HP Class Guide
Fall 2018
&
Summer 2018
(see Addendum 6)

Updated
May 17, 2018
for
Entering HP Students
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Note from Director

Dear Entering HP Students,

Welcome to Georgia Tech – and to the Georgia Tech HP! We look forward to welcoming each of you to our HP Living Learning Community this fall.

In the meantime, your first important step as an entering HP student is to register for one more HP Classes for fall—the start of what we trust will be an engaging and rewarding HP curricular experience at Georgia Tech.

What is the basic requirement for completing the HP curriculum? By the time you graduate, complete at least 15 credits of HP Classes OR complete a total of 15 credits combining HP Classes and research courses (see Addendum 3: HP Research Options, at p. 28, below).

Here is some general guidance for beginning your HP curriculum:

- Look for HP Classes that interest you!
- Check with our HP Advising & Outreach Manager—Ms. Nicole Leonard—for advice about HP Classes that might be right for you and for guidance about fitting your HP Class(es) into your schedule.
- Check with the Academic Advisor for your GT major if you have any questions about fitting your HP Class(es) into your schedule while ensuring progress toward completion of the degree requirements for your major.

What are the HP Classes that you could potentially register for? Look at the Table of Contents (p. 2, above):

- All of the green-highlighted HP Classes are reserved for you as entering HP students (ENGL 1101 HP, ENGL 1102 HP, and GT 1000 HP).
- All of the yellow-highlighted HP Classes are open to upper-level as well as entering HP students, and all of them have seats still available as we begin FASET registration. You may register for these seats on a first-come, first-served basis. Don’t worry if you miss out on a seat this time around; there will be many more HP Classes to come over the next few years.

What about the HP Classes that are not highlighted in green or yellow? These classes are full, so you can’t register for them now and some are restricted to upper-class students. It’s unlikely that you will be able to register for any of these classes in the final phase of registration at the end of the summer because there are waiting lists of upper-class students for these classes. Don’t worry, there will be many more HP Classes to come, including future offerings of some of these classes.

What if you are unable to register for any HP Class(es) for fall? Don’t worry, that happens. There will be many more HP Classes to come, including four sections of ENGL 1102 HP reserved for first-year HP students for spring 2019 (see Addendum 5: Preview of Spring 2019 HP Classes). If you do not get a seat in an ENGL 1102 HP for fall (or if you take ENGL 1101 HP in fall), please plan to register for one of the ENGL 1102 HP classes in Spring 2019 (if for some reason you are unable to register for one of them, you can always register for one of the non-HP sections).

That’s all for now. Please enjoy the start of your career at Georgia Tech and in the Georgia Tech HP—and see you in fall!

Best wishes,
Dr. Berry, J.D., Ph.D.
Director, Georgia Tech Honors Program
APPH 1050: The Science of Physical Activity and Health

Dr. Christie Stewart

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

Dr. Christie Stewart is an Academic Professional in the School of Biological Sciences. She teaches APPH 1050: The Science of Physical Activity and Health, one of the courses satisfying the wellness requirement at Georgia Tech. She received a Bachelor of Science in Movement Science from the University of Pittsburgh and a Master of Education in Clinical Exercise Physiology from the University of Georgia. Most recently, she received her Doctorate in Educational Leadership from Mercer University. Prior to her current position, Christie worked as Associate Director for Healthy Lifestyle Programs at the Campus Recreation Center, where she worked closely with the School of Applied Physiology to help create the activity sections for APPH 1050. Her research interests include the culture of health/well-being on college campuses and health/well-being and academic success.

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<tr>
<td>CRN:</td>
<td>89760 (HPF) Fitness 101</td>
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<td></td>
<td>89759 (HPW) Weight training</td>
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<td>89711 (HPY) Yoga</td>
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2 Cr.

