Table of Contents

Introduction .......................................... 4
Honors Program Students.......................... 6
Honors Program Alumni ............................ 10
Honors Program Courses .......................... 12
Campus Impact .................................. 14
Appendices ........................................ 16
Honors Program Staff

DR. GREGORY H. NOBLES (A.B., Princeton University, Ph.D., University of Michigan) is Director of the Georgia Tech Honors Program and Professor of History in the School of History, Technology, and Society. A specialist in early American and environmental history, he has published articles in journals such as the William and Mary Quarterly, the Journal of Social History, and the Journal of American History, and he is the author or co-author of four books, most recently Whose American Revolution Was It? Historians Interpret the Founding, co-authored with Alfred F. Young. He is currently at work on another book, The Art and Science of John James Audubon: Bringing Nature to the Nation. He has held numerous research grants, including three from the National Endowment for the Humanities, and residential fellowships at the Charles Warren Center at Harvard University, the American Antiquarian Society, the Huntington Library, the Princeton University Library, and the Newberry Library. He has also held two Fulbright professorships, as Senior Scholar in New Zealand (1995) and as the John Adams Chair in American History in The Netherlands (2002). In 2004 he was named to the Distinguished Lectureship Program of the Organization of American Historians and in 2005 elected to the Advisory Council of the Society for Historians of the Early American Republic.

DR. MONICA HALKA (M.A., The Johns Hopkins University, Ph.D., University of New Mexico) is Associate Director of the Georgia Tech Honors Program. An experimental physicist specializing in the interaction of light with atoms, she recently completed work on a set of six volumes on the periodic table of the elements—Nonmetals, Halogens and Noble Gases, Alkali and Alkaline Earth Metals, Metals and Metalloids, Transition Metals, and Lanthanides and Actinides—published by Facts On File/Infobase. In addition to many publications in professional research journals, she writes and presents on physics education, was selected by NASA as an astronaut candidate, and has received education grant funding from the National Science Foundation. She has given invited talks in Australia, Germany, India, Ireland, Scotland, and the United States, and participated in the Oregon Collaborative for Excellence in the Preparation of Teachers. Other current interests include alternative energy, the urban forest, and the history of the atomic age.

MS. NICOLE M. LEONARD (B.B.A., Georgia State University) is Academic Advisor for the Georgia Tech Honors Program. In addition to advising the over 400 students within the program, she has co-taught the Honors Program section of GT1000 since Fall 2007. Ms. Leonard serves as the staff advisor for the Honors Program Student Advisory Board and the travel advisor for the Georgia Tech chapter of the Foundation for the International Medical Relief of Children. Professionally, she is on the executive board of the Georgia Tech Academic Advisor Network (GTAAN) and member of the National Academic Advising Association. Nicole is currently pursuing her Masters of Business Administration at Clayton State University.

MS. KARI WHITE (B.A., State University of West Georgia) is Academic Advisor for the Georgia Tech Honors Program and President’s Scholarship Program. At Tech since 2007 and with the Honors Program since October of 2011, she advises students on career and internship opportunities, working primarily with third, fourth, and fifth year students. Kari also advises students who are interested in study and/ or work abroad, the International Plan, undergraduate research and any other opportunities outside of the classroom. She plans and implements programming for Honors Program students and assists in recruiting and selection. She is the advisor for a number of Georgia Tech student clubs and a member of GTAAN.
Introduction

Dr. Gregory Nobles

After six years, our Mission Statement still stands:

The Georgia Tech Honors Program proceeds from one important challenge: to provide a compelling demonstration of what great and creative things can happen when talented students and committed faculty members work together in an environment of shared inquiry and engagement. To that end, the Honors Program seeks to

- recruit and retain undergraduate students who distinguish themselves by their passion for learning and the life of the mind, and who demonstrate a true commitment to embracing the intellectual, social, and cultural opportunities available at a major research university;
- create new curricular opportunities by developing courses that are incubators for educational innovation, giving both students and faculty members an opportunity to explore interdisciplinary approaches to fresh and significant questions that invite connections across the traditional curriculum;
- play a vital part in promoting a lively campus life, providing both a model and a resource that can help direct the intellectual and cultural future of the Institute.

As I hope the rest of this Report will make clear, we’ve made good on all three elements, and I’m extremely proud of the Honors Program’s growth and evolution and, above all, the people who have made the program so successful.

Our students are the heart of the program, and they’ve shown us that they’ve put both their hearts and heads into it with remarkable success. To date, three cohorts of Honors Program students have graduated from Georgia Tech, a total of 192 as of this past May. Of those 192 graduates, 159 (82%) have completed their Georgia Tech careers with academic honor in their respective majors—111 graduating with Highest Honor, 24 with High Honor, and another 24 with Honor. For a program that has never done admissions by the numbers—GPA or SAT/ACT scores—our students have generated strikingly high numbers in terms of academic achievement, far in excess of the Georgia Tech norm, maybe even in excess of our own expectation.

The more important issue, of course, is what they’ve made of their academic success, and we’ve begun to see wonderful results. Many of our graduates have gone on to jobs in industry, particularly consulting, but even more have continued their education in law school, medical school, or any number of Masters and PhD programs, some of them at the top schools in the nation or, indeed, the world. I look forward to their futures.
I attribute our students’ success largely to their hard work, but also to the tone of the Program, which emphasizes learning and the life of the mind, not just getting grades and a degree. They begin to experience that in the first semester, when they live together in the Honors Program residence—a stimulating and supportive living–learning community that our graduates consistently describe as one of the most important aspects of the program—and they find frequent reinforcement by taking Honors Program classes, especially the Special Topic Courses, which are the intellectual signature of the program. Over their Georgia Tech careers, Honors Program students have branched out into a wide range of campus activities—Student Government Association, Drama Tech, Marching Band, Students Organizing for Sustainability, and the like—and they’ve made campus engagement a true hallmark of the Honors Program culture.

