret data, and communicate scientifically,
c. Communicate effectively using appropriate scientific language in class setting,
d. Appreciate commonalities and differences among people who practice science, and recognize that there are multiple pathways into science as a career, and
e. Reflect on the usefulness of your study strategies and identify new strategies and practices to achieve your best learning strategies.

Dr. Shana Kerr earned her Ph.D. in Biochemistry Cell and Developmental Biology from Emory University where she studied transcriptional regulation at the nuclear pore complex. During postdoctoral work as an NIH IRACDA Fellow at Emory University, she investigated the reprogramming of histone modification-mediated transcriptional memory at fertilization. At Georgia Tech, Shana teaches in the introductory biology sequences, in the TA development and pedagogy course, and a variety of upper-level core and elective Biology courses. She is also the Director of Advising in the School of Biological Sciences and a Biology undergraduate academic advisor. Her current research interests include the impact of active learning approaches on student learning in science content and process skills, retention in science fields, and attitudes toward science.

Dr. Colin Harrison is a Senior Academic Professional in the School of Biological Sciences. He earned his Ph.D. in Genetics and Molecular Biology at Emory University and B.S. in Genetics at the University of Wisconsin. He studies biology education research with a focus on laboratory learning, instructor language, and science identity. His research interests include STEM education, developmental biology, and genetics.

| Lecture (HP) | M/W/F 11:00 AM  
| Clough 152 |
| Lab (H16)   | W 3:30 PM  
| Clough 487  |
| CRN (lecture- HP) | 92002  
| CRN (lab- HPL)  | 93511  |
CHEM 1211K HP: Chemical Principles I
CHEM 1211K HP4: Chemical Principles I Lab

TBD (lecture) and Dr. Deborah Santos (lab) 4 credit hours

Please note: you must register for the lecture and lab section. 12 HP seats

This course is the first of a two-semester sequence that introduces the foundational concepts of chemistry. General topics covered include periodicity, stoichiometry, atomic structure and the quantum mechanical model of the atom, the role of molecular structure and bonding theory in the properties and behaviors of molecules, thermochemistry and thermodynamics, and the behavior of gases. There is heavy emphasis on the application of chemical concepts. The laboratory and lecture components of the course are linked with emphasis on correlation of content between the two.

Dr. Deborah Santos is a recent addition to the School of Chemistry and Biochemistry and will head up the first-year chemistry labs. She grew up in the Metro Atlanta area and has attended and taught in several schools and universities prior to coming to Tech. She received her PhD in Chemistry Education from Georgia State University this year and an MS in Organic Chemistry from the University of Georgia in 2015. She was a high school chemistry teacher prior to earning her PhD and has current research interests in how students learn to “do” science. Her PhD work focused on the psychological aspects of learning chemistry (mindset and motivation) and her MS work involved developing chemistries for attaching carbohydrates and proteins to polymer surfaces for biological applications.

| Lecture  | M/W/F 8:25 AM  
|          | Clough 144    |
| Lab      | TH 12:30 PM   
|          | Clough 572    |
| CRN (lecture- HP) | 93369     |
| CRN (lab- HP4)    | 93372       |


CHEM 1212K HP: Chemical Principles II
CHEM 1212K H26: Chemical Principles II Lab

Dr. Carrie Shepler (lecture) and Dr. Deborah Santos (lab)  
Please note: you must register for the lecture and lab section.  
Prerequisites: CHEM 1211K or CHEM 1310

This course will help you develop facility with fundamental models of chemical reactivity, analysis, and structure. Broadly, the course covers chemical kinetics, chemical equilibrium and applications thereof, electrochemistry, and the chemistry of transition metal complexes. Through video lectures, active problem solving in class, and hands-on exploration in the laboratory, we hope you’ll develop the ability to see chemical principles in your future courses and careers.

Dr. Carrie Shepler earned her Ph.D. in environmental radiochemistry from Washington State University and then turned her attention to chemical education as a teaching post-doctoral fellow. She came to Tech in 2008 as the undergraduate program coordinator for the School of Chemistry and Biochemistry, and she transitioned to her position in the freshman chemistry program in January 2011. Dr. Shepler regularly teaches CHEM 1211K and 1212K, and she is also involved in development and support of CHEM 1310. In her spare time, Dr. Shepler enjoys spending time with her husband (also a chemistry professor) and her dog, Omar. She loves to read and bake, and she enjoys watching football, college basketball, and baseball.

Dr. Deborah Santos is a recent addition to the School of Chemistry and Biochemistry and will head up the first-year chemistry labs. She grew up in the Metro Atlanta area and has attended and taught in several schools and universities prior to coming to Tech. She received her PhD in Chemistry Education from Georgia State University this year and an MS in Organic Chemistry from the University of Georgia in 2015. She was a high school chemistry teacher prior to earning her PhD and has current research interests in how students learn to “do” science. Her PhD work focused on the psychological aspects of learning chemistry (mindset and motivation) and her MS work involved developing chemistries for attaching carbohydrates and proteins to polymer surfaces for biological applications.

| Lecture       | T/TH  
8:00 AM  
Scheller 100 |
|---------------|--------|
| Lab           | M  
3:30 PM  
Clough 573   |
| CRN (lecture- HP) | 93368 |
| CRN (lab- H26  | 93371  |
COE 3001 HP: Mechanics of Deformable Bodies

Dr. Jason Wang

Prerequisite: COE 2001 (Minimum grade of C)

3 credit hours
20 HP seats

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 the Data Management Specialist 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 position 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.

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COE 3002 HP: Intro to the Microelectronics & Nanotechnology Revolution

Dr. John D. Cressler

3 credit hours
10 HP seats

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?” This is a very conversational class. 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 Regents Professor, 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 electronic and photonic devices, circuits, and systems for next-generation applications. 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 (there is an HP section!). 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: https://cressler.ece.gatech.edu (research) and http://johndcressler.com (books).

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CS 1301 HP: Introduction to Computing (ONLINE)
CS 1301R HP1: Introduction to Computing Recitation (ONLINE)

Dr. David Joyner

Please note: you must register for the lecture and recitation separately. Class is online and asynchronous. Recitation is online and synchronous.

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 50 students and will include a recitation session led by a CS teaching assistant. On four 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.

| Recitation | TH 5:00  
online (synchronous) |
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<td>CRN (online recitation – HP1)</td>
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Mr. Kantwon Rogers  
*Please note: you must register for the lecture and recitation separately.*

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, an 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 revolves around understanding how humans come to trust and be deceived by robots and artificial intelligent systems.

| Lecture | M/W/F  
|---------|--- |
|        | 3:30 PM  
|        | Kendeda 152 |

| Recitation | TH  
|------------|--- |
|            | 5:00 PM  
|            | Skiles 249 |

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<td>35 HP seats</td>
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This course will further students’ ability to be of value in the world. This will be accomplished by learning to become competent at leading formative innovation processes and developing an understanding of the artificial instincts needed to build and maintain a deliberately innovative culture at both startups and established organizations, whether in business, industry, governmental/non-governmental organizations, academia, or other contexts. Students will learn a theoretical framework and practical methodology for answering their questions about teaming, leadership, negotiation, finance, ideation, customer discovery, prototyping, market analysis, business models, selling, capital raises, and storytelling. Students will apply their learning in team projects. No prior coursework is required; students should be prepared, however, to engage novel theoretical concepts at the intersection of innovation processes and human/social behavior.