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

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

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<td>Recitation: W 4:30-5:20 p.m.; Howey S105A</td>
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<td>Lab H09 CRN: 87423</td>
<td>Lab: R 3:540 p.m.; Clough 587</td>
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COE 3002 HP: Intro to the Microelectronics & Nanotech Revolution

Professor John D. Cressler

3 Cr.
30 (15 HP)

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

Professor John D. Cressler is the Schlumberger Chair Professor in the School of Electrical and Computer Engineering, and the Ken Byers Teaching Fellow in Science and Religion. The basic thrust of Cressler’s research is to develop novel micro/nanoelectronic devices, circuits and systems for next-generation applications within the global electronics infrastructure. In addition to his academic duties, Cressler writes historical fiction, love stories set in medieval Muslim Spain that celebrate the era of convivencia (coexistence), a unique period when Muslims, Jews and Christians lived together in harmony. He is deeply interested in the on-going dialogue between science and religion, and teaches the popular IAC 2002, "Science, Engineering and Religion: an Interfaith Dialogue," each spring, and is open to all GT students. One of Cressler’s passions is teaching highly technical topics to non-specialists, and this evolved into CoE 3002, “Introduction to the Microelectronics and Nanotechnology Revolution,” which is open to all GT students, and has been a popular offering to the Honors Program and Technology and Management Program for some time now. Cressler was awarded the 2010 Class of 1940 W. Howard Ector Outstanding Teacher Award (Georgia Tech’s top teaching award), and the 2013 Class of 1934 Distinguished Professor Award (the highest honor Georgia Tech bestows on its faculty).

Lecture: TR 4:30-5:45 p.m.; CoB 221
CRN: 91131
CS 1301 HP: Introduction to Computing (online)

Dr. David Joyner

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 25 students and will include an optional recitation session led by a CS TA. The HP-specific additional component will be optional and will consist of providing substantive input about the online class to the instructor: On 4 occasions, Dr. Joyner will attend the recitation session. HP students will receive 2 extra-credit points if they attend all 4 recitations when Dr. Joyner is in attendance and submit to Dr. Joyner substantive written comments or suggestions (~250 words/each) within one week following each of the 4 recitations.

Dr. David Joyner has a passion for leveraging new technologies to improve student learning. He focuses on online learning not through MOOCs, but through large online classrooms. He is interested in the unique opportunities these classes have for personalizing student learning and granting students greater ownership and autonomy over their education. He’s seen incredible things happen with online learning at the graduate level, and is excited to extend those opportunities to undergraduate students. Dr. Joyner completed his Ph.D. in Human-Centered Computing at Georgia Tech. He now works for the College of Computing as its Associate Director for Student Experience. Dr. Joyner is also teaches in the OMSCS program, teaching CS6460: Educational Technology, CS6750: Human-Computer Interaction, and CSE6242: Data & Visual Analytics. He also runs an online research lab: lucylabs.gatech.edu.

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CS 3750 HP: Intro to User Interface Design

Dr. Rosa Arriaga 3 Cr.
HP Pathway: Service 25 HP
SLS affiliation

The goal of this class is to introduce students to User Interface Design. Students will learn to use the User-Centered Design (UCD) Cycle as well as Participatory Design to build systems that are useful and useable. They will learn methods and techniques associated with each of the 4-steps of the UCD: requirements gathering, ideation, prototyping and evaluation. A central component of the class is a semester long project with our community partner, United Way. By the end of the term students will have a project that is worthy of being included in their portfolios. They will also gain experience doing scholarly research in Human Computer Interaction (HCI).