We couldn’t have done what we’ve done without the commitment of our Georgia Tech faculty colleagues, who have brought enormous energy and imagination to their work with our students, both in and out of the classroom. We’ve been especially pleased with the fascinating array of Special Topic Courses they have taught, and I’m gratified to note that we’ve had course contributions from each of Tech’s six colleges and more than forty faculty members—including two deans! I’m also happy to say that several of the Special Topic Courses first taught in the Honors Program have now become part of the regular Georgia Tech curriculum, thus fulfilling our hope that the Honors Program could be an intellectual incubator for new and innovative academic offerings. Through these courses and other intellectual and cultural activities—most notably the speakers and symposia we sponsor—the Honors Program has begun to fulfill its promise to make a considerable contribution to campus life, reaching far beyond the students in the program to offer opportunities to everyone at Georgia Tech. We plan to enhance that campus impact as the Honors Program continues to develop.

Some elements of that impact are already in place. Honors Program students will find even more opportunities for intellectual and social growth with a new ensemble of Honors Program courses called CASE studies (for Connecting Academic and Societal Engagement) added to the already-rich list of Special Topic Courses. The Honors Program has also worked to coordinate its own academic activities with two new, innovative programs—the Energy Studies minor, which began in spring semester, 2012, and the X-Degree, which will commence in spring semester, 2013.

As we look ahead to our seventh year in 2012-2013, the trajectory of continued success seems clear. What began as a largely two-year program six years ago has now evolved into a full four-year experience, with more extensive programming and higher expectations for a higher number of students. We have increased the number of first-year students entering the program to 140, an expansion of almost 30%, and we have maintained our commitment to a roughly equal balance between men and women (in fact, this year’s entering class is 53% female). Moreover, for the first time, each of the 49 President’s Scholarship recipients was offered a place in the Honors Program, and 42 (86%) have accepted the invitation. This larger entering class will take up residence in a larger living-learning space, Matheson and Perry halls, both Freshman Experience dorms with carefully-selected Peer Leaders. For these new students, as well as for our continuing students and faculty colleagues, the coming years should continue to be exciting times in the Georgia Tech Honors Program, and this Report will testify to the strong foundation that promotes a very promising future.

Dr. Gregory Nobles
Professor, History, Technology, and Society
Director, Georgia Tech Honors Program
Along with the growing number of students in the program has come growth in connections among students, staff, and professors. The years from 2010 to 2012 saw the formation of a student focus group to help with program evaluation and planning, creation of the Honors Program/President’s Scholars Activity Board, and increased collaboration on Student Challenge Fund proposals.

The Georgia Institute of Technology is one of the nation’s top research universities, distinguished by its commitment to improving the human condition through advanced science and technology. The Honors Program provides a supportive, student-friendly base for exploring the full range of resources and opportunities available at Tech.

The unusually high academic standing of Honors Program students is an encouraging—if unanticipated—phenomenon. The staff of the Honors Program and the Office of Assessment are working together to understand this correlation.

Demographics: All Current Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>47%</td>
</tr>
<tr>
<td>Male</td>
<td>53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State</td>
<td>63%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>34%</td>
</tr>
<tr>
<td>International</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Architecture</td>
<td>8%</td>
</tr>
<tr>
<td>College of Computing</td>
<td>12%</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>6%</td>
</tr>
<tr>
<td>College of Management</td>
<td>8%</td>
</tr>
<tr>
<td>College of Science</td>
<td>4%</td>
</tr>
<tr>
<td>Ivan Allen College</td>
<td>8%</td>
</tr>
</tbody>
</table>

Honors Program Graduates with Academic Honor Recognition 2010-2012

The unusually high academic standing of Honors Program students is an encouraging—if unanticipated—phenomenon. The staff of the Honors Program and the Office of Assessment are working together to understand this correlation.
Recognizing Excellence

Spring 2011

David Akhigbe, Jr.
James G. and Mary G. Wolford Scholarship, Electrical and Computer Engineering

Gaelle Belhseine
The Michael Williams Minority Student Award, Ivan Allen College

Denise Bringild
Bernard Bellon Prize, Ivan Allen College

Alma Castaneda
School of Chemistry and Biochemistry Research Initiation Award, College of Sciences

Michael Chen
Hypercube Scholar Award, College of Sciences

Jennifer Dowling
American Institute of Aeronautics and Astronautics Outstanding Service Award, College of Engineering

Christopher Giardina
Inventure Prize, People’s Choice Award

Shawna Hagen
Inventure Prize, Second Place

Alexandra Henke
Outstanding Economics and International Affairs Student Award, Ivan Allen College

Kristin Herrell
Richard W. Fink Memorial Scholarship, College of Sciences

Nicholas Keith
Henry Ford II Scholar Award, College of Engineering

Mebaa Kidane
Outstanding Undergraduate Research in Computing Award, College of Computing

Adam Le Doux
William Gilmer Perry Award, Ivan Allen College

Jenny Liu
ECE Award for Outstanding Service to Georgia’s Community, College of Engineering

Audrey Plummer
Alpha Rho Chi Award, College of Architecture

Liam Rattray
Outstanding Undergraduate Student Award, Ivan Allen College

Samantha Rich
Chemical Rubber Company Award in Freshman Chemistry, College of Sciences

Allison Roberts
James G. and Mary G. Wolford Scholarship, Mechanical Engineering

Christopher Simpson
The GT Internship Program Student of the Year Award

Ackshaey Singh
Nicholas Keith, Henry Ford II Scholar Award, College of Engineering

Ankita Tippur
Nicholas Keith, Henry Ford II Scholar Award, College of Engineering

John Watson
Excellence in Applied Languages and Intercultural Studies Award, Ivan Allen College

Spring 2012

Benjamin Bennett
French Outstanding Senior in the School of Modern Languages Award and Excellence in International Affairs & Modern Languages Award

Julian Brew
Dorothy Cowser Yancy Incentive Award

Joy Buolamwini
Fullbright Scholar

Michael Butler
Henry Ford II Scholar Award

Michael Chen
Dr. William H. Eberhardt Scholarship

Martin Copenhaver
The Roger M. Wartell, PhD, and Stephen E. Brossett, MD, PhD, Award for Multidisciplinary Studies in Biology, Physics, and Mathematics