**Dr. Merrick Furst** is a Distinguished Professor in Computing and the Director of the Center for Deliberate Innovation. He founded the Center for Deliberate Innovation (cdi.gatech.edu) at Georgia Tech where the Change Accelerator operates. The principles and methods of Deliberate Innovation were first developed by Dr. Furst during the operation of the Flashpoint@GT program. These principles and methods are now being made more widely available through the CDI, and are being further developed with seven members of GT’s faculty who are fellows of the center. Dr. Furst’s work at Flashpoint@GT is credited with helping hundreds of founders and innovators think more clearly about their work. Since 2011, these individuals have collectively created over $2 billion in economic value, and have attracted more than $400 million in venture capital to projects that now operate in neighborhoods around campus.

Dr. Furst came to Georgia Tech from Berkeley, where he was the director of the International Computer Science Institute. In his role as associate dean in the College of Computing at Georgia Tech, along with many talented faculty colleagues and administrators including the current dean of the college, Professor Charles Isbell, he led the innovation of the Threads program that has redefined how we think of undergraduate programs. He is known for his seminal research in algorithms, complexity theory, and most famously for a breakthrough in AI Planning. Among other honors, Dr. Furst received the Georgia Tech Award for Outstanding Achievement in Research Innovation, The Freeman Faculty Award, The Inaugural GTRC Impact in Innovation Award, The Freeman Entrepreneurship Award, and the first Presidential Young Investigator Award ever given in computer science.

| Lecture | M 5:00 – 7:45 PM  
Klaus 2448 |
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An understanding of certain aspects of the law can help computer scientists contribute more to their enterprise. We will learn about the various types of law that computer scientists may encounter. Students will be exposed to the US legal system, intellectual property, licensing and contracts, and data privacy. In what we believe to be the first of its kind in a computer law course, students will analyze third-party commercial-grade code as a technical expert (witness) might do to support a litigation. At the end of the course, students should be aware of basic legal issues in the computer field and understand when they need advice from a lawyer. Students from all majors are welcome and the class does not have prerequisites.

**Dr. Olufisayo "Fisayo" Omojokun** is the chair of the School of Computing Instruction. He received his Ph.D. (2006) in computer science from the University of North Carolina at Chapel Hill and has been teaching a wide range of courses at Georgia Tech since 2009. His interest in computer law was sparked by his consulting work as a technical expert witness.

**Ms. Laura Huffman** is an associate in the Atlanta office of King & Spalding and a member of the firm’s Intellectual Property Counseling practice. Her practice includes all aspects of intellectual property litigation and counseling with a primary emphasis on patent litigation. She represents Fortune 100 clients in patent infringement lawsuits in federal district courts across the United States and the International Trade Commission, including cases involving optical devices and fabrication, optical systems, telecommunications equipment, and information systems.

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<td>College of Computing 101</td>
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| CRN         | 93744      |
EAS 1600 HP: Introduction to Environmental Science
EAS 1600 HPL: Introduction to Environmental Science Lab

Dr. Jennifer Glass

Please note: you must register for the lecture and lab section.

Understanding Earth’s environment requires understanding how the whole Earth functions as a system. We will begin by considering external influences on Earth’s environment and reviewing the systems approach for studying interrelated phenomena, as well as the basic physics needed for such studies. We will then investigate four components of the Earth system in detail: the atmosphere, the oceans, the solid Earth, and the biosphere. We will explore how each component interacts with the others and how these processes control Earth’s climate. We will finish with a discussion of modern anthropogenic climate change. By the end of the course, students will understand the processes by which the dynamic Earth system operates, and will be able to critically evaluate the various natural and anthropogenic influences on the environment. This class is in a “flipped course” format with recorded lectures, quizzes, and two course projects including presentations. Weekly small group discussions of articles and current topics in environmental science apply the course material to “real-world” problems like the Flint water crisis, hurricane storm surges, drinking water quality, Mars geology mapping, environmental policy, and environmental justice. Through the laboratory sessions, students develop an understanding of the scientific method and scientific research. In the exoplanets project, students apply planetary energy balance equations to assess the habitability of an exoplanet. In the Wikipedia editing project, students gain experience in scientific writing on notable topics in environmental sciences of high interest to the public and will gain experience in identifying an audience, citing literature, peer review, revising, and ethical standards to avoid plagiarism.

Dr. Jennifer Glass is an associate professor of biogeochemistry and astrobiology in the School of Earth and Atmospheric Sciences at Georgia Tech. She was born and raised in Olympia, Washington. She received B.Sc. degrees in Earth Sciences and Oceanography from University of Washington, and a PhD in Geological Sciences from Arizona State University. She was a NASA Astrobiology Postdoc fellow at California Institute of Technology. Her research lab at Georgia Tech, studies interactions between metals, microbes, and greenhouse gases.
ENGL 1101 HP: English Composition I

Dr. Lainie Pomerleau 3 credit hours
18 HP seats

Charting the Course: The Future of Space Exploration at Georgia Tech

There is no place quite as exciting as the future; it is a tabula rasa where the work we put in today - the experiments, the theories, the trial-and-error, the successes and failures – become the new, innovative, and now. That trajectory, however, can be limited by a lack of imagination, creative problem solving, and a lack of interdisciplinary research diversity.

To combat that limitation, Georgia Tech is conducting a series of interdisciplinary planning and strategic meetings about the future of space exploration (of which I am a member), and our class will play a part in that planning. Our course, “Charting the Course: The Future of Space Exploration at Georgia Tech” uses GT’s own active interest in the future of interdisciplinary space research to take up the questions of what the future of space exploration will look like, what part GT will play in that development, and, perhaps most interestingly, what part you as individuals and students will play in that work and development.

In this course, we will examine and analyze the history of science communication, space travel, science fiction, and popular depictions of space travel and technology; we will also host a variety of speakers from GT’s faculty and student groups. Our work this semester will be largely collaborative, and team based. Students will be assigned to strategic working groups with whom they will work for the entirety of the semester on individual and collaborative assignments, including videos designed to interest high school students in space exploration; podcasts focused on what the future may hold for space exploration; area-specific literature reviews; and a final proposal-presentation with recommendations for the future of interdisciplinary space research at Georgia Tech.

Dr. Lainie Pomerleau is a Marion L Brittain Postdoctoral Fellow in the Writing Communication Program at Georgia Tech. Lainie completed her MA at the University of Tennessee and her PhD at the University of Georgia where she taught writing and literature courses and worked as a science communications coordinator. Lainie’s research interests include medieval and Shakespearean literature, popular science writing, and multimodal communication studies.