Dr. Rosa Arriaga is a developmental psychologist in the School of Interactive Computing. Her emphasis is on using psychological theories and methods to address fundamental topics of Human Computer Interaction (HCI) and Social Computing. Her current research interest is in the area of chronic care management. Recently she has addressed some of the following questions: How can mobile technology improve asthma management in children? Can crowd sourcing aid individuals with autism spectrum disorders and their caregivers? What properties of lab-based technologies allow them to be scaled and deployed to broaden their impact? She has also tested the hypothesis that technological systems designed with principles of behavior change can be effective across different clinical populations (e.g., both asthma and diabetes).

| Lecture:   | TR 9:30-10:45 a.m.; WD 277 |
| CRN:       | 91079                       |
CS 4001 HP: Computing and Society

Prof. Amy Bruckman

In this class, we will learn about ethics, professional ethics, and social implications of technology. What do "right" and "wrong" mean anyway? How is "ethical" different from "legal"? We'll learn about several philosophical approaches to ethics including utilitarianism, Kantianism, social contract theory, and virtue ethics. The goal is for students to be able to address ethical dilemmas with reasoned arguments, grounded in a combination of these ethical theories. We will also study professional ethics. What special responsibilities do we have as computing professionals? What do the Software Engineering Code of Ethics and ACM Code of Ethics say, and how can we use these in our daily practice? Finally, we'll study computing and society. In what ways does computer technology impact society? We'll talk about a host of issues including privacy, intellectual property, and freedom of speech.

**Prof. Amy Bruckman** is Professor and Associate Chair in the School of Interactive Computing at the Georgia Institute of Technology. Her research focuses on social computing, with interests in online collaboration, social movements, and online moderation. Bruckman received her Ph.D. from the MIT Media Lab's Epistemology and Learning group in 1997, her M.S. from the Media Lab's Interactive Cinema Group in 1991, and a B.A. in physics from Harvard University in 1987.

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Understanding Earth’s environment requires understanding how the whole Earth functions as a system. We will begin by considering external influences on Earth’s environment and reviewing the systems approach for studying interrelated phenomena, as well as the basic physics needed for such studies. We will then investigate four components of the Earth system in detail: the atmosphere, the oceans, the solid Earth, and the biosphere. We will explore how each component interacts with the others and how these processes control Earth’s climate. We will finish with a discussion of modern anthropogenic climate change. By the end of the course, students will understand the processes by which the dynamic Earth system operates, and will be able to critically evaluate the various natural and anthropogenic influences on the environment. Through the laboratory sessions and lectures, students will develop an understanding of the scientific method and scientific research. This course will be supplemented with opportunities for community partnerships in environmental science through Serve-Learn-Sustain, the West Atlanta Watershed Alliance, and the Proctor Creek Stewardship Council.

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

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<td>CRN:</td>
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The purpose of this course is to provide you with an understanding of how the Earth works and how it affects you. As an inhabitant of Earth, you may be keenly interested in learning about processes that shape the landscape, cause natural hazards, influence climate change, and produce natural resources. Knowledge of how the Earth works can also help you in your daily lives. For example, it is useful to be able to evaluate potential geologic hazards when expanding your business, make informed decisions about the use and conservation of natural resources and how it may affect global policy, and better appreciate features you might encounter in the mountains, at the beach, or when visiting a national park.

Prof. Andrew Newman is Solid-Earth Geophysicist in the School of Earth and Atmospheric Sciences, and was trained at Northwestern University. Before arriving at Georgia Tech in 2005, he worked at Los Alamos National Laboratory on developing non-linear numerical models to explain volcanic unrest, and UC Santa Cruz on a study to image earthquake behavior in Central America. Throughout his research, his focuses remains on problems of geologic hazards, and primarily on those that surround active deformation and brittle failure of the earth’s lithosphere in seismic and volcanic regions. The specialty is broadly-defined as earthquake and volcano mechanics. While he primarily uses GPS and seismology, Newman terms himself a 'garbage pail Geophysicist' as he'll try and use whatever tool is available to get at answering the geophysical/geologic question at hand.
Our theme in this course will be music, sound, silence, and the voice, and we will first examine and the history of writing about popular music (what Elvis Costello once sarcastically compared to “dancing about architecture”) and practice writing about music ourselves. Later in the course, we will examine sound, silence, recording technology, listening, and the voice more generally, and we will consider how crucially these elements impact our communication with and understanding of the world with each other. Some (but not all) of the questions we will try to answer during the semester will be: What kinds of assumptions shape how people hear and listen? How do we make sense of what we hear? How do we meaningfully discuss sound, which is so transient and ephemeral? How have recording technologies affected our involvement with sound, soundscapes, silence/noise, voices, and listening/hearing? What are the ethics of listening? Why does silence make us uncomfortable? What kinds of voices are we drawn to, and how much of this is shaped by cultural assumptions and technology?