Garett Dowdy
Henry Ford II Scholar Award

Jennifer Lynn Dowling
AIAA Outstanding Service Award

Sonia Golemme
Work Aboard Student of the Year

Joshua Goldstein
Centennial Outstanding Junior in Aerospace Engineering Award and Henry Ford II Scholar Award

Stanley Guillaume
W.M. Spicer Scholarship in Chemistry

Kristin Herrell
Merck Index Award and University System of Georgia Outstanding Scholar Recognition

Andrew Hsu
Richard K. Whitehead Jr. Memorial Award

James Iocozzia
Senior Scholar Award in Polymer and Fiber Engineering

Shaleen Jain
Most Outstanding Electrical and Computer Engineering Senior Co-op Award

Nivedh Manohar
National Science Foundation Grant

Sanat Moningi
Outstanding Freshman in Computing

Lillian Ponitz
Buck Stith Outstanding Junior Award in Civil and Environmental Engineering

Marcela Preininger
Cherry L. Emerson Research Award

Lauren Rhodes
Coca-Cola Scholarship

Graham Sweeney
I Am Liberal Arts Award

Sarah Weber
Faculty Award, School of Biology

Eric Zuniga
Harvey Hochman, AE 1954, Scholarship Award

Michael Chen with President Peterson

2010-2012 Status Report  7
One of the great successes of the Honors Program has been the Student Challenge Fund, which is designed to support creative student ideas that need an initial infusion of funding to get started. Funding amounts vary, but, on average, a grant from the Student Challenge Fund runs about $500. These seemingly small amounts have served well as seed money, offering a useful leverage when students approach their academic departments or other agencies for additional assistance. Quite simply, our experience has shown that one “yes” leads to others, and with a small amount of support from several sources, students can do great things with limited resources.

The goal of the Student Challenge Fund is twofold:

• To serve as a vehicle of opportunity for students to explore areas beyond the curriculum. Our students have been awarded grants to support a wide range of individual and group activities, from community service to environmental projects to international conferences. Several of the small grants have helped promote sustained student commitment and even new, stand-alone campus organizations that no longer require support from the Student Challenge Fund, which we take to be a true mark of success.

• To offer students practical experience in writing and revising grant proposals. As in the real world of grant-making, students are required to write formal proposals describing their ideas, present a clear budget—in which cost-sharing is required—and explain how the activity will be of benefit to the Honors Program and/or the larger community.

During the 2010-2012 academic years, the Honors Program Student Challenge Fund awarded more than $30,000 to help sponsor many diverse projects. A small sample of grant recipients, selected to show the range and quality of Honors Program student self-initiated activities, are highlighted here. (A list of all 60 Student Challenge Fund activities for 2010-2012 appears in Appendix B.)

**Environmental Sustainability:** Mary Shoemaker, Tyler Folse, and Mitch Blenden, three members of a team that won the Carbon Reduction Challenge in the HP special topic course “A Balance of Power,” received funding to present their results to lawmakers on Capitol Hill. The students averted close to 100,000 pounds of CO2 emissions over two months, engaging BP executives as well as a large number of their own personal networks.

**Global Outreach:** Caitlin Murphy and Michael Guzelian received funding to participate in a medical volunteering trip to the north coast of Honduras with the American Medical Student Association. The students assisted the residents of La Ceiba and the surrounding villages with medical care and support.


Going to Cameroon was an eye-opening experience. The Challenge Fund grant gave me a chance to work with Engineers Without Borders not only to help provide clean water for families, but also to see the project continue on a return trip.

Lily Ponitz

I got the chance to go to Kingston, Ontario, in Canada to attend the Tangible, Embedded, and Embodied Interaction (TEI) conference thanks to the Honors Program Challenge Fund. It was a truly amazing experience. I met everyone from the cofounders of the field to the scientist whose research publications are the basis for all tabletop interaction research.

Basheer Tome
Annual Events

In the interest of providing a consistent, community-invested experience for everyone involved with the Honors Program, the following ongoing annual events were established early and have already become traditions that our students happily anticipate.

**Orientation** - This one-day event for first-year Honors Program members allows incoming freshmen to meet faculty and staff, discover opportunities in the Honors Program, and celebrate the beginning of their first semester at Tech with fellow Honors Program members.

**Informal Conversations** - The Honors Program hosts several informal receptions throughout the year where students have the opportunity to get to know faculty and administrators from Georgia Tech itself, as well as representatives of the local community. During the 2010-2012 academic years, the following professionals were gracious enough to grant their time for a conversation with our students: Georgia Tech Provost Rafael Bras; Georgia Tech First Lady Val Peterson; Bourne Professor of Poetry Thomas Lux; and Dean of Students John Stein.

**Expo** - At the end of April each academic year, students celebrate their Honors Program experience with the rest of the campus. The Expo is a collection of presentations, interactive projects, and posters from our students, displaying projects both academic and artistic, undertaken inside the classroom and out through their membership in the Georgia Tech Honors Program.

**Mohamad Najia: Modeling Diplomacy**

MOHAMAD NAJIA, rising third-year student majoring in biomedical engineering and computer science, has wide-ranging interests, from research to Model United Nations. He is currently a Petit Scholar in BME, working on stem cell engineering in Dr. Todd McDevitt’s lab, and serves as Managing Editor for Submission & Review for the Tower Undergraduate Research Journal. Additionally, Mohamad is Director of the Legal Committee for the Southern United States Model United Nations Conference. As a delegate in Model UN, Mohamad has won awards for position papers and delegate skills and has participated in numerous Model UN conferences from Boston to Dubai. Mohamad has served as Fundraising Co-Chair for the American Medical Student Association. He will TA for CS 1371 (Computing for Engineers) starting Fall 2012, and in his free time helps out with nearly every important Honors Program event.
I am currently doing a new study abroad program through the College of Architecture investigating the modern Asian city. During the program, we partner with local students in Shanghai and Seoul to study a neglected portion of the city and then propose a design intervention. Working with the local students has been fun and rewarding. Our collective design projects are richer because we were able to embrace and mesh cultural difference.

