HP Class Guide
Fall 2025

April 14, 2025

Georgia Tech
Honors Program

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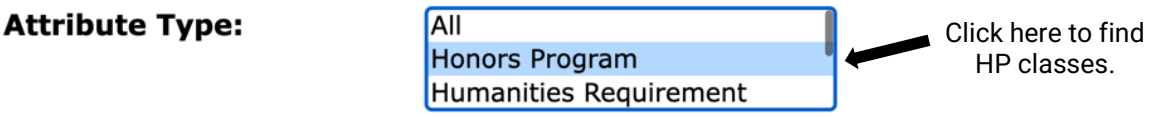
Faculty Director's Note
April 9, 2025

Dear HP Students,

I hope everyone is having a great semester! It's hard to believe, but it's already time to start thinking about registration for fall 2025 classes. Time tickets will post on April 10th and Phase I registration is April 14th – May 16th. Time tickets for Phase II registration will post on August 7 and registration will occur from August 11th – 22nd. The first day of fall classes is August 18, 2025.

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).



Here are some IMPORTANT NOTES about some fall HP lab science classes:

1. We are offering HP sections of BIOS 1107, CHEM 1211K, CHEM 1212K, PHYS 2211, and PHYS 2212 with affiliated Honors Program labs. ***You must register for both the HP lecture and HP lab.***

    a. The lecture and labs for CHEM and PHYS are linked in OSCAR—you will ONLY be able to sign up for the HP lecture and linked HP lab.

    b. The lecture and lab for BIOS are not linked in OSCAR—you must select the correct HP lecture and lab class***. If you do not take both the HP section of the lecture AND lab for this class, you will not get credit for either of them!***

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)
- Graduate courses

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
Faculty Director

APPH 1060 HP: Flourishing - Strategies for Wellbeing and Resilience

Dr. Christie Stewart **2 credit hours**
50 HP seats

Everyone experiences some level of stress and adversity in their daily lives. The pressure to perform academically, complete the necessary tasks in a given day, deal with relationship issues, and/or manage financial challenges can be daunting. 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, optimism, gratitude, 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 PM Curran Street Deck 210 (LLC West Commons Classroom; 8th St.)
CRN:	88169

BIOS 1107 HP: Biological Principles I
BIOS 1107L HP11: Biological Principles I Lab

Dr. Shana Kerr (lecture) and Dr. Colin Harrison (lab) 4 credit hours (lecture + lab)
Please note: *you MUST register for the HP lecture* ***and*** *lab section to receive Honors Program credit*. 14 HP seats

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 (Course lecture content).
B. Use scientific skills to test hypotheses, design experiments, analyze and interpret data, and communicate scientifically (Course lecture content)
C. Communicate effectively using appropriate scientific language (Course lecture content and Scientist Spotlights)
D. Appreciate commonalities and differences among people who practice science, and recognize that there are multiple pathways into science as a career (Scientist Spotlights)
E. Reflect on the usefulness of your study strategies and identify new strategies and practices to achieve your best learning strategies (Metacognition Module and Exam wrappers)

Dr. Shana Kerr joined the faculty at Georgia Tech in the summer of 2012. She 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.

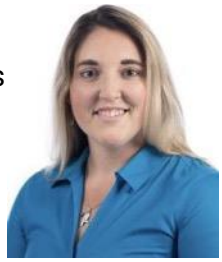
Lecture (HP)	M/W/F 9:30 AM Clough 144
Lab (HP)	TH 12:30 PM Clough 487
CRN (lecture- HP) **CRN (lab- HPL)**	89248 88945

CHEM 1211K HP: Chemical Principles I
CHEM 1211K HP4: Chemical Principles I Lab

Dr. Angus Wilkinson (lecture) and Dr. Deborah Santos (lab) 4 credit hours
Please note: *you MUST register for the HP lecture* ***and*** *lab section to receive Honors Program credit.* 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. Angus Wilkison is Professor and Associate Chair for Academic Programs in the School of Chemistry and Biochemistry. His research focuses on low and negative thermal expansion (NTE) materials and synchrotron X-ray methods. He received his Ph.D. in Chemistry from Oxford University and is the recipient of a variety of major awards, including the NSF CAREER award, Sigma Xi award for outstanding research by a junior faculty member, and the Linus Pauling Prize, awarded by the American Crystallographic Association.



Dr. Deborah Santos is a recent addition to the School of Chemistry and Biochemistry and heads 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 Ph.D. in Chemistry Education from Georgia State University this year and an M.S. in Organic Chemistry from the University of Georgia in 2015. She was a high school chemistry teacher prior to earning her Ph.D. and has current research interests in how students learn to “do” science. Her Ph.D. work focused on the psychological aspects of learning chemistry (mindset and motivation) and her M.S. work involved developing chemistries for attaching carbohydrates and proteins to polymer surfaces for biological applications.

Lecture	M/W/F 8:25 AM Instructional Center 103
Lab	TH 12:30 PM Clough 572
CRN (lecture- HP) **CRN (lab- HP4)**	90010 90013

CHEM 1212K HP: Chemical Principles II
CHEM 1212K H27: Chemical Principles II Lab

Dr. Carrie Shepler (lecture) and Dr. Deborah Santos (lab) 4 credit hours
Please note: *you MUST register for the HP lecture* ***and*** *lab section to receive Honors Program credit.* 12 HP seats
Prerequisites: *CHEM 1211K* ***or*** *CHEM 1310*

Welcome to Chemical Principles II, the second course of our two-semester sequence for majors! Through this course, you will learn how to think about chemical reactions in terms of their kinetics and thermodynamics, to apply chemical principles to inorganic and biological systems, and begin to understand the reactivity of elements and molecules through periodic table trends, molecular orbital theory, and acid-base theory. Students will actively participate in discussions and in-class problem solving to deeper their understanding of core chemistry concepts.

Dr. Carrie Shepler is a Principal Academic Professional and the Assistant Dean for Teaching Effectiveness. She received her Ph.D. from Washington State University and was a Franklin Teaching Post-Doctoral Fellow at the University of Georgia prior to coming to Georgia Tech. She was recently named a 2024-25 Inclusive Excellence Faculty Fellow.

Dr. Deborah Santos is a recent addition to the School of Chemistry and Biochemistry and heads 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 Ph.D. in Chemistry Education from Georgia State University this year and an M.S. in Organic Chemistry from the University of Georgia in 2015. She was a high school chemistry teacher prior to earning her Ph.D. and has current research interests in how students learn to "do" science. Her Ph.D. work focused on the psychological aspects of learning chemistry (mindset and motivation) and her M.S. work involved developing chemistries for attaching carbohydrates and proteins to polymer surfaces for biological applications.

Lecture	T/TH 8:00 AM Clough 144
Lab H27	T 3:30 PM Clough 573
CRN (lecture- HP) **CRN (lab- H27)**	90009 87607

COE 3002 HP: Intro to Microelectronics and the Nanotechnology Revolution

Dr. John Cressler

3 credit hours
11 HP seats

COE 3002 develops the general scientific and engineering underpinnings of microelectronics and nanotechnology and examines 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.