Dr. Jeff Fallis (Ph.D. in English, University of Georgia; M.F.A. in Creative Writing, University of Virginia; B.A. in English, University of Georgia) studies and teaches modernist and contemporary American literature, 20th and 21st-century poetry and poetics, and the intersections between the human voice, recording technology, music, and popular culture. His poems and essays have been published in Ploughshares, The Oxford American, The Iowa Review, Atlanta Review, The Rumpus, Paste Magazine, The James Baldwin Review, and elsewhere.

Lecture: TR 12-1:15 p.m.; Skiles 308
CRN: 86326
Books for children, both fiction and non-fiction, can address scientific principles in creative ways in an attempt to educate, inform and excite young children. Hidden inside many classic children’s texts are broad scientific concepts like climate change, engineering life cycles, and environmentalism. Other newer texts, are designed to help entice even the youngest children to love science, as a response to the STEM “crisis” in American education. In this writing course, students will embrace the rhetorical challenges of addressing complex scientific principles in visually appealing formats and child friendly language through research, annotation, presentation, and creation. As a class, we will explore the historical scope of science writing for children by interacting with digital archives of children’s books from the 1800s. Students will engage in original research on authors of science books for children, focusing on authors who are largely unrecognized or texts that have fallen out of circulation. For the last project of the class, students will compose, illustrate, and create non-fiction picture books for children.

Dr. Rebekah Fitzsimmons is a Marion L. Brittain Postdoctoral Fellow in the Writing and Communication Program, in the School of Literature, Media and Communication at the Georgia Institute of Technology. She completed her PhD in English Literature at the University of Florida in 2015 with a research focus on children’s literature and American culture. Her dissertation was titled “The Chronicles of Professionalization: The Expert, the Child, and the Making of American Children’s Literature” and she has published articles on bestseller lists, blockbuster books, early reader picture books, and Pullman’s His Dark Materials. Her research agenda includes children's and young adult literature, genre conventions, digital pedagogy, best sellers, adaptation theory, histories of childhood, and utopian/dystopian literature and theory.

Lecture: TR 8-9:15 a.m.; Skiles 168
CRN: 81714
ENGL 1102: Women in Science Fiction

Dr. Bethany Jacobs 3 Cr.
RESTRICTED: First-Year Students 18 HP

ENGL 1102: Women in Science Fiction, will explore the unique contributions of women writers, artists, and musicians in the science fiction genre, from Margaret Cavendish’s The Blazing World (1666) to Janelle Monáe’s 21st century Afrofuturist albums. Engaging such themes as racial segregation, gender identity, and queer sexuality, the course will explore women who have used science fiction to comment on social issues, propose avenues toward justice, and to celebrate creativity. These women assert the social justice stakes of imaginative futures, and defy the stereotyping of science fiction as an exclusively white male genre.

Dr. Bethany Jacobs is a Marion L. Brittain Postdoctoral Fellow in the Writing and Communication Program at Georgia Tech. Her research and teaching explore the intersections of multiethnic U.S. literature, science fiction, and histories of social justice. She has published and presented internationally on the science fiction of Janelle Monáe, Octavia Butler, Beyoncé, Audre Lorde and Suzanne Collins.