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<th>Lecture</th>
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ENGL 1102 HP1: English Composition II

Dr. Renee Buesking 3 credit hours
Prerequisite: ENGL 1101 18 HP seats

ENGL1102: DRIL: Disaster, Recuperation, Industrialization, Landscape

This course challenges students to create effective and dynamic multi-modal communication at the intersection of four broad course themes: Disaster, Recuperation, Industrialization, and Landscape. Taking the framework of public-interest technology, this course introduces students to the relationship between identity and landscape through an exploration of human responses to disasters stemming from industrialization. Through an engagement with existing archives of oral histories, specifically those centered around Appalachian and Southern American culture, students focus especially on the impacts of technology on landscape and culture. This focus prompts students to better understand the ways in which their future decisions as innovators, engineers, and individuals working in the technology sector can affect communities. One key goal of this course is to introduce and encourage students to pursue undergraduate research projects, and to help them practice producing communication with a public audience in mind.

This course foregrounds communication as a process and introduces students to a variety of prewriting, drafting, critique, and revision strategies to help them better respond to communication challenges in the future. Students in this course will collaborate with their instructor and their peers to identify and propose a solution to an existing problem consistent with our course themes.

Dr. Renee Buesking is a Marion L. Brittain Postdoctoral Fellow at Georgia Institute of Technology. She received her PhD in English from the University of Georgia and her MA in English from Lehigh University. Her areas of expertise are 18th century literature, poetry and poetics, romanticism, and undergraduate research. She currently teaches ENGL 1101 and ENGL 1102. Outside of LMC, you can often find Renee in a used bookstore accidentally buying another copy of a book she already owns.

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ENGL 1102 HP2: English Composition II

Dr. Michael Lehman 3 credit hours
Prerequisite: ENGL 1101 18 HP seats

ENGL1102: Dissident Modalities

In this writing-intensive course we will explore how narratives of dissidence and displacement complicate the concept of borders, the nation, and home. The texts we will examine intertwine movement and perception, offering an aesthetics of movement that is simultaneously a political act and an artistic innovation. The primary question we will address is how global writers, filmmakers, and artists choose to imagine a future that is of their own invention, emergent from the possibilities of composition in world making. Class readings will focus on selections from works by Gloria Anzaldúa, Edward Cassey, Edwidge Danticat, Ananda Devi, Amitav Ghosh, Matt Huynh, Li-Young Lee, Romeo Oriogun, Xu Xi, among others. Through the semester, we will be interacting with different forms of literary productions and innovative texts in which migrant voices question our awareness of the world through the lens of mobility.

By using a written, oral, visual, electronic, and nonverbal analytic approach, we will encounter how migrant texts have relevance in our personal lives, our perception of mobility, and the spaces we occupy. Over the course of the semester, you will develop the rhetorical skills necessary to read, write, and communicate about disciplines across the Institute. We will use a WOVEN methodology that both uses and critiques different genres of communication, highlighting the possibilities, and limitations, of technological innovation. At the end of the semester, you will have acquired the writing, reading, and analytical skills needed to engage with multiple genres that will transfer across the disciplines. Major assignments include a multimodal essay/webpage, presentation, and adaptation.

Dr. Mike Lehman is a Marion L. Brittain Postdoctoral Fellow at Georgia Institute of Technology. His research explores the potential of borders in reimagining our notions of human rights and belonging. He posits the figure of the migrant as central for an alternative understanding of literature as a site of resistance, and as a way to imagine new logics of global connection. His scholarship has been published in and is forthcoming in Crossings: Journal of Migration & Culture, Ariel: A Review of International English Literature, and several edited collections. He teaches composition courses at Georgia Tech on multimodal communication, refugee and migrant narratives, and border rhetorics and aesthetics.

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As the adage “If it bleeds, it leads” suggests, an uneasy fascination with crime, murder, and violence preoccupies American culture and media. From the colonial period to the present day, true crime narratives have simultaneously disgusted, riveted, and terrified their (primarily female) audiences. Critics have denounced the genre as trash culture that glorifies crime and merely seeks to titillate spectators. However, these real-life crime stories also invite readers to contemplate the psychology of people who engage in transgressive behavior that violates societal norms.

This course will examine the evolution of the true crime genre throughout American history in order to explore how these narratives reveal changing attitudes about gender, mental illness, morality, and race. Throughout the semester, our analyses will center on three pressing questions: How do these gruesome narratives reveal shifting societal anxieties surrounding crime, discipline, and trauma? How does true crime perpetuate, complicate, or refute harmful stereotypes about marginalized groups, such as racial minorities and people with mental disabilities? And, finally, what are the ethics of consuming sensationalized tales of real-world tragedies?

Possible texts include Truman Capote’s non-fiction novel *In Cold Blood*, Una’s graphic novel *Becoming Unbecoming*, podcasts like *Serial* and *My Favorite Murder*, and the mockumentary *American Vandal*. Course projects may include presentations, digital exhibits, zines, and podcast episodes.

**Dr. Brianna Anderson** is a Marion L. Brittain Postdoctoral Fellow in the School of Literature, Media, and Communication. She received her Ph.D. in English from the University of Florida and her M.A. in English from the University of Kentucky. Her research analyzes how multimodal texts like comics and zines can teach young people about environmental and social issues like climate change and racism.
ENGL 1102 HP4: English Composition II

Dr. Namrata Dey Roy 3 credit hours
Prerequisite: ENGL 1101 18 HP seats

ENGL1102: Multilingual Communication

Living in a post-pandemic world where the language barrier has become fluid, it is important to talk about the crucial role language plays in our lives. Language just not channelizes communication but also constructs an individual identity. This course guides you to learn about multilingual reality of today’s world and enhances your ability to think, read and analyze critically issues surrounding language by means of reading, analyzing, and using Written, Oral, Visual, Electronic, and Nonverbal forms of communication. We will use this WOVEN approach to explore how language plays a crucial role cementing one’s identity in today’s globalized world. We will discuss how language has been treated and used as a socio-cultural and political apparatus both to perpetuate hegemonic ideologies of the dominant fraction and to give voice to the marginalized groups within multilingual society. By drafting individual and collaborative projects and analyzing different modes of communication and different techniques of language usage, in this class, you will address the problems surrounding multilingualism and find ways to actualize multilingual existence of the globalized world. To understand this multilingual identity, this course will have three parts: Linguistic Domination, Multilingual Interaction – Appropriation of Language, Multilingual Identity of Today’s World. Each part will have one assignment.

Dr. Namrata Dey Roy is a Marion L Brittain Postdoctoral Fellow at the School of Literature, Media and Communication of Georgia Institute of Technology. She completed her doctoral degree from Georgia State University. She was a lecturer in India where she finished her MA and MPhil degree. Currently she is working on multilingual works written by anglophone postcolonial writers.