Dr. John D. Cressler is Regents Professor, 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, open to all GT students. 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).

Lecture:	T/TH 5:00 PM Scheller 221
CRN:	93252

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.*

3 credit hours
50 HP seats

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 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 PM online (synchronous)
CRN (online lecture – HP) **CRN (online recitation – HP1)**	85217 87999

CS 2701 HP: Startup Lab: Introduction to Technology Ventures

Dr. Merrick Furst

3 credit hours
10 HP seats

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 the $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	W 12:30 PM Klaus 2448
CRN	89351

CS 4010 HP: Introduction to Computer Law

Dr. Olufisayo Omojokun & Ms. Laura Huffman, Esq.

3 credit hours
10 HP seats

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.

Lecture	T/TH 11:00 AM College of Computing 52
CRN	90208

EAS 1600 HP: Introduction to Environmental Science
EAS 1600 WHP: Introduction to Environmental Science Lab

Dr. Zachary Handlos (lecture) and Dr. Liana Boop (lab) 4 credit hours

Please note: *you MUST register for the HP lecture* ***and*** *lab section to receive Honors Program credit.* 24 HP seats

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.

The lab further investigates topics covered in the co-requisite lecture course. Over the semester, we will explore how the Earth System operates as a delicately connected system, where a change in one component can have ripple effects throughout the system. In the lab, we will model various natural processes to understand how Earth receives energy from the Sun, the dynamics of air in our atmosphere, how water density differences drive deep ocean circulation, and how materials are cycled through complex systems. We will consider case studies related to rainforest deforestation, ocean plastic pollution, present-day climate change, and how coastal communities can adapt to sea level rise. Throughout the term, you will be challenged to consider how the topics that we cover relate to your life, and how you can affect change through your personal daily choices as well as those that you will make throughout your career.

Dr. Zachary Handlos is a Senior Academic Professional in the School of Earth and Atmospheric Sciences (EAS) at Georgia Tech where he teaches a variety of introductory and upper-level undergraduate EAS courses, with a primary focus on meteorology education. He also co-advises undergraduate EAS students, facilitates a variety of programming, conducts research in the fields of synoptic meteorology and atmospheric science education, including mentoring of undergraduate student researchers. He earned his B.S. and Ph.D. in Atmospheric and Oceanic Sciences from the University of Wisconsin, Madison and served as a Visiting Assistant Professor at Northern Illinois University (NIU) during the 2016-2017 academic year.

Dr. Liana Boop is passionate about sustainability and seeks to empower people to live more harmoniously with the environment. She is a trained geologist, holding a Ph.D. in Geology and a Professional Geologist licensure. Before joining Georgia Tech in 2024, she taught at a community college in Houston, Texas for nine years. Before joining academia, she worked in environmental and geological consulting, completing environmental and geophysical assessments. Her hobbies include exercising, hiking, kayaking, caving, knitting, attending live theatre performances, and cooking delicious plant-based foods.

Lecture	T/TH, 12:30 PM, Instructional Center 103
Lab	W, 12:30 PM, Clough 357
CRN (lecture- HP) **CRN (lab- WHP)**	89839 89840

ECON 4401 HP: Behavioral Economics

Dr. Whitney Buser 3 credit hours
Prerequisites: *ECON 2100* ***or*** *2101* ***or*** *2105* ***or*** *2106* 10 HP seats

Why do people fail to save for retirement? Why do some countries have very high organ donation rates while others have low rates? Why do we consistently make unhealthy decisions for ourselves despite promising ourselves we would do things differently? In this course, we will use behavioral economics–the blending of psychology and economics–to answer everyday puzzles like these. This course will join the fundamentals of human behavior with the rational choice models of economics to better understand decision making. Through reading primary experimental research, we will ask why individuals frequently make decisions that systematically depart from the predictions of standard economic models. Concepts such as probability weighting, reference dependence, priming, framing, and heuristics for decision making will be discussed. Students will learn to apply this conceptual framework to policy questions regarding retirement savings, financial behavior, health care, and consumerism. In addition to discussion of others' research, students will design, execute, analyze, and present their own primary experimental research.

Dr. Whitney Buser is an Academic Professional and Associate Director of Academic Programs in the School of Economics as Georgia Tech. Dr. Buser has published and presented research on gender differences in financial literacy, performance evaluation, confidence in mathematical abilities, and participation in academic discussions. Dr. Buser's work has appeared in *Sex Roles, Public Choice, and The Journal of Family and Economic Issues,* as well as other peer-reviewed publications. Further research interests include behavioral economics as well as formal and informal institutional impacts on policy and economic wellbeing. Prior to joining the faculty at Georgia Tech in 2020, Dr. Buser was the Chair of the Business and Public Policy Department at Young Harris College and as well as an Associate Professor of Economics.

Lecture	T/TH 12:30 PM Skiles 371
CRN	93393

ENGL 1101 HP1: English Composition I

Dr. Andy Frazee

3 credit hours
18 HP seats

Writing and Learning with AI

This course provides opportunities for you to become a more effective communicator as you refine your thinking, writing, speaking, designing, collaborating, and reflecting. As part of the WOVEN (written, oral, visual, electronic, and nonverbal communication) curriculum, ENGL 1101 emphasizes developing your strategic processes in written communication, including issues of rhetoric, argumentation, critical thinking, process, and writing genres. In this section of the course, you'll investigate the ways AI tools are affecting the way we write and learn. You'll employ writing and other WOVEN modes to create projects about AI, writing, and learning in a range of writing-focused genres.

Dr. Andy Frazee serves as the director of the Writing and Communication Program (WCP), overseeing courses in first-year composition, business communication, and technical communication, and supervising the teaching, research, service, and professional development of the Marion L. Brittain Postdoctoral Fellows and WCP lecturers.

Frazee's scholarship examines writing program administration, pedagogy, and faculty development, and has appeared in WPA: Writing Program Administration, Computers and Composition, IEEE International Professional Communication Conference Proceedings, Essays on Best Practices in the University System of Georgia and elsewhere. He teaches courses in first-year composition, technical communication, and postmodern literature and facilitates postdoctoral seminars in multimodal pedagogy, technical communication pedagogy, and alternative career paths for Ph.D.s.

Frazee earned his Ph.D. in English and Creative Writing from the University of Georgia, and an M.F.A. in Creative Writing and a B.S. in Advertising from the University of Illinois at Urbana-Champaign.