The Honors Program played an integral part in my ability to work effectively with people from different cultures and backgrounds. Because the program has such an interdisciplinary focus, Honors Program students have multiple opportunities to work with people from different colleges and have the guidance of professors to encourage these diverse teams. The world is becoming increasingly more global, and the skills and experience I’ve gained in the Honors Program help me operate smoothly in this environment. I am returning to Georgia Tech in the fall to complete a Masters in Architecture and a Masters in City and Regional Planning.

I am currently working to elucidate the chemical origins of life in Professor Nick Hud’s lab. The GT Honors Program gave me the opportunity to meet a very special group of like-minded individuals at Georgia Tech through Special Topics classes, HP events, and my role as a HP SAB member. Through the HP Challenge Fund, I was able to take an internship with an NGO in Nigeria. Additionally, the HP staff were tremendously helpful in my development over the past 4 years, giving me great career/school advice. This fall, I will begin a Ph.D. at the University of Cambridge on a Cambridge International Scholarship and an NIH Oxford Cambridge Fellowship.
After Graduation . . .

Graduates of the Georgia Tech Honors Program have entered onto many different paths. Here is just a sampling of some of the choices they have made.

Graduate Programs

<table>
<thead>
<tr>
<th>Law School</th>
<th>MD/Ph.D. Program</th>
<th>Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emory University</td>
<td>University of North Carolina,</td>
<td>Michelin</td>
</tr>
<tr>
<td>Georgetown University</td>
<td>Chapel Hill</td>
<td>Micro-Ant</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>University of Pennsylvania</td>
<td>Microsoft</td>
</tr>
<tr>
<td>Mercier University</td>
<td></td>
<td>NASA</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td></td>
<td>Oracle</td>
</tr>
<tr>
<td>University of Chicago</td>
<td></td>
<td>Palantir Technologies</td>
</tr>
<tr>
<td>Medical School</td>
<td>Georgia Tech</td>
<td>Peace Corps</td>
</tr>
<tr>
<td>Harvard University</td>
<td>Massachusetts Institute of Technology</td>
<td>Radiant Systems</td>
</tr>
<tr>
<td>Emory University</td>
<td>Michigan State University</td>
<td>Saint Jude Medical</td>
</tr>
<tr>
<td>The Johns Hopkins University</td>
<td>Northwestern University</td>
<td>Schlumberger</td>
</tr>
<tr>
<td>Medical College of Georgia</td>
<td>University of California,</td>
<td>SpaceWorks Engineering</td>
</tr>
<tr>
<td>University of Florida</td>
<td>Berkeley</td>
<td>Teach for America</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>University of California, San Diego</td>
<td>Tezuka Architects,Tokyo</td>
</tr>
<tr>
<td>Masters Program</td>
<td>University of Florida</td>
<td>The Boeing Company</td>
</tr>
<tr>
<td>Columbia University</td>
<td>University of Wisconsin, Madison</td>
<td>The Experts Bench</td>
</tr>
<tr>
<td>Emory University</td>
<td></td>
<td>TracFone Wireless</td>
</tr>
<tr>
<td>Georgia Tech</td>
<td></td>
<td>UBS Investment Bank</td>
</tr>
<tr>
<td>Royal Holloway University of London</td>
<td></td>
<td>W.L. Gore and Associates</td>
</tr>
<tr>
<td>St. Andrews University</td>
<td></td>
<td>Zynga</td>
</tr>
<tr>
<td>University of Florida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Iowa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Maryland, College Park</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I am an Emory University School of Law, J.D. Candidate, 2014, and currently interning with Judge Abdul K. Kallon in the U.S. District Court for the Northern District of Alabama. For the second half of the summer, I will be a summer associate with Parker, Hudson, Rainer, & Dobbs, LLP in the law firm’s Atlanta office. I look back fondly on my experiences with the GT Honors Program. The friendships that I have built through the Honors Program are ones that I value highly, and I am certain that my bond with the Program will remain strong over the years.

I just completed my second year of medical school at the University of Pennsylvania. These past six months were spent doing clinical rotations, which has been both grueling and exhilarating. This summer I will hit the books while in Atlanta and take my first set of medical boards. Since I am in a joint MD-PhD program, when I return to Penn in August, I will begin the PhD portion of my education. I am most excited about being back in a biomedical engineering lab and continuing the work that I started at Georgia Tech.

Nirouz Elhammadi

Sydney Shaffer
Honors Program Courses

The Honors Program curriculum emphasizes active intellectual engagement and the mutual exchange of ideas rather than simply the transfer of information. We are not the only source of that sort of teaching on the Georgia Tech campus, but we do underscore that approach among everyone connected with the Honors Program—faculty and students alike. That’s what gives our program its intellectual identity, our courses their intellectual integrity, and our students an exceptional intellectual experience.

Georgia Tech Honors Program students enroll in a minimum of five Honors Program courses during their time at Tech. Of the five courses, two are core courses, such as calculus, English composition, and introduction to biology, chemistry, or physics, and three are Special Topic Courses. These are interdisciplinary, usually project-driven, often community-oriented, courses that encourage students to explore beyond the limits of their majors.

Faculty Highlights

DR. ROBERTA BERRY is a busy woman. Aside from her duties as Associate Professor and Director of the Law, Science and Technology Program at Tech—which include serving as principal investigator for an NSF grant focusing on ethically contentious issues in bioscience and biotechnology and co-principal investigator for an NIH grant focusing on translational science and research ethics—she serves on several national ethics and advisory committees. She has published two books and authored numerous articles and book chapters. But Dr. Berry always has time for the Honors Program, teaching Special Topic Courses for the program on a regular basis. “Honors Program students really go after the material in my classes—they actively engage the material, questioning and challenging the reasoning,” she tells us. That must be why she keeps coming back.

Mention DR. JOHN CRESSLER’S name to any student who has taken his Honors Program Special Topic Course, “Intro to Microelectronics and the Nanotechnology Revolution,” and a smile will be forthcoming. This professor is so well-liked among our student population that they consistently request his course be offered each year. Of his popular book Silicon Earth, IEEE reviewers say it “reduces highly abstract, technical, and mathematical topics foundational to the frontiers of silicon into a thrilling tale of pioneering history with very simple mathematics in an easy-to-understand and readable style.” We agree and are thrilled that he so clearly enjoys teaching this fascinating topic.