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| CRN | 92834 |


ENGL 1102 HP5: English Composition II

Dr. Sarah Fredericks  
3 credit hours

**Prerequisite:** ENGL 1101  
18 HP seats

ENGL1102: I Create, Therefore I Am
Grab a hammer, paint, and your iPhone, because in this hands-on, multimodal communication course, students will refine audience-oriented personal and professional communication skills by designing, building, making, and doing—creating art (and a little positive mayhem) and building bridges to foster human connection and wellness within the Georgia Tech community and beyond. What makes this course unique? Rather than working independently and in a linear progression to complete written assignments, students will team up and self-select the number and order of creative tasks they wish to complete to earn points that translate to a labor-based grade. For each public-facing task, students will communicate and collaborate with multiple real-world audiences—including team members, the Georgia Tech community, and the public at large. Throughout the term, teams will document their projects on social media, live-streaming their growth as communicators as they build, create, and do a little good in the world. The instructor will work closely with individual students and groups as a project consultant and coach as well as provide practical communication lessons for the whole class.

Course features at-a-glance:
- Gamification (choose your own adventure)
- Anti-racist, labor-based grading
- Hands-on, team-based, active experiential learning
- Public-facing communication and social media engagement
- Service projects and community-enrichment
- Extreme multimodality (WOVEN communication + arts and engineering)
- Static ARTifacts, live performances, and social gatherings
- Visual and graphic “design thinking”
- Collaboration with students, faculty, and staff in the Georgia Tech community
- Reflective statements on student goals and choices

Dr. Sarah Fredericks is a Marion L. Brittain Postdoctoral Fellow in the School of Literature, Media, and Communication and a Professional Consultant in the Naugle Communication Center at Georgia Tech. She received a Ph.D. from the University of Arizona and a B.A. and M.A. from Auburn University at Montgomery. She edited Critical Insights: Lord of the Flies (2017), and her recent publications address Mark Twain’s Western insults, gender identity in American literature, Jane Austen and population control, and travesties of Romeo and Juliet in American newspapers. She has also published on the works of such various authors as Edith Wharton, Maya Angelou, and Michael Cunningham, and she has contributed to volumes on Feminism, LGBTQ literature, and the American novel. She is currently writing a book on Mark Twain’s angry rhetoric.

| Lecture | M/W  
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GT 1000 HP1: Innovation and Entrepreneurship

Dr. Nakia Melecio

Please note: Restricted to first-year students.

This Honors Program section of GT 1000 will focus on innovation and entrepreneurship. Discussion of topics related to academic, social and professional success including learning styles, time management, major and career exploration, leadership and teamwork.

Dr. Nakia Melecio is a Senior Research Faculty member of Georgia Tech. In this role, Nakia helps researchers commercialize their Biotechnology, Energy, Defense, Military Technology, Education, Government Technology, and Aerospace Technology. He also helps them secure investments from a network of federally funded laboratories, universities, and corporations. Nakia also is the Founder/Director of MedTech Center of Excellence, created to support and address the unique needs of early-stage medical device technologies where they provide expertise in product realization, technology, medical device manufacturing, biotechnology, life science, and therapeutic innovations to early-stage entrepreneurs.

Throughout his career, he has worked with industry, academia, and government which has provided him with a unique and deep understanding of the early-stage innovation ecosystem and technology transfer, proven scientific and technical ability, and decades of operational experience in technology-driven, high-growth companies. He has successfully helped startups and develop businesses worldwide in the United States, Australia, the United Kingdom, Canada, Nigeria, and Ghana.

Nakia is an active member and mentor of the technology community and a frequent contributor to many business organizations, including the U.S. Small Business Administration (SBA). He is a longtime technology startup mentor, having served in that role at Advanced Technology Development Center at Georgia Institute of Technology, the National Science Foundation Innovation Corps (NSF I-Corps), the Association of University Technology Managers (AUTM), Georgia Tech Create X mentor, MIT Hack Medicine, DOD lab mentor, NSF I-Corps Adjunct Instructor at Georgia Institute of Technology, Hack for Defense Instructor (H4D), Defense Innovation Accelerator Mentor (DIA), and StartMe at Emory University. He is a board member for several startups and is involved in two Health-tech Medical Device startups, which are actively funded by SBIR Phase I NIH and SBIR Phase I NSF.

Nakia received a master’s degree at Ashford University in Education, Teaching, Learning, and Educational Technology where he also received a bachelor’s degree in Psychology, a bachelor’s degree in Cognitive Science. Additionally, Nakia received a Doctor of Psychology Educational Psychology, Educational Leadership from the University of Arizona.

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| CRN | 91387 |
GT 1000 HP2: Writing and Communication

Lauren Evans
1 credit hour

Please note: Restricted to first-year students.

20 HP seats

In this GT 1000 course, students will focus on writing, public speaking, and other communication skills and how to apply these skills in professional settings and their daily lives. This class will also cover resources and techniques for navigating the first-year student experience at Georgia Tech.

Lauren Evans is the Program and Operations Manager in 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, and some of her essays can be found in past issues there. Other interests include writing fiction, reading anything she can find, watching sports, and doing whatever her beagle Lucy commands.

| Lecture | W  
| 12:30 PM |
| Curran Street Deck 210 (LLC West Commons Classroom; 8th St.) |
| CRN | 85840 |
GT 1000 HP3: Community Building and Wellness

Jordan Howell

Please note: Restricted to first-year students.

1 credit hour

20 HP seats

In addition to the traditional lessons in navigating life as a first year Georgia Tech student, this HP section of GT1000 will focus on establishing meaningful relationships, inclusive community building, and sustainable wellness.

Jordan Howell serves as the Residence Hall Director for the Eighth Street Apartments (ESA) in the Department of Housing and Residence Life. In Jordan’s position, she supervises Resident Assistants, assists in managing the facilities, and oversees the student experience in ESA. Her passion for residence life is centered in supporting students’ wellness and personal development. Jordan loves watching terrible reality television with her cat, Bartholomew. She earned her B.A. in Philosophy and Political Science from the University of South Carolina and her M.S. in Educational Administration from Texas A&M University.

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HTS 2803 HP: Special Topics: Organizing for Social Change

Dr. Rebecca Watts Hull
Dr. Ruthie Yow

3 credit hours
10 HP seats

Please note: counts toward Award of HP Distinction in Service Pathway. Serve-Learn-Sustain affiliated.

"If not us, then who? If not now, then when? ~Hillel the Elder

Collective action enables groups of people to advance solutions to complex social and environmental challenges. In a democratic society, organized groups are better able to develop, articulate, and assert shared interests to advance equity, accountability, effectiveness, and sustainability in social institutions. Individuals and groups use similar strategies to advance social change within organizations, from universities to corporations and government agencies. What kinds of knowledge, skills, and practices help people work together effectively around a shared idea, concern, or interest? In this course we will explore social theory and community organizing frameworks that guide change agents within organizations and communities in the U.S. We will draw on these perspectives, along with historical case studies and Serve-Learn-Sustain community-based partner organizations, to understand and practice strategies and skills used to advance social change. Students will apply the knowledge and skills they develop and work with a community organizing mentor to create a plan of action for a desired change on campus.