Lecture	T/TH 9:30 AM Swann 325
CRN	89826

ENGL 1102 HP1: English Composition II

Dr. Rachel Dean-Ruzicka 3 credit hours
Prerequisite: *ENGL 1101* 18 HP seats

According to pop culture scholar Henry Jenkins, "Transmedia storytelling represents a process where integral elements of a fiction get dispersed systematically across multiple delivery channels for the purpose of creating a unified and coordinated entertainment experience. Ideally, each medium makes its own unique contribution to the unfolding of the story." Much of our media landscape is currently populated by transmedia texts, where the story spins out well beyond the original text. We can think of *Star Wars* as a set of films, but it's also novels, comics, video games, television series, cartoons, and more. Or *Stranger Things* which has expanded to Broadway and podcasts in addition to novels and comics. Our section of 1102 will focus on critical theory about transmedia and media consumption. We will read work by Henry Jenkins, Stuart Hall, Marwan Kraidy, bell hooks, and others to establish a baseline understanding of media studies and transmedia. As a class we will decide on a transmedia property to study in depth. Options might be the above mentioned *Star Wars* or *Stranger Things*. Other possibilities are Marvel, Batman, *The Last of Us*, and more. Our projects will include an infographic, public facing video content, and an ethnographic media essay. The class also requires discussion facilitation, participation, and reading quizzes.

Dr. Rachel Dean-Ruzicka is a Senior Lecturer of Writing and Communication. She has been teaching at Georgia Tech since 2015. She holds a MA degree in Literature from Colorado State University and a PhD in American Culture Studies from Bowling Green State University. Her research is broadly in popular culture studies including publications on young adult Holocaust literature, the podcast *My Favorite Murder*, and various comics. Her current project is on the transmedia world of Netflix's hit show *Stranger Things*. She loves podcasts, her cat Steven, spending time with friends, and reading way too many books at a time.

Lecture	M/W 9:30 AM Hall 102
CRN	93611

ENGL 1102 HP2: English Composition II

Dr. Ankita Rathour 3 credit hours

Prerequisite: *ENGL 1101* 18 HP seats

The theme of this course is Writing Back: Rhetoric of Anticolonial Resistance. At one point in history, Europeans colonized more than 80 percent of the world. Despite decolonizing, many countries still face direct and indirect western control of their land, resources, and culture. In such a case, we must ask:

1) How is knowledge created and how have white/west initiated colonial–imperial practices affect the ways non-European people/cultures are perceived?
2) In a postcolonial world what kind of stories remain dominant, and what remains obscure? What power do stories hold? Who creates dominant stories? What people are included in such stories? Who remains excluded, marginalized, and silenced?

This semester, we will begin by engaging with narratives of the colonial masters and beneficiaries. By reading texts like Christopher Columbus' letter and George Orwell's writing on his work as a British imperialist in South Asia we will unpack the mechanisms of expansion, control, and forced dislocation of indigenous peoples, which are foundational to colonial practices. However, for much of the course, we will spend time in analyzing rhetoric of resistance and practicing "writing back to the imperial core." We will watch films like The Battle of Algiers (Algeria-Italy, 1966), and The Black Girl (Senegal, 1966). We will closely study Asian, African, Muslim, and other rhetoricians. Assignments might include alternative propaganda poster, rhetorical analysis, and a research blog.

Our class projects will combine various WOVEN modes (Written, Oral, Visual, Electronic, and Nonverbal) toward a common purpose: analyzing rhetoric and arguments of struggle against colonialism and imperialism made via written texts and forms of visual media. The main objective of our course is learning from non-white countries, cultures and people. Writing and research are at the heart of this course. In this course, you will practice close reading, engage with pivotal anticolonial theories, conduct research, and creating your own persuasive arguments. Giving and receiving feedback are also among the key skills we will be developing. Finally, on a metacognitive level, you will practice taking charge of your own learning through guided self-assessment.

Dr. Ankita Rathour is a Marion L. Brittain Postdoctoral Fellow in the School of Literature, Media, and Communication at Georgia Tech. She received her PhD in English from Louisiana State University in 2023. As a scholar she is deeply invested in investigating Hindi cinema (Bollywood) and post/colonial realities. She was a Fulbright Foreign Language Teaching Assistant at the University of Hawaii, Manoa. In Spring 2025, she organized the first Indian film event at Georgia Tech's annual Global Media Festival. Her academic and popular articles have been published in Media Watch, E-Cine India, Journal of Applied Learning and Teaching, Feminism In India, Fair Observer, and E-International Relations to name a few. If Bollywood intrigues you, she is happy to chat anytime! Her email is arathour6@gatech.edu

Lecture	M/W 12:30 PM Architecture West 258
CRN	81639

ENGL 1102 HP3: English Composition II

Dr. Emily Lake Hansen 3 credit hours

Prerequisite: *ENGL 1101* 18 HP seats

Analog in a Digital World: Time & Technology Across Generations
The internet abounds with generational crosstalk, but what is a generation exactly and what does it mean to belong to one? Are generational identities more influenced by world events or by the emergence of new technologies? As a part of the WOVEN (written, oral, visual, electronic, and nonverbal communication) curriculum, English 1102 emphasizes your strategic processes in written communication, including issues of rhetoric, argumentation, critical thinking, and writing genres; in this section, you will refine those skills through a semester-long exploration of generational theory and the murky construct of time it sits upon. After examining time conceptually through reading and responding to texts such as Ellen Samuels' "Six Ways of Looking at Crip Time" and The Long Now Foundation's lecture series, you will construct a collaborative multimodal "time capsule" that combines primary and secondary research to capture a generation beyond its superficial definitions.

Dr. Emily Lake Hanseon is a Marion L. Brittain Postdoctoral Fellow in the School of Literature, Media, and Communication and the author of the poetry collection *Home and Other Duty Stations* (Kelsay Books) as well as two chapbooks: *The Way the Body Had to Travel* (dancing girl press) and *Pharaoh's Daughter Keeps a Diary* (forthcoming from Kissing Dynamite Press). Her poems and essays have appeared in *Hayden's Ferry Review*, *Pleaides*, *32 Poems*, *OxMag*, *CALYX*, *So to Speak*, *SWWIM*, *Atticus Review*, and *Up the Staircase Quarterly* among others. A recent finalist for the Black River Chapbook Competition, the C&R Press Poetry Prize, and the Page Prize for Nonfiction, Emily's creative work focuses on themes of home and identity as well as the overlaps between personal, ecological, generational, and collective traumas. She holds a Ph.D. in creative writing from Georgia State University and has over ten years of experience teaching first-year composition and creative writing at a variety of higher education institutions across Georgia, mostly recently at her undergraduate alma mater Agnes Scott College.

Lecture	T/TH 2:00 PM Architecture West 259
CRN	89741

ENGL 1102 HP4: English Composition II

Dr. Corinne Matthews 3 credit hours

Prerequisite: *ENGL 1101* 18 HP seats

Course Description— Exploring Worlds (Un)Like Ours: Journeys in Fantasy

This is a seminar about how to write and communicate effectively. With a WOVEN approach, we will critically examine instances of argument, culture, and communication in Written, Oral, Visual, Electronic and Nonverbal modalities. Analyzing these modes individually and in combination, we will consider how best to generate ideas and adapt them for specific contexts and audiences. This seminar is therefore equal parts discussion group and workshop. Expect in each session to critique examples of communication and to develop your own communication projects (individually and in collaboration with your classmates).