Lecture: TR 12-1:15 p.m.; Skiles 169
CRN: 85150
ENGL 1102 HP3: English Composition II
Renaissances: Disney Princesses and the Danish Prince

Dr. Dori Coblentz
3 Cr.
RESTRICTED: First-Year Students
18 HP

English 1102: Renaissances: Disney Princesses and the Danish Prince is aimed at developing students’ multimodal (written, oral, visual, electronic, and nonverbal) communication skills. Students will hone their ability to ask good questions, find answers, and persuasively communicate their findings through assignment sequences that include two short papers, a video essay, a PechaKucha-style presentation, and a web project. As a process-driven class, we will emphasize drafting, peer review, and iterative design. This section’s theme is “Renaissance,” a term coined in the 19th century to describe moments of cultural revitalization. This course will focus in on two renaissances: the English Renaissance (ca 1500-1650) and the Disney Renaissance (1989-1999). Shakespeare’s Danish prince Hamlet will join other princes of early modern drama to be read alongside Disney Renaissance movies such as The Little Mermaid, Beauty and the Beast, and The Hunchback of Notre Dame. These pairings will guide class discussions on the metaphor of rebirth as it pertains to themes of self-formation and identity.

Dr. Dori Coblentz’s work focuses on the skill of timing in early modern literature and performance. She reads Italian and English fencing manuals alongside the texts of Shakespeare, Jonson, and Castiglione to argue for a model of time as antagonistic rhythm of movement. Her 2015 article in the Journal for Early Modern Cultural Studies, “Killing Time in Titus Andronicus: Timing, Rhetoric, and the Art of Defense,” explores how the temporal tactics taught in fencing manuals inform the structure of Shakespeare’s tragedy. In an article in Italian Studies, “Maister of al artificiall force and sleight’: Tempo and Dissimulation in Castiglione’s Book of the Courtier,” she argues that a historically particular model of tempo as skill-based bodily knowledge is central to Castiglione’s understanding of courtiership and to his conceptualization of sprezzatura as artful, practiced spontaneity. She also holds a Provost at Arms certification with a concentration in historical fencing from Sonoma State University, and coaches fencing at the Decatur School of Arms alongside Master at Arms David Coblentz. She focuses on seventeenth-century Italian rapier fencing, and her pedagogical approach is outlined in a forthcoming co-authored manual, Fundamentals of Italian Rapier.

Lecture: MWF 9:05-9:55 a.m.; Clough 123
CRN: 84640
ENGL 1102 HP4: English Composition II
Birthday Suits: Materiality of the Body in the Eighteenth Century and Today

Dr. Courtney Hoffman
3 Cr.
RESTRICTED: First-Year Students
18 HP

In Samuel Richardson’s 1740 novel Pamela, one character mentions needing a “birthday suit,” by which he means a new suit of clothing to wear when attending events celebrating the King's birthday. Yet, in today’s parlance, the term has come to signify nakedness, the human body in its natural form, thus suggesting the idea of bodily materiality encompasses a multifaceted landscape. Using our WOVENText curriculum, we will consider how eighteenth-century models have been transformed – or not – leading to the ways bodies are presented and represented in the twenty-first century. How do modern image texts, including videos, cartoons, ads, and photographs, provoke similar questions about size, shape, costume, attitude, class, gender, and race as eighteenth-century understandings of bodily materiality? How do scenes from television shows such as Grey’s Anatomy resemble dissection theatres in the eighteenth-century? How do today’s clinical trials for medical treatments compare to rhetorical and empirical methods that were developing during the 1700s? Why do publications such as The Spectator comment on dress and gender performance like modern periodicals do? What techniques do writers such as Jonathan Swift share with cultural critics today? The class will also include a visit to the Bodies Exhibit in Atlantic Station, in addition to challenging students to produce various multimodal artifacts that explore historical trends in the scientific study of the body, gender performance, and visual portrayal of bodies in literature, nonfiction texts, and print culture.

Dr. Courtney Hoffman (Ph.D. in English - University of Georgia) focuses her research on epistolarity, emotion, and materiality in eighteenth-century British literature, as well as pop culture representations of the eighteenth century in film and theatre. Her recent works appears in The Cinematic Eighteenth-Century and in the forthcoming Global Frankenstein. She has taught classes at Georgia Tech that use a multimodal approach to considerations of ethics in biomedicine and material objects in the Harry Potter series, asking students to design posters, podcasts, board games, and videos.