Dr. Rebecca Watts Hull of Georgia Tech’s Center for Teaching and Learning supports faculty and leads strategic initiatives to incorporate sustainability, the U. N. Sustainable Development Goals (SDGs), and community-engaged learning into courses across all six colleges. She advances initiatives connected to the Institute Strategic Plan that expand and enhance teaching that empowers students to use their knowledge and skills to address complex social and environmental problems. Her teaching has included Community Organizing, Social Movements, American Environmental History, and Environment and Sustainability Studies. Rebecca earned her PhD in History and Sociology of Technology and Science at Georgia Tech, where her research focused on campus-based advocacy to advance sustainability and sustainable food systems.

Dr. Ruthie Yow of the Center for Serve-Learn-Sustain at Georgia Tech focuses on connecting students to experiential learning opportunities that deepen their capacity to contribute to sustainable community development in and beyond Atlanta. Her research on educational equity in the American South has also led to on-campus work around the themes of access, equity, and inclusion. She has taught courses on student activism, the Civil Rights Movement, and asset-based community development (ABCD). She has a PhD in American Studies and African American Studies from Yale University.

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HTS 3012 HP: Urban Sociology

Dr. Allen Hyde 3 credit hours

Please note: fulfills the Core Area E Social Science requirement 10 HP seats

The purpose of this course is to introduce students to the field of urban sociology by exploring the history and current conditions of cities, especially the city of Atlanta. This course will be geared toward viewing the city as a simultaneously social, cultural, and political economic phenomenon, with particular attention to the following: a) urbanization and the structure of cities; b) suburbanization; c) urban growth and economics; d) race and segregation; e) immigration; g) culture; h) gender and sexuality; and i) housing and social policy. This class will give students a strong overview of some of the major issues related to urban life, politics, and economics. The course will focus on Atlanta’s Beltline and the transformation of Grove Park as a case study for some of the topics; and we may have a service-learning component, pending approval from a local community partner.

Dr. Allen Hyde is an Associate Professor in the School of History and Sociology at the Georgia Institute of Technology. He is a quantitative scholar whose main research areas are stratification and inequality, urban sociology, work and occupations, and immigration. He has published research on the effects of financialization on income inequality in affluent nations, the relationship between immigration and earnings inequality in small towns and major metropolitan areas in the United States, discrimination in job hiring, and the effects of the Great Recession on the college earnings premium (or the earnings gap between those who have and do not have a college degree). He is currently conducting research on the effects of race/ethnicity and immigration status on homeownership, social and demographic change in Clarkston, GA (known as the most diverse square mile in America), and flood and heat vulnerability’s relationship to social vulnerability in neighborhoods of Savannah, GA. He received his Ph.D. from the Department of Sociology at the University of Connecticut.

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INTA 2050 HP: Introduction to Global Development

Dr. Alberto Fuentes 3 credit hours

Please note: fulfills the Core Area E Social Science requirement 20 HP seats

Global Development is a dynamic and multidisciplinary field that focuses on reducing poverty and inequality and improving the socio-economic wellbeing of citizens across the globe. This course provides an introduction to the field. The course will be divided into three parts: in the first part, students will spend time unpacking concepts and definitions related to global development. In the second part, they will gain an understanding of the main theories of development. In the third part, they will learn about the role that various actors, such as aid agencies, NGOs and national states, play in the field of development. Students will examine these topics through the lens of key development debates in the academic literature, paired with illustrations from real-world cases. This course will leave students with a better understanding of both the conceptual and practical aspects of global development, and will prepare them for more advanced courses in the field.

Dr. Alberto Fuentes an Assistant Professor with a joint appointment in the Sam Nunn School of International Affairs, and the School of City and Regional Planning. Fuentes’ interdisciplinary comparative research examines how state, business and civil society actors jointly pursue strategies of economic development in Latin America. His work draws from three overlapping perspectives: (1) the business shop floor; (2) government agencies; and (3) public-private forums that design and implement policy. He has published in leading journals in International Political Economy, Development Studies and Latin American Studies. Fuentes directs the Puerto Rico Planning Studio Series (2019, 2020, 2022, 2023), and co-directs the Global Development Minor (2016-present) and the Argentina-Uruguay Study Abroad program (2017, 2019, 2023).

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In one of the earliest surviving works of literature (*The Epic of Gilgamesh*), the gods punish a character by striking him down with plague; that character (Enkidu) asks why he was given life in the first place if he cannot be happy and healthy. From the beginning, then, writers have asked about the meaning of life, with special attention to questions of health and contentment.

This course will look at the earliest considerations of the nature of life and death in the work of a variety of philosophical and literary authors (Plato, Marcus Aurelius, Homer, Ovid) authors. Greek and Roman society will lie at the heart of the course, but we will also read ancient Hebrew, Sumerian, Indian and Egyptian texts.

**Dr. Aaron Santesso** is Professor of Literature in the School of Literature, Media, and Communication at Georgia Tech. He is the author of numerous articles and essays on topics ranging from eighteenth- century literature to science fiction; his work has appeared in leading academic journals as wellas general-interest publications (including Slate and The Chronicle of Higher Education). He has authored or edited five books, including, with David Rosen of Trinity College, *The Watchman in Pieces: Surveillance, Literature, and Liberal Personhood* (Yale University Press), which was awarded the James Russell Lowell Prize by the Modern Language Association. His present research revolves around the connections between literature and liberalism.
LMC 3202 HP: Studies in Fiction

Dr. Carol Senf

Please note: fulfills the Core Area E Humanities requirement

3 credit hours

15 HP seats

This literature class begins with Chaucer’s Wife of Bath (from The Canterbury Tales, 1400 and concluding with The Mere Wife: A Novel by Maria Dahvana Headley, 2018 and Zadie Smith’s play The Wife of Willesden, 2021). In addition to examining rowdy and rambunctious women characters through the ages, the class will explore how their authors created strong women characters as a response to the historical period during which they were writing. Students will have the opportunity to examine how various literary genres are constructed, and they will also get to work on improving both written and oral communication skills.

Dr. Carol Senf (PhD University of Buffalo, 1979) is a Professor in the School of Literature, Media, and Communication. Best known for her study of Bram Stoker (including Science and Social Science in Bram Stoker’s Fiction, Dracula: Between Tradition and Modernism, and Bram Stoker), she has also published articles on Charles Dickens, George Eliot, Thomas Hardy, and all three Brontes as well as articles and book chapters on popular culture and film. She is currently in between research projects but believes that the time in which we live today demands that both women and men respond with courage and conviction.

| Lecture | T/TH  
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MATH 1551 HP: Differential Calculus
MATH 1551 HP1: Differential Calculus Studio

Dr. Josephine Yu

Please note: you must register for the lecture and studio section

Prerequisites: SAT Math score of 600 or ACT Math score of 26 or MATH 1113

2 credit hours

19 HP seats

This class focuses on differential calculus including applications and the underlying theory of limits for functions and sequences. In Math 1551, students are expected to be able to:

- Make sense of mathematical expressions and graphs involving functions and their derivatives.
- Compute mathematical quantities using differential calculus and interpret their meaning.
- Analyze mathematical statements and expressions.
- Write and communicate your mathematical reasoning effectively.
- Apply calculus concepts to solve real-world problems such as optimization and related rates problems.