In this section of the course, we will travel alongside fantasy heroes like Frodo Baggins, Nimona, and Lyra Belacqua as we use quest and journey centered narratives to explore how world building works in the fantasy genre. We will explore questions like: what rhetorical tools do authors and other creators use to build imagined worlds different from our own? How does world building work differently across mediums? What inspirations do creators draw on and remix as they build these worlds? And what kind of social, political, and cultural commentary do these fantasy world building and quest narratives offer? In considering these questions, we will explore a variety of mediums, including novels, television shows, films, and comics, as well as texts for audiences ranging from children, to teenagers, to adults. Potential course texts include: the film adaptation of *The Lord of the Rings: The Fellowship of the Ring*; the BBC adaptation of *His Dark Materials: The Golden Compass*; *Nettle & Bone* by T. Kingfisher; *The Fifth Season* by N.K. Jemisin; anime *Frieren: Beyond Journey's End*; and Broadway musical *Hadestown*, among others. Potential assignments include critical response papers, an in-class presentation, a narrative blog post, and a podcast episode.

Dr. Corinne Matthews is a Marion L. Brittain Postdoctoral Fellow in the Writing and Communication Program. Before joining Georgia Tech, she completed her Ph.D. in English at the University of Florida in 2023. She also holds an M.A. in English from Kansas State University and an M.S. in Electrical Engineering from Southern Methodist University. Her research focuses on the intersections of consent, agency, sexuality, and genre in children's and young adult literature, and she is at work on her first monograph, *The Fantasy of Consent: Sex, Sexual Assault, and Rape Culture in Contemporary Young Adult Fantasy*. Her work can be found in journals like *The Journal of the History of Childhood and Youth*, *The Lion and the Unicorn*, and *Feminist Formations*. She also co-hosts the pop culture podcast, *Sex. Love. Literature*., which examines representations in media of sex, love, and desire for a public audience.

Lecture	M/W 11:00 AM Skiles 302
CRN	89737

ENGL 1102 HP5: English Composition II

Dr. Stephen Reaugh 3 credit hours

Prerequisite: *ENGL 1101* 18 HP seats

ENGL 1102: “Body Language”

In this course, you will explore, practice, and refine your communication skills by observing, speaking, and collaborating in class, as well as planning, drafting, and revising a sequence of projects. Through a commitment to WOVEN (written, oral, visual, electronic, and nonverbal) communication skills, you will develop and tailor processes that adapt to the various modes and media you might encounter in your undergraduate education. In this section of English Composition II, we will explore how bodies do things in the world and how we communicate about those bodies—as well as how we both communicate and reflect on the meanings we (think we) apply to them. We will deploy WOVEN modes to create diverse projects about how those bodies do things and make meaning: letters, stories, “thick” descriptions of bodies in motion, shortform videos, and curated digital collections. Along the way, I hope you learn more about how your own body tells stories, too—and what languages we can learn, re-learn, to tell those stories in new ways.

Dr. Stephen M. Reaugh is a Marion L. Brittain Postdoctoral Fellow at Georgia Institute of Technology. His research concerns how and why we learn new ideas: both students in their higher education environments and audiences of contemporary media and cultural performance. This current has run underneath both his critical and creative endeavors; he has presented at regional, national, and international conferences on topics as wide-ranging as reflection assignments in the college classroom, queer failure in assignment design, and the meta-textual features of Broadway musicals as well as television shows like RuPaul's Drag Race. He earned his Ph.D. in English and American Literature, with a graduate certificate in Women's, Gender, and Sexuality Studies, from Washington University in St. Louis in 2024, an M.A. in English Literature from Villanova University in 2018, and an MFA in Creative Writing, focusing on creative nonfiction and playwriting, from the University of Alabama in 2016.

Lecture	M/W 2:00 PM Hall 103
CRN	91399

GT 1000 HP1: First Year Seminar

Dr. Nakia Melecio 1 credit hour
Please note: *Restricted to first-year students.* 20 HP seats

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.

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.

Lecture	TH 9:30 AM Swann 106
CRN	88892

GT 1000 HP2: First Year Seminar

Ms. Amie Raines 1 credit hour
Please note: *Restricted to first-year students.* 20 HP seats

This seminar course is designed to help you make a successful transition to college by becoming better acquainted with the academic and social opportunities here at Georgia Tech. Through the course, you will acquire strategies that promote academic, social, and professional success. This is a highly interactive class that requires active student participation and working collaboratively in small groups.

Through engaging in discussion, exploration, and reflection, students will be able to build connections with other students, faculty, and staff and develop plans for their time at Tech.

Ms. Amie Raines is the Program and Operations Manager in the Honors Program, joining the HP in September 2024. She was previously in various positions at Bridgewater State University, the College of the Holy Cross, and, most recently, Bristol Community College. She brings with her a wealth of experience in student programming, event planning, residence life, and high-priority student support. She worked with the Honors Program at BCC, ensuring that students were completing program requirements, and served as an academic advisor, including to students in computer science and engineering majors.

As the Program and Operations Manager, Amie is charged with overseeing our admissions processes, working with the Honors Leadership Council on programming and leadership development, facilitating alumni relations, and managing the business operations of the Honors Program.

Amie has a B.S. and M.S. in Human Development and Family Studies with a concentration in College Student Personnel from the University of Rhode Island. She was a NCAA Division I college student-athlete and has recently relocated to Atlanta with her wife.

Lecture	T 12:30 PM Clough 272
CRN	84805

GT 1000 HP3: First Year Seminar

Dr. Catherine Thomas 1 credit hour
Please note: *Restricted to first-year students.* 20 HP seats

This seminar course is designed to help you make a successful transition to college by becoming better acquainted with the academic and social opportunities here at Georgia Tech. Through the course, you will acquire strategies that promote academic, social, and professional success. This is a highly interactive class that requires active student participation and working collaboratively in small groups.

Through engaging in discussion, exploration, and reflection, students will be able to build connections with other students, faculty, and staff and develop plans for their time at Tech.

Dr. Catherine Thomas is Associate Director of Undergraduate Transition Seminars and Senior Academic Professional at the Georgia Institute of Technology. She oversees the first-year and transfer seminar program and supports other high-impact learning initiatives within the Office of Undergraduate Education. Prior to joining Tech, she served for seven years as Associate Dean for Student Success Programs at Georgia Gwinnett College. Thomas is a 2023 Georgia Association for Women in Higher Education (GAWHE) Leadership Program Fellow and participant in the 2023 American Council on Education (ACE) Women's Leadership Mentoring Program. She is passionate about providing equitable and inclusive access for all students to succeed in higher education, as well as supporting faculty and staff development toward that goal. Her co-edited volume with Dr. Roze Hentschell, *Transforming Leadership Pathways for Humanities Professionals in Higher Education*, is forthcoming from Purdue University Press in 2023. Thomas has additional research interests in Shakespeare and the comic arts and has published articles, book chapters, and a coedited essay collection on early modern gender and violence.