Lecture:
MWF 9:05-9:55 a.m.; Stephen C. Hall 103

CRN:
84638
This course is designed to build on the critical thinking and composition strategies learned in ENGL 1101 by examining the legacy of Mary Shelley’s *Frankenstein* to introduce students to key concepts in literature, visual culture, and digital humanities. Building on the excitement and festivities planned around the bicentennial of *Frankenstein’s* publication, students enrolled in this course will engage with the history and afterlives of this wildly important text. In addition to reading Shelley’s book, students will read later fictions in the gothic genre concerning science and technology run amok, including Arthur Machen’s *The Great God Pan* (1890) and H. P. Lovecraft’s *Cool Air* (1928). Students will also study new media examples within the genre of horror and science fiction, such as the episode of *Black Mirror* titled “Nosedive” (2016), and the film *Ex Machina* (2014). This range of texts plucked from the nineteenth-, twentieth-, and twenty-first-centuries, will contextualize the evolution and endurance of Shelley’s novel. Students enrolled in this course will create artifacts focused on the topics of ethics and technology. Students will be evaluated on their successful engagement with course outcomes in rhetoric, process, and multimodality through the completion of written assignments as well as multimodal and digital projects.

**Dr. Kate Holterhoff** completed her Ph.D. in literary and cultural studies at Carnegie Mellon in 2016, and is currently a Marion L. Brittain Postdoctoral Fellow at the Georgia Institute of Technology. Her research areas include nineteenth- and early-twentieth-century British literature, visual culture, digital humanities, and the history of science. She has published articles in Digital Humanities Quarterly, English Literature in Transition, 1880-1920, The Journal of Victorian Culture, The Journal of the History of Biology, and Victorian Network. She directs and edits the digital archive VisualHaggard.org, a literary and art historical resource indexed and peer reviewed by NINES, which contextualizes and improves access to the illustrations of Victorian novelist H. Rider Haggard.
GT 1000 HP3: Mindfulness

Dr. Monica Halka 1 Cr.
RESTRICTED: First-Year Students 20 HP

In this GT1000 course, students become acquainted with the research and techniques to cope with stress and the burdens of mental exertion and to improve mental acuity. Students will acquire strategies that promote a healthy and calm mind and enhance chances for college success.

Dr. Monica Halka is Associate Director of the Georgia Tech Honors Program. An experimental physicist specializing in the interaction of light with atoms, she recently completed work on a set of six volumes on the periodic table of the element. She has studied Tibetan Buddhist mindfulness techniques since 2010, taught physics to Tibetan monks in India, and recently participated in a Symposium on Science and Buddhism with the Dalai Lama at one of his monasteries.

Lecture: M 3-3:50 p.m.; Hef 001
CRN: 87967
GT 1000 HP4: Mindfulness

Paul Verhaeghen 1 Cr.
RESTRICTED: First-Year Students 20 HP

In this GT1000 course, students become acquainted with the research and techniques to cope with stress and the burdens of mental exertion and to improve mental acuity. Students will acquire strategies that promote a healthy and calm mind and enhance chances for college success.

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

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<tr>
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GT 1000 HP5: Mindfulness

Ameet Doshi 1 Cr.
RESTRICTED: First-Year Students 20 HP

In this GT1000 course, students become acquainted with the research and techniques to cope with stress and the burdens of mental exertion and to improve mental acuity. Students will acquire strategies that promote a healthy and calm mind and enhance chances for college success.

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

Lecture: W 12:20-1:10 p.m.; Hef 001
CRN: 88848
LMC 3308 HP: Environmentalism and Ecocriticism
The Cultural History of Trees, A Hands-on Learning Project

Hugh Crawford
3 Cr.