Some of the topics that are explored in this course include the following:

- Calculus concepts such as limits, derivatives, optimization.
- The graphing of functions using calculus.
- The use of differential calculus to solve physics, geometry, and optimization problems.

Dr. Josephine Yu is a professor in School of Mathematics. She has taught a wide range of mathematics courses, from calculus and linear algebra to graduate level courses in abstract algebra and combinatorics. Her research is in geometric combinatorics and algebraic geometry. Dr. Yu obtained her Ph.D. in mathematics from UC Berkeley and taught at MIT for 3 years prior to coming to Tech.

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MATH 1554 HP: Linear Algebra
MATH 1554 HP1: Linear Algebra Studio

Dr. Sal Barone 4 credit hours
Please note: you must register for the lecture and studio section 19 HP seats
Prerequisites: MATH 1113 OR MATH 1551 OR MATH 1552 OR SAT
Math score of 600 OR ACT Math score of 26

We will explore fundamental concepts of linear algebra including vectors, matrices, and systems of linear equations. Important decompositions and characteristics of matrices will be studied in depth including invertibility, eigenvalues and eigenvectors, the singular value decomposition and LU decomposition, Markov chains and the Google matrix, as well as orthogonal projections and their application to determine best-fit solutions to over-determined systems of linear equations. Students will also learn to apply linear algebra concepts to model, solve, and analyze real-world situations.

Dr. Sal Barone has been teaching at Tech for 10 years and has been the course coordinator for Math 1554 since 2020. Dr. Barone has taught all the first-year courses including Calculus I & II and Linear Algebra and is known for being approachable, holding engaging lectures, and being readily available to answer student questions.

| Lecture | M/W/F
12:30 PM
Klaus 1443 |
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| Studio | T/TH
3:30 PM
Skiles 368 |
| CRN (lecture- HP) | 93330 |
| CRN (studio- HP1) | 93332 |
MATH 2552 HP: Differential Equations
MATH 2552 HP1: Differential Equations Studio

Dr. Xu-Yan Chen

Please note: you must register for the lecture and studio section

Prerequisites: MATH 1551, MATH 1552, MATH 1553 or MATH 1554, and SAT Math score of 600 or ACT Math score of 26 or MATH 1113

Methods for obtaining numerical and analytic solutions of elementary differential equations. Applications are also discussed with an emphasis on modeling.

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MATH 4803: Special Topics: Bridge to Math

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. The mini-tournaments will make use of online bridge platforms, which contributed to a surge in popularity of the game among young players in the last decade.

For more information about the class, visit https://bridge2math.gatech.edu/.

*Informal prerequisite: some knowledge of discrete mathematics.

Dr. Anton Leykin joined Georgia Tech in 2009. Since then he has 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.

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<th>Lecture</th>
<th>F 2:00 PM Clough 129</th>
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MGT 4193 HP: Servant Leader Values System

Dr. Robert Thomas 3 credit hours

Please note: counts toward Award of HP Distinction in Service 15 HP seats
Pathway. This course is taught in Tech Square.
Restricted to sophomores, juniors, and seniors only.

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 and as Chair of the Board of the Greenleaf Center for Servant Leadership.

| Lecture | M/W  
| | 12:30 PM  
| | Scheller College of Business 222  
| CRN | 86243  

35
Music Ensembles (1 credit hour)
MUSI 3121, 3131, 3231, 3241, 3251, 3261, 3311, 3321, 3511, 3531, 3551, 3611

The HP is expanding its partnership with the School of Music and will now grant up to 3 HP credit hours for ensemble classes.

Why take an ensemble class for HP credit?

Music ensembles are active-learning classes—“hands-on” and “voice-on”—a great fit for our curious, creative, and highly motivated HP students.

Making music is a universal and uplifting human experience—a great fit for our times and all times.

Non-music majors/minors earn humanities credits for ensemble classes, and each class may be repeated for humanities credit. Here is additional information.
PHIL 3115 HP: Philosophy of Science

Dr. Andrew Buskell  
3 credit hours

Please note: fulfills the Core Area E Humanities requirement  
10 HP seats

Science, whatever else it may be, is a human enterprise. While scientists all pursue the production of significant knowledge — they do so by using various methods, relying on different kinds of evidence, organizing themselves into groups, and pursuing distinct sets of concerns. These social elements of science have important implications for how knowledge is produced and how it should be evaluated. In this course, we explore central issues in philosophy of science with a focus on the “big picture” — science as it is practiced by the many and varied scientists in the world. These issues include the role of values in science, the nature of objectivity, and even the production of ignorance.

Dr. Andrew Buskell is a philosopher of science and Visiting Assistant Professor in the School of Public Policy. His research examines issues at the intersection of culture, cognition, data, and policy—considering, for instance, how animal capacities for culture differ from those of human beings and how human cultural groups are represented in, and studied using, large databases that aggregate ethnographic, ecological, and psychological data.

| Lecture       | M/W  
3:30 PM 
Swann 325 |
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PHIL 4176 HP: Environmental Ethics

Dr. Alzbeta Hajkova 3 credit hours

Please note: fulfills the Core Area E Humanities requirement and 10 HP seats
the Ethics requirement

The course will consider a variety of environmental issues from a philosophical perspective. Among other philosophical questions, we will explore the nature of the relationship of humans to the natural world, the scope and source of our moral obligations to nature; the conservation movement and the justifiability of human intervention in ecological systems; the role of technology, politics, and activism in addressing climate crisis; the ethics of sustainability; the environmental justice movement and the impact of the climate crisis on marginalized groups. The course aims to equip students with critical thinking, reading, and argumentative skills that will allow them to approach and evaluate complex and globally pressing issues surrounding environmentalism, sustainability, and climate crisis deeply, critically, and responsibly.

Dr. Alzbeta Hajkova is a Postdoctoral Teaching Fellow in the Philosophy Program of the School of Public Policy. Her research is in social and political philosophy; specifically, she works on the philosophy of political action, global refugee emergency, and social and political justice movements. Her other research interests are in feminist theory and the philosophy of technology. Dr. Hajkova earned her Ph.D. from Purdue University (2022) and MA from KU Leuven, Belgium (2014). She is a Postdoctoral Leadership and Innovation Fellow (2023) at Georgia Tech and a recipient of the Andrew W. Mellon Foundation’s Humanities Without Walls Predoctoral Fellowship (2018) and Purdue Graduate School’s Ross Fellowship (2015).

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| CRN           | 92829        |
PHYS 2211 HP: Introduction Physics I
PHYS 2211 HPL: Introduction Physics I Lab

Dr. Emily Alicea-Muñoz
Prerequisite: MATH 1552

4 credit hours
30 HP seats

The M&I version of PHYS 2211 emphasizes the atomic nature of matter and integrates traditional mechanics with thermal physics. There is a strong emphasis on the Momentum Principle, the Energy Principle (the first law of thermodynamics), and the Angular Momentum Principle. The main goal of this course is to have students engage in a process central to science: the attempt to model a broad range of physical phenomena using a small set of powerful fundamental principles.