Lecture	M 12:30 PM Clough 272
CRN	91520

GT 2000 HP1: Transfer Seminar

Dr. Catherine Thomas 1 credit hour
Please note: *Restricted to new transfer students.* 22 HP seats

This seminar course is designed to help you make a successful transition from your previous institution by becoming acquainted with the academic and social opportunities here at Georgia Tech. Through the course, you will acquire strategies that promote academic, social, and professional success. This is a highly interactive class that requires active student participation and working collaboratively in small groups.

Students will be encouraged through research and reflection to further define their academic, professional, and personal goals and identify effective pathways to achieve them. Emphasis also will be placed on building personal and professional support networks and cultivating holistic well-being.

Dr. Catherine Thomas is Associate Director of Undergraduate Transition Seminars and Senior Academic Professional at the Georgia Institute of Technology. She oversees the first-year and transfer seminar program and supports other high-impact learning initiatives within the Office of Undergraduate Education. Prior to joining Tech, she served for seven years as Associate Dean for Student Success Programs at Georgia Gwinnett College. Thomas is a 2023 Georgia Association for Women in Higher Education (GAWHE) Leadership Program Fellow and participant in the 2023 American Council on Education (ACE) Women's Leadership Mentoring Program. She is passionate about providing equitable and inclusive access for all students to succeed in higher education, as well as supporting faculty and staff development toward that goal. Her co-edited volume with Dr. Roze Hentschell, *Transforming Leadership Pathways for Humanities Professionals in Higher Education*, is forthcoming from Purdue University Press in 2023. Thomas has additional research interests in Shakespeare and the comic arts and has published articles, book chapters, and a coedited essay collection on early modern gender and violence.

Lecture	TH 9:30 AM Cherry Emerson 322
CRN	89371

GT 2803 HP: Special Topics: Progress and Service Forum

Mr. Chad Slieper, Esq. 3 credit hours
Please note: *counts toward Award of HP Distinction in Service Pathway. CEE students taking CEE 1090 in fall 2025 or later may not also register for GT 2803.* 10 HP seats

Georgia Tech's motto, "Progress and Service", captures the institution's mission to prepare leaders (you!) who advance technology and improve the human condition. In this course, you will explore the nature of complex problems that impact humanity while investigating your own unique potential to impact these problems. Through interactions with faculty, peers, and community leaders, you will analyze these big issues from multiple perspectives, equipping you with greater insight into the roles and actions that enable leaders to make change.

Progress and Service Forum is a new course that serves as a Foundational Course for the new Leaders in Progress and Service program that is being launched as part of Georgia Tech's 2025 Quality Enhancement Plan. Pending faculty governance approval, the Leaders in Progress and Service program will include a proposed graduation distinction to be earned upon successful completion of a sequence including the foundational course, immersive learning, and participation in the Progress and Service Summit. Prof. Slieper will provide additional information on the opportunity during the first week of class.

Mr. Chad Slieper currently serves as Faculty Co-Director of Georgia Tech's Leadership in Progress and Service Quality Enhancement Plan (QEP) in the Office of Undergraduate Education. He also retains a partial appointment as an Academic Professional in the School of Public Policy where he serves as Director of the Law, Science, and Technology program overseeing recruitment and retention of the program's part-time attorney faculty. Having earned a Bachelor of Science in Public Policy with highest honor from Georgia Tech and a Juris Doctor from Emory University School of Law, he has over a decade of experience in higher education having previously held appointments with The University of Texas M. D. Anderson Cancer Center where he was Chief, ad interim, of Clinical Ethics and Emory University School of Law where he directed a program in Global Health Law and Policy. An attorney and ethicist, he has leadership experience with curriculum development, program administration and development, faculty recruitment and retention, service and experiential learning, professional identity development, and student advising. He teaches in the fields of law and medical ethics, and he has won a number of teaching awards at Georgia Tech, including a 2022 CIOS Award, recognizing Georgia Tech's top fifty instructors as measured by the course instructor opinion survey, and a Distinguished Teaching Award from the Ivan Allen College of Liberal Arts. A member of the State Bar of Georgia, he also previously worked in the area of professional responsibility for two global law firms, and he was honored by the Georgia Tech School of Public Policy in 2013 with its Outstanding Alumni Award.

Lecture	F 8:00 AM Clough 129
CRN	93884

HTS 2823 HP: Special Topics: Games, Computers, and Intelligence

Dr. Andrew Buskell

3 credit hours
10 HP seats

This course considers at the overlapping histories of computing, intelligence, games, and gaming with a focus on the twentieth and twenty-first centuries. The course begins when computers were human beings, laboring in the production of numerical calculations. It ends with computers as ubiquitous and ever-present; the connecting web between house-hold appliances, the medium for communication and love, and the platform for fast-twitch reflexes and new kinds of human achievement. Tracing these histories will involve encounters with historical tools for understanding how issues around labor, gender, embodiedness, and psychology shaped computers and were shaped by them — and will involve work with primary source materials, oral histories, and engagement with video and table-top games."

Dr. Andrew Buskell is a philosopher of science and Assistant Professor in the School of History and Sociology. 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	T/TH 3:30 PM Skiles 269
CRN	93887

HTS 3010 HP: Organizing for Social Change

Dr. Rebecca Watts Hull 3 credit hours
Please note: *fulfills the Ethics requirement. Counts toward Award of HP Distinction in Service Pathway.* 10 HP seats

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

In this course, we analyze how groups of "ordinary people" organize to amplify their voices, build power, and enact change. Collective action enables people to advance solutions to complex societal challenges. Organized groups are better able to develop, articulate, and assert shared interests to advance equity, accountability, effectiveness, and sustainability in society and within organizations, including universities, corporations, and government agencies.

The course content and learning experiences are organized to support a social action project applying collective action theory and ethical principles to advance a campus issue that you and your classmates identify as a priority. Throughout the semester, you will collaborate to refine your issue and propose solutions, develop persuasive messaging for different audiences, map power and asset relationships to help you identify allies and targets, and develop a strategic plan for winning the change you seek.

This course carries an Ethics Attribute and may be used as an elective for the Sustainable Cities and Social Justice minors. When you complete this course successfully, you will be able to:

1. Describe key elements of community organizing and organizational change, provide examples of each, and evaluate their implications for individuals, communities, and society.
2. Use historical examples, traditions and contemporary evidence to explain how community-based collective action influences the lives of participants and helps create a more just and sustainable society.
3. Build and maintain collaborative relationships with peers and community members, respecting diverse perspectives, to work effectively toward common goals.
4. Design, evaluate, and implement collective action strategies using data, knowledge, and multiple forms of expertise.
5. Develop messages designed to appeal to another's reason and emotions to enact change.
6. Recognize ethical and professional responsibilities in the context of collective action.
7. Assess collective actions or decisions based on established ethical principles and through deliberative processes, considering their implications for society and individuals.