I’ve been teaching Calculus II for the Honors Program, and it’s been a real pleasure. [The students] pay attention, are involved in the class, and are full of questions both during and after class.

Dr. Fred Andrew, Mathematics

Deans do a lot at Georgia Tech, and it’s typically hard for them to find time to teach undergraduates. But DR. CATHERINE MURRAY-RUST, Dean of the Libraries and Vice Provost for Learning Excellence, has made time to teach two Honors Program courses, “Changing Your Perspective, Changing Your Life: Recent Books about the Human Experience” (Spring 2010) and “All the Livelong Day: Literature about Livelihood” (Spring 2012). In both courses Dean Murray-Rust shared her librarian’s love of books with the Honors Program students and challenged them to dig deeper into reading as a way of exploring their own place in the world.
Special Topic Courses

Fall 2010
The Science of Alternative Energy                        Thom Orlando
Big Ideas & How Computing Affects Them                  Colin Potts
The Burden of the Past                                  Frank Pilipp
Semester in the City                                    Greg Nobles/Andrea Ashmore
Revolution & Reform in East Asia                        Hanchao Lu
The Study of Efficiency in Nature                       J. McCuan/M. Westdickenberg
Biotechnology Law, Policy, and Ethics                    Roberta Berry
Psychology of Creativity and the Arts                  Paul Verhaeghen

Spring 2011
Computational Photography                                Irfan Essa
Bright and Smart: Organic Materials for Electronics      Jean-Luc Bredas
The Nanotech Revolution                                 John Cressler
Learning from Disasters                                   Joe Hughes
Technology & Learning                                    David Schimmel
Spytech: Devices and Methods in Espionage                Kristie Macrakis
Creativity in Writing as Engineering                    Karen Head
The Atomic Age                                          Monica Halka

Fall 2011
Physics & Metaphysics of Modern Architecture             Laura Hollengreen
Intro to Microelectronics & Nanotech Revolution          John Cressler
Georgia Tech: The Making of a Modern University          Greg Nobles
Coffee, Tea & Chocolate                                    Monica Halka
Combinatorial Game Theory                                Tom Morley
Psychology of Creativity and the Arts                    Paul Verhaeghen
The Use and Misuse of Data                                D. Llewellyn/D. Goldsman

Spring 2012
The Role of NASA in the 21st Century                      Robert Braun
Design Think, Design Do                                     Sabir Khan
A Balance of Power                                        Kim Cobb
Writing & Personal Transformation                         Ken Knoespel
The Nature of National Security                           Jarrod Hayes
Gridlock: Extremism in American Politics                  Craig Tovey
Melville and 19th Century Technology                      Hugh Crawford
Harry Potter & the False Dichotomy of Good and Evil       Monica Halka
Literature about Livelihood                               Catherine Murray-Rust
Cutting-Edge Technologies                                 David Ku

What do Honors Program students say about their classes?

Honors Program classes provide a safe and open space in which students share a sense of mutual respect—an environment that encourages questioning, risk-taking, and making connections.

What do Honors Program students say about Honors Program faculty?

Faculty members who teach in the Honors Program take ownership of their teaching, imparting knowledge and sharing their interest in the material. They are attentive and adaptive, taking an approach that promotes hands-on learning and real life experience, not just covering content to focus on a grade. They respond readily to questions and talk to students as capable people, not just as GT ID numbers, showing true concern about student interest, performance, and success. Faculty members also model broader involvement in life beyond the classroom, helping students appreciate the larger context of a college education.
Honors Program Impact

From the beginning, one goal of the Honors Program has been to create intellectual and cultural opportunities not only for the students directly involved in the program, but for the larger campus community. We have done that in a variety of ways, perhaps most consistently by co-sponsoring the annual Karlovitz Lecture in conjunction with the College of Sciences, a very successful speaker series that brings to campus prominent figures with a special gift for making science accessible to a general audience. In the past two years, the Karlovitz Lecture has featured Dr. Erich Jarvis, Professor of Neurobiology at Duke University Medical Center, who spoke on “Brain Evolution: How Birds and Humans Learn to Sing and Talk,” and Dr. Bernd Heinrich, Professor Emeritus of Biology at the University of Vermont, who gave a talk “From the Bees to the Birds: Research Adventures.” We look forward to our continued collaboration with the College of Sciences and, above all, to an ongoing program of fascinating speakers.

At the same time, the Honors Program initiated a new campus symposium series in 2011, “Liam’s Legacy,” named in memory of Liam Rattray, an especially energetic and engaged Honors Program student whose deep personal commitment to sustainability and social justice impressed everyone who knew him. His tragic death, just weeks after his graduation from Georgia Tech in 2011, shocked us, but it also challenged us to carry on the important work of pursuing the sorts of intellectual and political connections that Liam embodied. In November, 2011, the inaugural Liam’s Legacy symposium, on “Food, Sustainability, and Human Rights,” brought academics and activists to campus for a lively dialogue that both cut across disciplines and brought people together in common cause. The plans for the 2012 symposium, “Seeking a Sustainable City,” now point to creating an expanded agenda for an even larger campus event.

Liam Rattray’s deep involvement in establishing “Students Organizing for Sustainability” was just one example of Honors Program students who took leadership roles in developing new student organizations on campus. Three other members of the Honors Program class that entered Georgia Tech with Liam—Martha Lesniewski, Will Boyd, and Sydney Shaffer (pictured above)—created “Trailblazers,” a student-run group that initiated an ongoing series of alternative fall- and spring-break trips that combined outdoors activities with environmental stewardship. Even though all three of the original founding members have now graduated from Georgia Tech, “Trailblazers” has become a stand-alone student organization that sponsors several alternative break trips each year.

The Honors Program was all about exposure and opportunity – and because of that, I found myself working with other HP students to install 500 pound granite steps on an eroding slope on the Appalachian Trail. That experience was the foundation for a new GT club, Trailblazers, founded by an eclectic group of HP students. The mission of the Honors Program helped me to get out of my “comfort zone” and nurture my curiosity.