To aid in this goal students will develop computational models that predict the motion of interacting objects. These models will be made using the Visual Python programming language. The course also emphasizes the atomic structure of matter, especially the ball and spring model of solids, and photon emission and absorption in quantized systems.

Topics include:
- The different types of matter and interactions found in nature
- Using the momentum principle to predict future motion
- An atomic model of solids
- The momentum principle in moving reference frames
- Energy conservation including relativistic energy
- Energy in macroscopic systems including thermal energy
- Multi-particle systems and the center of mass
- Collisions including relativistic particle collisions
- Angular momentum and quantized angular momentum
- Energy quantization and photon emission and absorption

Dr. Emily Alicea-Muñoz is a native of Puerto Rico. She has a BS in Physics from the University of Puerto Rico at Mayagüez, an MS in Astronomy & Astrophysics from Penn State, and a PhD in Physics with a doctoral minor in Higher Education from Georgia Tech. Before coming to Georgia Tech, she worked at NASA Goddard Space Flight Center where she studied cosmological black hole mergers. Dr. Alicea’s research focuses on the professional development of physics graduate teaching assistants (GTAs). She is also interested in holistic assessments of teaching effectiveness, the development of expert-like problem-solving skills in introductory physics students, introductory astronomy education, and methods of informal education/outreach.

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<th>Lecture</th>
<th>T/TH 12:30 PM Howey Physics L1</th>
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<td>CRN (lab- HPL)</td>
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PHYS 2212 HP: Introduction Physics II
PHYS 2211 HP1: Introduction Physics II Lab

Dr. Ed Greco 4 credit hours
Prerequisite: PHYS 2211 30 HP seats

The M&I version of 2212 deals with electric and magnetic interactions, which are central to the structure of matter, to chemical and biological phenomena, and to the design and operation of most modern technology. The main goal of this course is to have you engage in a process central to science: the attempt to model a broad range of physical phenomena using a small set of powerful fundamental principles.

The specific focus is an introduction to field theory, in terms of the classical theory of electricity and magnetism. To aid in this goal you will develop computational models to visualize these fields and the interaction of charged particles. These models will be made using the Visual Python programming language (run in your browser at www.glowscript.org). The course also emphasizes the atomic structure of matter, especially the role of electrons and protons in matter.

Topics include:
- Matter and electric field, polarization of atomic matter
- Electric fields of distributed charges, setting up physical integrals, numerical integration
- Electric potential and energy for fields
- Magnetic field, atomic model of ferromagnetism
- A microscopic view of electric circuits, surface charge model
- Capacitors, Inductors, Resistors, and Batteries
- Magnetic force, including motional emf
- Patterns of field in space (Gauss’s and Ampere’s laws)
- Faraday’s law and non-coulomb electric field
- Electromagnetic radiation, including its production by accelerated charges and re-radiation (classical interaction of light and matter)

Dr. Ed Greco is a native Floridian who moved to Atlanta in 2000 with his high school sweetheart and earned his PhD in physics from Georgia Tech on low Reynolds number flow in 2008. Since joining the faculty at Tech, Ed has been active in the development of new curriculum for undergraduate students. When not in the classroom, he coordinates the outreach activities for the School of Physics and serves as radio show co-host “Fat Daddy Sorghum” on WREK’s Inside the Black Box where he enjoys sharing his passion for science with the Atlanta community. Photography, Chess, Conchology, foraging for wild edibles, winemaking, and exploring Appalachia on a motorcycle are just a few of his varied pastimes. Mostly, however, he enjoys spending quality times with his loving family.

| Lecture | M/W/F 12:30 PM
|          | Howey Physics L4 |
| Lab     | M 3:30 PM
|         | Clough 375 |
| CRN (lecture- HP) | 93732 |
| CRN (lab- HPL)   | 82260 |
POL 2101 HP: State and Local Government

Mr. Michael Polak 3 credit hours

Please note: fulfills the Core Area E Social Science requirement 10 HP seats

Apart from the theoretical understanding of political science, it is important for students to gain a hands-on understanding of how the political process of state and local government operates in the United States. Students choose a policy problem of their personal interest they wish to address for the semester. Students then follow a six-step policy analysis process to create a recommended policy solution. In the second half of the semester students receive actual experience testing and advocating their policy solution within the political policy making process. The class experience also includes legislative committee simulations and developing an understanding of the political campaign process. The semester concludes with student teams campaigning against each other for the Governor of the State of Georgia and Mayor of Atlanta. The overall structure of the class is built around lectures, class exercises and class speakers. During most classes, there are also discussions around current politically sensitive issues.

Mike Polak has taught in the School of Public Policy since 2013. Prior to his academic career, he served ten years in the Georgia State Senate and Georgia House of Representatives. While in the Georgia State Senate, he was Chairman of the Science and Technology Committee and Senate Sub-Committee Chairman of Appropriations for Science and Technology. His most notable legislative achievement was authoring and passing Georgia’s Hope Scholarship. He is the recipient of seventeen Legislator of the Year awards. He has served on the Georgia Tech School of Public Policy, Georgia Tech Research Institute, the Georgia Tech College of Engineering, the Georgia Tech Economic Development Institute and Vice Chairman for the Georgia Tech Savannah advisory board. He was also the recipient of the Georgia Tech Outstanding Young Alumnus Award from the Georgia Tech College of Engineering. He is currently the founder of Inovar Health, a healthcare IT start-up.

| Lecture       | T/TH  
|               | 8:00 AM  
|               | Clough 127  
| CRN           | 92830  

41
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 School of Psychology, 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.
Multicultural competence is a key factor of success in a global and international society. An essential element in gaining multicultural competence is the awareness and knowledge of various cultural identities and how one’s own multicultural identities impact and shape interpersonal relationships, decision-making, and leadership. “Multicultural identities” refers to the various aspects of the self that serve to establish an individual’s overall identity. Multicultural identities include (but are not limited to) aspects of racial and ethnic identity, gender role identity, sexual orientation, and others. This course is designed to provide students with the knowledge of multicultural identities, an exploration on the nature of oppression and prejudice, and to allow students to gain an awareness of aspects of multicultural identity as it relates to themselves and others. The course also explores areas of multicultural identity development and awareness and its influence in establishing relationships and its role in aspects of leadership.