Dr. Rebecca Watts Hull, in her role with Georgia Tech's Center for Teaching and Learning, Rebecca supports faculty and co-leads strategic initiatives to incorporate transformative sustainability learning and the U. N. Sustainable Development Goals (SDGs) into courses at Georgia Tech. She advances initiatives connected to the Institute Strategic Plan that empower students to use their knowledge and skills to address complex societal challenges. Rebecca earned an M.S. and Ph.D. in History and Sociology of Technology and Science at Georgia Tech and an M.S. in Natural Resources and Environment from the University of Michigan. Before joining Georgia Tech she worked in the public and nonprofit sectors in environmental education and advocacy.

Lecture	T/TH 11:00 AM Old Civil Engineering G10
CRN	93690

HTS 3065 HP: History of Global Societies—Latin America

Dr. Germán Vergara 3 credit hours
Please note: *fulfills the Social Science requirement. Counts toward Award of HP Distinction in Global Engagement Pathway.* 10 HP seats

This course examines the historical patterns of interaction and interdependence between world regions, from approximately the 16th century to global interdependence to the contemporary world. Taking modern Latin America as a case study, we focus on the socioeconomic, political, cultural, and environmental conditions that shaped life in the region from the 1800s to the present. During the semester, we will examine key themes such as the colonial legacy, slavery, revolutions, industrialization, urbanization, and the increasingly rapid and pervasive changes made to Latin America's environments over the past two hundred years. The course also locates Latin American history within a global context and emphasizes the region's economic, cultural, and intellectual connections to other parts of the world. To fully understand this complex history, the course takes an interdisciplinary approach and draws from secondary sources in history, anthropology, geography, sociology, and environmental science. Course materials will also include various primary documents, art, and film to provide insight into the modern history of Latin America.

Dr. Germán Vergara is an associate professor of history in the School of History and Sociology at Georgia Tech. He received his Ph.D. from the University of California, Berkeley in 2015 with an emphasis in modern Latin American and environmental history. Before joining Georgia Tech, he was a postdoctoral fellow in environmental history at Brown University. He was selected as the 2022-23 Cisneros Visiting Scholar of the David Rockefeller Center for Latin American Studies (DRCLAS) at Harvard University. His research interests include the history of industrial capitalism, urbanization, energy, environmental change, and species extinctions. His book, Fueling Mexico: Energy and Environment, 1850-1950 (Cambridge, Cambridge University Press, 2021), explains how and why modern Mexico transitioned from a society based on local, renewable energy sources such as water and wood to one fueled by fossil fuels. The book was published by Cambridge University Press in June 2021.

Lecture	M/W 3:30 PM Old Civil Engineering G10
CRN	93692

INTA 3103 HP: Challenge of Terrorism

Dr. Jenna Jordan 3 credit hours
Please note: *fulfills the Social Science requirement. Counts toward Award of HP Distinction in Global Engagement Pathway.* 5 HP seats

This course will explore the history, causes, and responses to domestic and international terrorism. Students will be introduced to the major theoretical approaches to studying terrorism. The course will be structured around six main topics: (1) Definitional issues (2) Causes/Explanations (3) Suicide terrorism (4) Groups dynamics (5) al Qaeda and ISIS, and (6) Counterterrorism Strategies. Students will participate in an in-class simulation. Students will be assigned to teams and will engage in a path game which is a competitive exercise performed by students organized into teams in which the participants attempt to fashion domestic and international policies while negotiating treaties and agreements.

Dr. Jenna Jordan is an Associate Professor and Associate Chair of the Sam Nunn School of International Affairs at the Georgia Institute of Technology. She received her Ph.D. in Political Science from the University of Chicago, M.A. in Political Science from Stanford University, and B.A. in International Relations from Mills College. She previously held a post-doctoral research fellowship at the Harris School of Public Policy Studies at the University of Chicago. Her book, *Leadership Decapitation: Strategic Targeting of Terrorist Organizations*, published with Stanford University Press evaluates the efficacy of leadership targeting as a counterterrorism strategy. Her research focuses on terrorism and political violence, international security, cybersecurity, wargaming, organizational theory, leadership, and statecraft. Her work has been published in *International Security*, *Security Studies, Conflict Management and Peace Science*, *The Journal of Cybersecurity, International Area Studies Review, International Trends, The Washington Quarterly, The New York Times*, *The Atlantic, The Chicago Tribune, Foreign Policy,* the *CTC Sentinel*, and others. She is on the editorial board of the *Dynamics of Asymmetric Conflict*. Her research has been supported by grants from the University of Chicago, the Smith Richardson Foundation, Georgia Tech, the Carnegie Corporation of New York, and the U.S. Russia Foundation.

Lecture	M/W 2:00 PM MSE 1224
CRN	93886

LMC 3204 HP: Poetry and Poetics

Dr. Travis Denton 3 credit hours
Please note: *fulfills the Humanities requirement* 10 HP seats

Poetry & Poetics I is designed for those who are new to poetry as well as those who are experienced poets. The course is designed not only for those who wish to study the craft of poetry from a literary standpoint, but also for those who seek to analyze poems through the lens of a creative writer and would like to develop a deeper appreciation of poetry. The class provides students the unique opportunity to study poetry in an intensive reading course where representative poems from nearly all major poetic movements will be examined line by line with close attention to sound and sense, as well as to form and theory. The poems will also be examined in the appropriate historical and cultural context. There will also be a poetry writing and workshop component to this course as we enter the mind of the poet.

Dr. Travis Denton lives in Atlanta where he is a Senior Academic Professional as well as the Associate Director of Poetry@TECH at Georgia Tech and the founding editor of the literary arts publication, *Terminus Magazine*. In 2024, he received the Ivan Allen College Distinguished Teaching Award. His poems have appeared in numerous journals, magazines, and anthologies, such as *Barrow Street*, *Birmingham Poetry Review*, *Five Points*, *Ghost Town*, *The Greensboro Review, Southern Voices: Fifty Contemporary Poets*, *Washington Square*, *Forklift*, *Rattle*, *Maudlin House*, and *The Cortland Review*. His third collection of poems, *My Stunt Double*, is now available from C&R Press.

Lecture	M/W 12:30 PM Skiles 010
CRN	93446

LMC 3318 HP: Biomedicine and Culture

Dr. Carol Senf 3 credit hours
Please note: *fulfills the Humanities and Ethics requirements.* 10 HP seats

This course discusses the history of medicine and medical technologies from the 18th century to the present; literary and popular representations of health, disease, and the medical establishment; ethical issues related to medicine and public health; and cultural conditions affecting the development of medicine and medical technologies. Subjects include interpersonal conflicts between doctors and patients, the Tuskegee syphilis study and the establishment of bioethics, the race among researchers to discover the HIV virus causing AIDS, sustainability and public health, patients' rights, and genetic technology.

While the course is ideally suited for students who are interested in pursuing careers in health care, it will also look at health care from the patient's perspective. Students will explore the complicated nature of health care by reading literature such as *Wit* and "The Death of Ivan Ilyich" and also by doing group presentations and individual research.