Sydney Shaffer
Class of 2010
Honors Program students have also taken leadership in other campus-based organizations with an off-campus focus. The Youth Enrichment Project, devised by Trey Birch and several other students in the Honors Program’s “Semester in the City” class in 2008, has evolved into a successful enjoyable but challenging activities connected with promoting academic and professional success. Kelsey Cannon now leads the Community Service Council (CSC), a student organization that works to integrate current service-based student organizations in order to increase the visibility of community service on campus. By doing so, CSC helps promote the strong tradition of service at Georgia Tech and informs students of Tech’s history of community involvement.

These activities all reflect one important point about the Honors Program’s approach: We use our limited financial resources wisely and well to achieve a considerable campus impact. By working in partnership with other campus entities, we can make everyone’s money go farther for a greater general benefit. Most of all, by providing seed money and matching funds through our Student Challenge Fund, we can unleash the energy and imagination of our students and watch admiringly as they help invigorate the intellectual, social, and cultural life of the larger Georgia Tech community.

Sarah Weber: Fishing for Phytoplankton

SARAH WEBER is a rising senior majoring in Biology who has been involved in fascinating research for nearly her entire time at Tech. Her interest in nutrients, pigments, particles, and phytoplankton in the Amazon River plume has required exotic travel as she participated in a research cruise with Dr. Joe Montoya (BIO) and his graduate students, following the South Equatorial Current from Barbados to the Amazon River basin. The data collected have allowed her to present at two prestigious research conferences, and we have no doubt there will be more. Sarah has also been an active contributor to the Honors Program: We particularly appreciate her time during a day-long retreat last April, when several students joined in an Honors Program evaluation and planning focus group at the Atlanta Botanical Garden.
Appendix A

HONORS PROGRAM STUDENT PROFILE

Incoming Class of 2011
Of the 2,367 incoming first-year students who completed the Cooperative Institutional Research Program survey, 1,368 provided sufficient demographic information to enable discovery of their GT identification number. Of those, 75 (5.5%) were students in the Georgia Tech Honors Program, representing 75.2 percent of the 110 first-year students enrolled in the Honors Program in Fall 2011. This report outlines the differences in response patterns for students in the Honors Program (HP) and the general first-year respondents (non-HP), with the relative degree of statistical significance indicated by asterisks (**=higher) in the third column.

<table>
<thead>
<tr>
<th></th>
<th>HP (n=75)</th>
<th>Non-HP (n=1289)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>50.7</td>
<td>57.3</td>
</tr>
<tr>
<td>Female</td>
<td>49.3</td>
<td>42.7</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>56.0</td>
<td>61.5</td>
</tr>
<tr>
<td>African-American/Black</td>
<td>12.0</td>
<td>5.0</td>
</tr>
<tr>
<td>African-American/Asian</td>
<td>22.7</td>
<td>21.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.0</td>
<td>7.1</td>
</tr>
<tr>
<td>Two+</td>
<td>2.7</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>In the past year:</strong></td>
<td></td>
<td>**</td>
</tr>
<tr>
<td>Asked questions in class</td>
<td>65.3</td>
<td>51.8</td>
</tr>
<tr>
<td>Sought feedback on my academic work</td>
<td>62.7</td>
<td>47.6</td>
</tr>
<tr>
<td>Looked up scientific research articles and resources</td>
<td>41.3</td>
<td>30.9</td>
</tr>
<tr>
<td>Socialized with someone of another racial/ethnic group</td>
<td>92.0</td>
<td>78.9 **</td>
</tr>
<tr>
<td>Performed volunteer work</td>
<td>52.0</td>
<td>40.9</td>
</tr>
<tr>
<td>Discussed politics</td>
<td>45.9</td>
<td>35.6</td>
</tr>
<tr>
<td><strong>At GT, expect to:</strong></td>
<td></td>
<td>**</td>
</tr>
<tr>
<td>Have a roommate of different race/ethnicity</td>
<td>90.5</td>
<td>79.3 *</td>
</tr>
</tbody>
</table>
| Participate in volunteer or community service work | 88.0 | 77.6 *
| **At GT, important to:**       |           | **             |
| Work with people from other countries, other ethnic or racial backgrounds, and other cultures | 83.6 | 74.2 |
| Take courses outside of your major | 75.4 | 60.8 ** |

Graduating Classes of 2009-2012
To date, a total of 201 Honors Program students have received undergraduate degrees from Georgia Tech, 162 with Honor designation.

<table>
<thead>
<tr>
<th>Academic Honor Designation at Graduation</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Honor (3.55-4.0)</td>
<td>113</td>
</tr>
<tr>
<td>High Honor (3.35-3.54)</td>
<td>24</td>
</tr>
<tr>
<td>Honor (3.15-3.34)</td>
<td>25</td>
</tr>
</tbody>
</table>
Appendix B

HONORS PROGRAM STUDENT CHALLENGE FUND PROJECTS (2010-2012)

Community/Public Service:
- **Centennial Elementary Outreach** – Audrey Plummer taught enrichment courses to 4th grade students.
- **Fundraising** – Swetha Krishnakumar helped coordinate the AID Diwali event.
- **Campus Events** – Kelsey Cannon organized the campus Community Service Council launch event. Stanley Guillaume and Megha Mandal organized the “Hoops for Aids” event. Ben Johnson organized the Enterprise to Empower conference. Mohamad Najia helped coordinate the AMSA pre-health conference. Barry Weaver made sandwiches for the homeless with Open Door.

Research and Workshops:
- **Summer research** – Bibiana Garcia participated in oceanography research with Professor Joe Montoya. Christina Hamm attended a nuclear forensics summer study program in Pullman, Washington.
- **Design Competition** – Shawna Hagen received funding to return from a study abroad program in order to present at the InVenture Prize competition.