**Dr. Tiffiny Hughes-Troutman** is a Professor of the Practice in the School of Psychology and a licensed psychologist. She received her Ph.D. in Counseling Psychology from the University of Illinois at Urbana-Champaign. Dr. Hughes-Troutman has over 20 years of experience as a clinician, educator, training consultant, and lecturer on student and staff health and well-being, mental health outreach, and diversity for professional organizations, university groups, faculty, staff, and students in higher education. Prior to her current role, she served in several progressive roles in the Counseling Center, as Director of Health Behavior in the Wellness Empowerment Center, and as the inaugural Director of GT CARE. Committed to her scientist-practitioner training, Dr. Hughes-Troutman is dedicated to utilizing evidence-based and relevant strategies and tools in the classroom that cultivate curiosity, promote psychological safety, engage meaningfully, and challenge appropriately. Dr. Hughes-Troutman is a member of the American Psychological Association, the American College Health Association, NASPA Student Affairs Professionals, and the Georgia Psychological Association. She is a Fellow of the Georgia Psychological Association and served as a Diversity Delegate for the American Psychological Association’s State Leadership Coalition.

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PUBP 3000 HP: American Constitutional Issues

Judge Leigh Martin May 3 credit hours
Please note: fulfills the Core Area E Social Science requirement 10 HP seats

This course will examine the American social and political system through the prism of Constitutional issues decided by the U.S. Supreme Court. We will read and analyze pivotal Supreme Court cases as we trace the evolution of the law on important Constitutional concepts. You will also be provided the opportunity to view court proceedings and discuss some of the real-life applications of these concepts in the lower courts.

Leigh Martin May is a judge for the United States District Court for the Northern District of Georgia. She earned a Bachelor of Science degree from the Georgia Institute of Technology and her law degree from the University of Georgia School of Law. While in law school, she served as editor-in-chief of the Georgia Law Review. Following law school, she served as a law clerk to the Honorable Dudley H. Bowen, Jr. of the United States District Court for the Southern District of Georgia. She then practiced with the Atlanta office of Butler, Wooten & Fryhofer LLP, where she later became a partner. Her practice focused on complex civil litigation in both state and federal courts. On December 19, 2013, President Obama nominated Judge May to serve as a United States District Judge. On November 13, 2014, the Senate voted 99-0 in favor of her final confirmation.

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<th>Lecture</th>
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PUBP 3244 HP: Stem Cell Science, Policy, and Ethics

Dr. Aaron Levine

Please note: fulfills the Ethics requirement

3 credit hours

10 HP seats

Stem cells and related technologies are advancing our understanding of human diseases and offer the potential to 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 Associate Dean for Research and Outreach in the Ivan Allen College of Liberal Arts. He is also a 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. He leads ethics and policy research for the NSF Engineering Research Center for Cell Manufacturing Technologies and serves as Vice Chair for Ethics on the International Society for Cell Therapy’s Committee on the Ethics of Cell and Gene Therapy. Dr. Levine completed his Ph.D. in Public Affairs at Princeton University, where his dissertation research 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.

| Lecture       | M/W  
|---------------|------
|               | 9:30 AM  
|               | Clough 323  

CRN 93546
RUSS 3222 HP: Russian 20th Century Literature & Film

Dr. Dina Khapaeva  3 credit hours
Please note: fulfills the Core Area E Humanities requirement.  10 HP seats
Course is taught in English. Counts toward Award of HP Distinction in Global Engagement Pathway.

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 discuss various apocalypse images, 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 writers’ and creators’ attitudes toward human protagonists and humanity. The course will emphasize how writers and film directors imagine modifications and extinction of humans and compare their ideas to the programs of several social movements, including animal rights. Changes in the images of the future from ancient to contemporary literature will be central to our discussions.


| Lecture: | M/W 11:00 AM  
Swann 115 |
| CRN: | 89149 |
The role of the sociologist is to problematize that which is taken for granted in everyday life, such as how race and gender affect the way we interact or the benefit of science to our lives. The sociologist’s job is to remove the veil of our shared meaning to expose the inner workings of social life.

This class applies basic sociological concepts to a range of issues that are of current interest in the public imagination in order to view them in a new light. More importantly, this course aims to provide you with a way to think about and understand the social world and your place in it. Therefore, the lectures and readings will focus on understanding basic social processes and how you can apply them to everyday events, both small and large, and both personal and political.

With this in mind, we will begin the course by focusing on the importance of sociological theory and methods, the "self" and identity, the importance of culture, as well as the rules that guide interaction between individuals. We will then explore major social “fault lines” around race, class, gender, and sexuality, as well as the major institutions that shape our lives (the family, education, etc.). Finally, we will look at health, science, and technology in the modern world.

Dr. Amy D'Unger (PhD, Duke University, 1999) is a sociologist with interests in the areas of race, class, and gender; inequality; social policy; social control and eugenics; and crime. Her previous research has looked at the impact of neighborhood social disorganization, peer networks, family structures, and school ties on delinquency and crime over the life course. She is currently researching the role of eugenic (involuntary) sterilization in the South as a tool of informal social control, particularly during the Civil Rights Movement. Dr. D'Unger has published in such journals as the American Journal of Sociology, the Journal of Quantitative Criminology, and the Encyclopedia of Crime and Justice on topics such as criminal careers, gender and offending, and feminist criminological theory.

Dr. D'Unger has been recognized for excellence in academic advising by both Georgia Tech and the National Academic Advising Association, and has won teaching awards from both the Ivan Allen College of Liberal Arts and Georgia Tech. She is the past chair of the Division on Women and Crime of the American Society of Criminology.
SPAN 3260 HP: Identity in Hispanic Literature

Dr. Kelly Comfort  
**Prerequisites:** SPAN 2002 or AP/IB equivalent  
**Please note:** fulfills the Core Area E Humanities requirement.  
Course is taught in Spanish. Counts toward Award of HP Distinction in Global Engagement Pathway.

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 this HP course is based.

| Lecture: | T/TH  
|          | 12:30 PM  
|          | D.M. Smith 11  
| CRN:     | 91266 |
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:

- Transcend traditional disciplinary boundaries,
- Cannot be pursued in an existing major, minor, or certificate program,
- Capture fields of passionate interest by many HP students, and
- 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 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:

- Honors Program Award of Distinction in Research
- Honors Program Award of Distinction in Service
- Honors Program Award of Distinction in Global Engagement

To be eligible to receive Distinction in a Pathway, students must achieve Completion of the Honors Program (15+ credit hours) by graduation. For complete information on the HP Distinction in a Pathway options, visit hp.gatech.edu/honors-program-pathways.

List of approved classes for HP Pathways (2014 – 2023)

Honors Program authorization form- independent research
Contact Information

Dr. Amy D’Unger, HP Associate Director
amy.dunger@gatech.edu
404.385.7533
Eighth Street West 007

- Curriculum and classes
- Research or study abroad approval
- Academic advising
- Degree audits
- Website or Canvas

Ms. Lauren Evans, HP Program & Operations Manager
lauren.evans@gatech.edu
404.894.4946
Eighth Street West 008

- HP programming
- HP equipment and supplies
- Honors Leadership Council (HLC)
- HP Student Assistants (HP Help Desk, Guides for the HP Annual Retreat for Entering Students, or HP Communications Assistant)

Ms. Amara Anderson, HP Coordinator
aanderson75@gatech.edu
404.385.7532
Eighth Street West 009

- HP events
- HP finances (e.g., reimbursements)