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 3:30 PM Skiles 311
CRN	93446

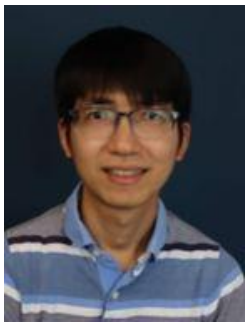
MATH 1551 HP: Differential Calculus
MATH 1551 HP1: Differential Calculus Studio

Dr. Thomas Tran 2 credit hours
Please note: *you must register for the lecture and studio section.* 25 HP seats
Prerequisites: *SAT Math score of 660* ***or*** *ACT Math score of 28* ***or*** *MATH 1113*

MATH 1551, Differential Calculus for functions of one variable, includes a study of limits, continuity, discontinuity, techniques of differentiation, derivatives of various classes of functions, and an introduction to antiderivatives. Additionally, it covers numerous applications of derivatives such as rates of change, linearization, Newton's method, maxima and minima, concavity, curve sketching, the Mean Value Theorem, related rates, and optimization problems.

As we collectively work throughout the course, here are some expectations for what students should be able to do with mathematical concepts:

- Master the understanding of expressions and graphs involving functions and their derivatives.
- Apply calculus concepts to solve real-world problems, such as optimization and related rates.
- Tackle quantities using differential calculus and interpret their meanings.
- Hone reasoning and communication skills.



Dr. Thomas Tran is a proud Yellow Jacket math-major alumnus who graduated in 2015 before earning his Ph.D. in Mathematics from Duke University in 2020. Following his doctoral studies, he completed postdoctoral training at the University of Kentucky in June 2023. Dr. Tran joined the School of Mathematics at Georgia Tech in July 2023 as an Academic Professional. In this role, he also serves as the Director of Mentoring, the Grading Coordinator, an academic advisor, and the course coordinator for MATH 1551 since Spring 2024.

Lecture	M/W 3:30 PM Howey L1
Studio	F 3:30 PM Skiles 271
CRN (lecture- HP) **CRN (studio- HP1)**	89969 89970

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

Dr. Cuyler Warnock 4 credit hours
Please note: *you must register for the lecture and studio section.* 25 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. Cuyler Warnock is an Academic Professional in the School of Mathematics at Georgia Tech. He earned his Ph.D. at the University of South Carolina and conducts research on modular forms, particularly, how the Hecke operator permutes certain subspaces. Dr. Warnock has been teaching at Georgia Tech for one year and has loved every minute of it. In the fall, he will be the coordinator for MATH 1554. He enjoys solving logic and twisty puzzles. Feel free to stop by his office and try out his collection of twisty puzzles.

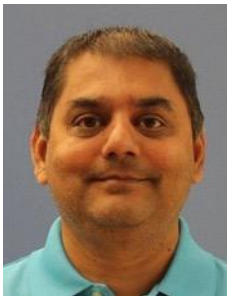
Lecture	M/W/F 8:25 AM Architecture East 123
Studio	T/TH 9:30 AM Skiles 170
CRN (lecture- HP) **CRN (studio- HP1)**	89984 89986

MATH 2552 HP: Differential Equations
MATH 2552 HP1: Differential Equations Studio

Dr. Karthikeya Sameer Kumar Mamillapalle 4 credit hours
Please note: *you must register for the lecture and studio section.* 25 HP seats
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*

Upon successful completion of this course, the student should be able to

1. Solve first order differential equations,
2. Solve systems of first order differential equations,
3. Solve second order linear differential equations,
4. Solve differential equations using Laplace transforms,
5. Solve some real-world problems by using differential equations,
6. Analyze the stability/instability of solutions of some linear and nonlinear differential equations, and
7. Solve first order differential equations using basic numerical methods.



Dr. Karthikeya Sameer Kumar Mamillapalle is an Academic Professional in the School of Mathematics and obtained Ph.D. in Applied Mathematics from the Florida Institute of Technology.

Lecture	T/TH 9:30 AM Instructional Center 103
Studio	M/W 3:30 PM Skiles 246
CRN (lecture- HP) **CRN (studio- HP1)**	89987 89988

Music Ensembles (1 credit hour)

MUSI 3018, 3019, 3121, 3131, 3231, 3241, 3251, 3261, 3311, 3321, 3411, 3511, 3531, 3541, 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 4176 HP: Environmental Ethics

Dr. Abigail Mills 3 credit hours
Please note: *fulfills the Humanities and the Ethics requirements.* 10 HP seats

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. Abigail Mills is a Postdoctoral Fellow in the School of Public Policy. She earned her Ph.D. in History and Philosophy of Science at the University of Notre Dame in 2024 with a dissertation on the development of cosmic distance and expansion measurement. She has a BS in Astronomy from the University of Illinois, Urbana-Champaign. Her research focuses on the philosophy of modern astronomy and cosmology, as well as science policy.

Lecture	M/W 2:00 PM Skiles 169
CRN	89735

PHYS 2211 HP: Introduction to Physics I
PHYS 2211 HPL: Introduction to Physics I Lab

Dr. Emily Alicea-Muñoz 4 credit hours
Please note: *you must register for the lecture* ***and*** *lab section.* 30 HP seats
Prerequisite: *MATH 1552*

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 B.S. in Physics from the University of Puerto Rico at Mayagüez, an M.S. in Astronomy & Astrophysics from Penn State, and a Ph.D. 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.

Lecture	M/W 9:30 AM Howey Physics L1
Lab	M 3:30 PM Clough 382
CRN (lecture- HP) **CRN (lab- HPL)**	90201 89269

PHYS 2212 HP: Introduction to Physics II
PHYS 2211 HP1: Introduction to Physics II Lab

Dr. Ed Greco 4 credit hours

Please note: *you must register for the lecture* ***and*** *lab section.* 30 HP seats
Prerequisite: *PHYS 2211*

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 Ph.D. 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 time with his loving family.

Lecture	M/W 12:30 PM Howey Physics L4
Lab	M 3:30 PM Clough 375
CRN (lecture- HP) **CRN (lab- HPL)**	90200 81894

PHYS 2213 HP: Introduction to Modern Physics

Dr. Phillip First 3 credit hours

Prerequisite: *PHYS 2212* ***or*** *PHYS 2232* 7 HP seats

Modern Physics refers to the revolutionary developments in physics associated with Einstein's theories of Special and General Relativity and the Quantum Mechanics developed by Heisenberg, Schrodinger, Dirac and von Neumann in the first thirty years of the twentieth century. These ideas underpin our modern understanding of space, time, atoms, molecules, solids, stellar evolution, and the entire cosmos. Even philosophical thought is impacted by these developments. Moreover, modern technologies such as the transistor, the laser, light-emitting diodes, and the global positioning system are based on the fundamentally new concepts developed during this period.

We will occasionally incorporate computational models to visualize physical processes and to generate graphical output. These models will be made using the Visual Python programming language (you can run this in your browser at www.glowscript.org).