National conference presentations/attendance:
- Laura Armanios attended 2011 Aviation Week in Miami.
- Allison Braden studied abroad in Peru.
- Katherine Beaman and Christina Hamm attended the American Nuclear Society conference in Las Vegas.
- Jennifer Dowling and Christina Graves participated in research at the Mars Desert Research Station in Utah.
- Shabnam Gupta presented a research poster at the “Posters on the Hill” conference in Washington, DC.
- DeeDee Kim presented at the Industrial Designers Society of America conference in Atlanta.
- Meghna Mahadevan and Neha Shingane participated in the AIESEC summer conference in Connecticut.
- Mohamad Najia attended an AIESEC staff meeting in South Carolina.
- Lauren Rhodes presented at the STGlobal Conference in Washington, DC.
- Neha Shingane represented the Georgia Tech chapter of AIESEC at the organization’s 2011 conference in Puerto Rico.
- Mary Shoemaker, Tyler Fols, and Mitch Blenden presented their carbon reduction results to lawmakers on Capitol Hill.
- Basheer Tome attended the South by Southwest Festival in Austin, Texas.
- Sarah Weber presented a research poster at the Ocean Sciences Meeting in Salt Lake City.

International Experience:
- Laura Armanios attended the European Rotorcraft Forum in Paris.
- Nicholas Barker participated in the Jordan study abroad program.
- Jasmine Burton participated in a scholastic and service learning program in Ghana.
- Caitlin Curtsinger, Amanda Drescher, Jordan Lockwood, and Mary Shoemaker participated in the Oxford study abroad program.
- Amanda Drescher participated in a summer internship in Manchester, England.
- Michael Guzelian, Gargi Mukherjee, Mohamad Najia, Christopher Pace, and Barry Weaver worked at a clinic with FIMRC in Peru.
- Michael Guzelian and Caitlin Murphy participated in the AMSA Honduras medical mission trip.
- Ben Johnson and Jonathan Seu participated in the Spanish LBAT program in Peru.
- Christopher Pace worked at clinics in Kenja and Tanzania with “Volunteering Solutions.”
- Lillian Pontiz worked with Engineering Students Without Borders to improve the availability of clean water in Cameroon.
- Sophia Rashid served as group leader on the Istanbul Center’s Art and Essay Contest Winners’ Trip to Turkey.
- Emily Robey-Phillips participated in the Russian LBAT program.
- Donovan Shuman participated in an AIESEC internship in Peru.
- Anna Thomas presented her research at the American Society of Mechanical Engineers Expo in Copenhagen.
- Basheer Tome attended the 6th International Conference on Tangible, Embedded, and Embodied Interaction in Ontario, Canada.
- Allison Woodward participated in the Sweden study abroad Lund Exchange program.
Appendix C

GT HONORS PROGRAM SPECIAL TOPIC COURSES

SPRING 2012

AE 3803  The Role of NASA in the 21st Century  Robert Braun
COA 4803  Design Think, Design Do  Sabir Khan
EAS 2803  A Balance of Power: Energy, Environment & Society  Kim Cobb
HTS 3813  Writing & Personal Transformation  Ken Knoespel
ISYE 4833  Gridlock: Extremism in American Politics  Craig Tovey
LCC 3226  Melville and 19th Century Technology  Hugh Crawford
LCC 3823  Harry Potter and the False Dichotomy of Good and Evil  Monica Halka
LCC 3823  Literature about Livelihood  Catherine Murray-Rust
ME 3141  Cutting-Edge Technologies  David Ku

FALL 2011

ARCH 4803  Physics & Metaphysics of Modern Architecture  Laura Hollengreen
COE 3002  Intro to Microelectronics and the Nanotech Revolution  John Cressler
HTS 3803  GT: The Making of a Modern University  Greg Nobles
ISYE 2803  The Use and Misuse of Data  Donna Llewellyn & David Goldsman
LCC 3803  Coffee, Tea & Chocolate: Good and Bad  Monica Halka
MATH 4803  Combinatorial Game Theory  Tom Morley
PSY 2803  Psychology of Creativity and the Arts  Paul Verhaeghen

SPRING 2011

CS 4475  Computational Photography  Irfan Essa
CHEM 2803  Bright & Smart: Organic Materials for Electronics  Jean-Luc Bredas
COE 3002  Intro to Microelectronics and the Nanotech Revolution  John Cressler
ECE 2803  Learning from Disasters  Joe Hughes
ECE 3813  Technology & Learning  David Schimmel
HTS 3803  Spytch: Devices & Methods in Espionage  Kristie Macrakis
LCC 3324  Notions of Creativity in Writing as Engineering.  Karen Head
PHYS 4803  The Atomic Age  Monica Halka

FALL 2010

CHEM 2803  Science of Alternative Energy  Thom Orlando
CS 4001  Big Ideas about Living and Computing  Colin Potts
GRMN 4813  The Burden of the Past  Frank Pilipp
HTS 2803  Engaging English Avenue  Greg Nobles & Andrea Ashmore
HTS 3803  Revolution & Reform in East Asia  Hanhao Lu
MTH 4803  The Study of Efficiency in Nature  John McCuan & Maria Westdickenberg
PST 3127  Biotechnology Law, Policy & Ethics  Roberta Berry
PSY 2803  Psychology of Creativity and the Arts  Paul Verhaeghen

SPRING 2010

CHEM  Origins of Life  Nick Hud
INTA 4803  Rise of China  Fei-Ling Wang
ME 3141  Cutting Edge Seminar  David Ku
ISYE 4833  Duality  Craig Tovey
ECE 2803  Success or Failure  Joe Hughes
EAS 2803  A Balance of Power: Energy, Environment & Society  Kim Cobb
LCC 2803  Recent Books about the Human Experience  Catherine Murray-Rust

18  2010-2012 Status Report
### FALL 2009

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 4740</td>
<td>Biologically Inspired Design</td>
<td>Jeanette Yen</td>
</tr>
<tr>
<td>COE 3002</td>
<td>Intro to Microelectronics and the Nanotech Revolution</td>
<td>John Cressler</td>
</tr>
<tr>
<td>CHEM 4803</td>
<td>The Art of Talking Science</td>
<td>Paul Houston</td>
</tr>
<tr>
<td>PHY 2803</td>
<td>Optical Illusions: Light and Perception</td>
<td>Monica Halka</td>
</tr>
<tr>
<td>HTS 2803</td>
<td>Semester in the City: Engaging English Ave.</td>
<td>Greg Nobles and Andrea Ashmore</td>
</tr>
<tr>
<td>LCC 3823</td>
<td>Thoreau’s House</td>
<td>Hugh Crawford</td>
</tr>
<tr>
<td>INTA 4803</td>
<td>Latin American Identity and Politics</td>
<td>Kirk Bowman</td>
</tr>
</tbody>
</table>