Topics include:

- Shortcomings of Classical Physics
- The Special Theory of Relativity (and a bit of the General Theory)
- Waves and Wave-Particle Duality
- The Schrödinger Equation and Quantum Mechanics
- Quantum Statistics: Fermions and Bosons
- Atomic Structure and the Periodic Table
- Molecules
- Crystalline Solids
- Semiconductors and Solid-State Electronics
- Structure of the Nucleus
- The Cosmos

Dr. Phillip First is a Professor in the School of Physics at Georgia Tech, specializing in experimental condensed matter and materials physics, particularly atomic-scale studies of surfaces, interfaces, and nanostructures. Professor First's research has advanced the fields of ballistic electron emission spectroscopy, metal film growth by molecular-beam epitaxy, nanocrystal imaging and spectroscopy, and epitaxial graphene. Currently, Professor First studies the electronic properties of polymers and 2D topological materials as well as the effect of solar-wind irradiation on lunar minerals, with implications for the formation of water on the Moon. His instructional contributions were recognized in 2017 when he was named a Hesburgh Teaching Fellow at Georgia Tech.

Lecture	T/TH 2:00 PM Mason 2117
CRN (lecture- HP)	91671

PSYC 1101 HP: General Psychology

Dr. Paul Verhaeghen
Please note: *fulfills the Social Science and the Ethics requirements.*

3 credit hours
29 HP seats

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.

Lecture	M/W/F 9:30 AM Howey S104
CRN	85636

PUBP 3000 HP: American Constitutional Issues

Mr. Jared Bruff, Esq. 3 credit hours
Please note: *fulfills the Social Science requirement and the US and GA Constitution Georgia Legislative Requirement (GLR).* 9 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. This course also covers the Georgia Constitution and Bill of Rights. Students will also study how Constitutional issues shaped significant historical events and are relevant to current events.

Mr. Jared Bruff is an Assistant Regional Counsel with the U.S. Department of Health and Human Services. He previously worked for the Federal Deposit Insurance Corporation and was an associate at Littler Mendelson. Jared started his legal career as a Judge Advocate in the U.S. Air Force, where he served in both prosecution and defense roles in military courts-martial. He has continued his service part-time in the Georgia Air National Guard, where he is a Staff Judge Advocate and holds the rank of Lieutenant Colonel. He received his JD and MBA from Georgia State University and his B.S. in Computer Science from the University of South Carolina.

Lecture	F 11:00 AM Architecture West 258
CRN	89736

PUBP 3042 HP: Data Science for Policy

Dr. Omar Asensio 3 credit hours
Please note: *fulfills the Social Science requirement*. 10 HP seats

This course provides an introduction to policy analytics. Students will gain hands-on experience with data discovery, measurement, field testing and policy evaluation, including data ethics and human subjects protections. Students will explore modern analytical methods for causal inference and prediction, including randomized social experiments, observational studies with real-world datasets, and machine learning applications. At the end of the course, students will participate in a national data challenge posed by a partner government agency that is integrated into final student projects.

Dr. Omar I. Asensio is an Associate Professor in the School of Public Policy and Director of the Data Science & Policy Lab at Georgia Tech. His research focuses on the intersection between big data and public policy, with applications to energy systems and consumer behavior, smart cities, resource conservation, sustainability, and machine learning in transportation and mobility. Dr. Asensio's research has been published in leading journals such as *Nature Energy*, Nature Sustainability and PNAS, and featured in NBC News, CBS radio, NPR, *Scientific American*, the *Economic Times* and the *Washington Post*.

Dr. Asensio's research has also been featured in policy advisory communications by NSF Public Affairs, the European Commission, the World Bank and national governments including the UK and the IndiaAI initiative. He is a recipient of the National Science Foundation CAREER award, the Association for Public Policy Analysis and Management (APPAM) 40-for-40 fellowship, and the ONE-NBS Research Impact on Practice award by the Academy of Management ONE Division.

He holds a doctorate in environmental science and engineering from UCLA with specialties in economics. Dr. Asensio is a faculty participant in the Research University Alliance (RUA) Research Exchange and is engaged in multiple activities to increase the representation of women and under- represented students and professionals in STEM fields.

Lecture	M/W 5:00 PM MSE 1201A
CRN	93842

RUSS 3222 HP: Russian 20th Century Literature & Film

Dr. Dina Khapaeva
Please note: *fulfills the Humanities requirement. Course is taught* ***in English****. Counts toward Award of HP Distinction in Global Engagement Pathway.*

3 credit hours
7 HP seats

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.

Dr. Dina Khapaeva is Professor at the School of Modern Languages at the Georgia Institute of Technology. Her research comprises death studies, cultural studies, historical memory, and intellectual history. Dr. Khapaeva authored several monographs, including *The Celebration of Death in Contemporary Culture* (the University of Michigan Press, 2017), reviewed by the *Los Angeles Review of Books*, *Cultural Critique*, *Slavic and East European Journal*, *The Mortality*, among others, *Nightmares: From Literary Experiments to Cultural Project* (Brill, 2013) reviewed by *Slavic Review*, *The Slavonic and East European Review*, *Slavic and East European Journal*, *The Russian Review*, *Journal of Russian Communications*, *The New Literary Observer*, etc., and *Portrait critique de la Russie: Essais sur la société gothique*, (Eds. de l'Aube, 2012), shortlisted for a book prize Prix Russophonie 2014. Her articles have appeared in *New German Critique*, *Communist and Post-Communist Studies*, *Social Research*, *Annales: Histoire, Sciences Sociales*, *Le Débat*, *Merkur*, *Social Sciences Information*, et al. She was invited to lecture at New College, Oxford, the University of Edinburgh, Emory University, and as a visiting professor at Écoles des Hautes Études en Sciences Sociales, Paris.

Lecture:	M/W 5:00 PM Swann 320
CRN:	91478

SOC 1101 HP: Introduction to Sociology

Dr. Amy D'Unger 3 credit hours
Please note: *fulfills the Social Sciences requirement.* 25 HP seats

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) 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. She currently serves as the President of the Georgia Collegiate Honors Council and the Treasurer of the Southern Regional Honors Council.

Lecture:	T/TH 9:30 AM Curran Street Deck 210 (LLC West Commons Classroom; 8th St.)
CRN:	88829

SPAN 3260 HP: Identity in Hispanic Literature

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

3 credit hours
8 HP seats

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 Ph.D. 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:	F 11:00 AM Cherry Emerson 204
CRN:	88829

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 will receive recognition of the award at graduation, on their HP Certificate and on their HP Stole, and may note this recognition on their resumé as follows:

(1) Honors Program Award of Distinction in Global Engagement
(2) Honors Program Award of Distinction in Research
(3) Honors Program Award of Distinction in Service

For complete information on the HP Distinction in a Pathway options, visit https://honorsprogram.gatech.edu/academics/hp-pathways.

Contact Information

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Eighth Street West 007

- Curriculum and classes
- Transfer credit or study abroad approval
- Academic advising
- Degree audits
- HP website or Canvas

Ms. Amie Raines, HP Program & Operations Manager
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- HP programming
- HP equipment and supplies
- Honors Leadership Council (HLC)
- HP Student Assistants (guides for the HP Annual Retreat for Entering Students, or HP Help Desk Assistants)

Ms. Amara Anderson, HP Coordinator
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Eighth Street West 009

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