### SPRING 2009

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>PST 3127</td>
<td>Science, Technology and Human Values</td>
<td>Hans Klein</td>
</tr>
<tr>
<td>MGT 4803</td>
<td>Social Entrepreneurship</td>
<td>Terry Blum and Robert Thomas</td>
</tr>
<tr>
<td>EAS 2420</td>
<td>Environmental Measures of Urban Change</td>
<td>Michael Chang</td>
</tr>
<tr>
<td>ECE 2813</td>
<td>Innovation in Science &amp; Engineering</td>
<td>Ian Ferguson</td>
</tr>
<tr>
<td>CS 3803</td>
<td>Mobile Robotics: From Sensing to Action</td>
<td>Jim Rehg and Henrik Christensen</td>
</tr>
<tr>
<td>PSY 2803</td>
<td>Psychology of Creativity and the Arts</td>
<td>Paul Verhaegen</td>
</tr>
<tr>
<td>ARCH 4822</td>
<td>Race, Space, and Architecture</td>
<td>Benjamin Flowers</td>
</tr>
<tr>
<td>COA 4803</td>
<td>From the Melting Pot to the Food Court</td>
<td>Sabir Khan</td>
</tr>
</tbody>
</table>

### FALL 2008

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTA 4803</td>
<td>Dissecting the Rise of China</td>
<td>Fei-Ling Wang</td>
</tr>
<tr>
<td>HTS 4813</td>
<td>Selective Scholarships Seminar</td>
<td>Paul Hurst and Greg Nobles</td>
</tr>
<tr>
<td>ISYE 4803</td>
<td>Mathematical Modeling of Elections</td>
<td>Joel Sokol</td>
</tr>
<tr>
<td>HTS 4843</td>
<td>The Pursuit of Happiness</td>
<td>Doug Flamming</td>
</tr>
<tr>
<td>LCC 3833</td>
<td>Disability Studies</td>
<td>Hugh Crawford</td>
</tr>
<tr>
<td>COE 3002</td>
<td>Intro to Microelectronics and the Nanotech Revolution</td>
<td>John Cressler</td>
</tr>
<tr>
<td>MATH 4803</td>
<td>Combinatorial Game Theory</td>
<td>Tom Morley</td>
</tr>
<tr>
<td>ISYE 4833</td>
<td>Duality: An Interdisciplinary Exploration</td>
<td>Craig Tovey</td>
</tr>
<tr>
<td>PHYS 2030</td>
<td>The Physics of Music</td>
<td>Galina Grom</td>
</tr>
</tbody>
</table>

### SPRING 2008

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 4803</td>
<td>Social Entrepreneurship</td>
<td>Terry Blum &amp; Robert Thomas</td>
</tr>
<tr>
<td>HTS 3803</td>
<td>Semester in the City: Engaging English Avenue</td>
<td>Greg Nobles &amp; Andrea Ashmore</td>
</tr>
<tr>
<td>EAS 2803</td>
<td>A Balance of Power: Energy, Environment &amp; Society</td>
<td>Kim Cobb &amp; Monica Halka</td>
</tr>
<tr>
<td>MUSI 3450</td>
<td>Analysis, Synthesis &amp; Perception of Music</td>
<td>Parag Chordia</td>
</tr>
<tr>
<td>ECON 4813</td>
<td>Economics of Sustainability</td>
<td>Usha Nair</td>
</tr>
<tr>
<td>PSYC 2803</td>
<td>Psychology of Creativity &amp; Arts</td>
<td>Paul Verhaegen</td>
</tr>
<tr>
<td>PUBP 4803</td>
<td>Global Communications</td>
<td>David White</td>
</tr>
<tr>
<td>CHEM 2803</td>
<td>Origins of Life</td>
<td>Nick Hud</td>
</tr>
<tr>
<td>COA 2803</td>
<td>Art &amp; Architecture in the Muslim World</td>
<td>Sabir Khan</td>
</tr>
<tr>
<td>ECE 2803</td>
<td>Failures, Disasters &amp; Technology</td>
<td>Joe Hughes</td>
</tr>
</tbody>
</table>

### FALL 2007

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTA 4803</td>
<td>The Political Economy of Soccer</td>
<td>Kirk Bowman</td>
</tr>
<tr>
<td>HTS 2823</td>
<td>The Challenges of Outer Space</td>
<td>John Krige</td>
</tr>
<tr>
<td>AE 2803</td>
<td>Wind Engineering</td>
<td>Lakshmi Sankar</td>
</tr>
<tr>
<td>PST 3127</td>
<td>The Contemporary Enlightenment</td>
<td>Hans Klein</td>
</tr>
<tr>
<td>ECON 4803</td>
<td>Globalization from the Inside Out</td>
<td>Christine Ries</td>
</tr>
<tr>
<td>ISYE 4833</td>
<td>Engineering for Sustainability</td>
<td>T. Govindaraj</td>
</tr>
</tbody>
</table>

### SPRING 2007

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 4822</td>
<td>Race, Space, and Architecture</td>
<td>Benjamin Flowers</td>
</tr>
<tr>
<td>BME 2699</td>
<td>Biomedical Research Lab Rotations</td>
<td>Paul Benkeser</td>
</tr>
<tr>
<td>CHEM 2803</td>
<td>The Origins of Life</td>
<td>Nicholas Hud</td>
</tr>
<tr>
<td>EAS 2803</td>
<td>A Balance of Power: Energy, Environment &amp; Society</td>
<td>Kim Cobb and Monica Halka</td>
</tr>
<tr>
<td>ECE 2803</td>
<td>Technology and Disasters</td>
<td>Joseph Hughes</td>
</tr>
<tr>
<td>ISYE 4833</td>
<td>Duality: An Interdisciplinary Exploration</td>
<td>Craig Tovey</td>
</tr>
<tr>
<td>LCC 3206</td>
<td>Games and Cognition</td>
<td>Ute Fischer</td>
</tr>
</tbody>
</table>