**HP Pathway: Service**

**SLS affiliation** (pending)

Wood has been the most important material in the history of human technological practices, yet today it seems to have been reduced to crooked 2x4s sold at the local home center. This seminar will examine trees and lumber as they function in human technological practices and in our culture. We will study how trees figure in current debates about the environment, including tree structure and forest composition, trees and the law, and arguments about plant intelligence. Not content with just reading about trees, we will also do some woodworking. On consultation with the operators of the Georgia Tech Day Care center in Home Park, the class, will design, fabricate, and install structure(s) for the children’s playground made from the wood of an old pecan tree recently taken down at the center. The design process will include hand drawing and modeling as well as CADing, some 3d printing, and perhaps some CNC fabrication in addition to using traditional tools (hand saws, planes, draw knives, broad axes, chisels).

**Hugh Crawford** is a sometimes academician, always walker. His academic home is Literature, Media, and Communication where over the last few decades he has explored with his students the connections between abstract thinking, representation and basic material practices: tool use, iron and wood working, and walking. When not in an academic institution, he can usually be found in a wood shop or on one of the world’s long-distance hiking trails.

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<td>CRN:</td>
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</table>
MGT 4193 HP: Servant Leader Values Systems

Dr. Robert Thomas

RESTRICTED: Sophomore, Junior, Senior

NOTE: This is a high-demand class. There is no waitlist for our HP section, and when demand for the x-listed non-HP section exceeds supply, we will need to switch any unfilled HP seats to the non-HP section. If you want this class, register early and hang on to it!

*HP Pathway: Service*

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

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

Lecture: TR 3-4:15 p.m.; CoB 102
CRN: 89658
# PSYC 1101: General Psychology

Paul Verhaeghen

| 3 Cr. | 30 (20 HP) |

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.

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

| Lecture: | MWF 10:10-11 a.m.; Coon 161 |
| CRN:     | 82816                       |
20th Century Literature & Film (in English): Crimea is a predominantly agricultural region. It has no mineral resources, not even water. Tourism is Crimea’s main source of income. However, Russians usually prefer to go on vacation to Bulgaria, Turkey etc. due to poor service and underdeveloped infrastructure in Crimea. Nevertheless, currently around 85% of Russians support the annexation of Crimea. Through the analysis of 20th century Russian literature & film, this course will explain how Russian imperial ambitions were nurtured in the Soviet and post-Soviet culture.

Addendum 1: HP Pathways for Award of HP Distinction

HP Pathways
The HP encourages HP students to distinguish themselves in one or more of three fields (Global Engagement, Research, and Service) that:

1. Transcend traditional disciplinary boundaries,
2. Cannot be pursued in an existing major, minor, or certificate program,
3. Capture their passion, and
4. Advance the Georgia Tech Motto, “Progress and Service,” and the Goals and Objectives of Georgia Tech’s Strategic Plan.

HP Distinction in a Pathway
HP students who complete the Requirements for Award of HP Distinction (below) in one or more HP Pathways will earn additional recognition (which will not appear on the student’s GT transcript but may be included on the student’s résumé), as follows:

1. Honors Program Distinction in Global Engagement
2. Honors Program Distinction in Research
3. Honors Program Distinction in Service

Requirements for Award of HP Distinction

1. Completion of HP 15-credit curricular requirement,
2. Completion of six or more credits in an HP Pathway, consisting of designated HP Pathway Class credits (and/or, for the Research Pathway, up to six Vertically Integrated Project (VIP) course credits and/or up to three HP-Authorized Independent Research Course credits—see Addendum 3),
3. Letter grades of “B” or better earned for all six credits counted toward the HP Pathway, and
4. No credits earned for any one HP Pathway are counted toward any other HP Pathway.

Award of HP Distinction
During the final accounting of credits for completion of the HP 15-credit curricular requirement (prior to graduation), the HP Advising & Outreach Manager will ask students for a list of HP Class credits, VIP credits, and HP-Authorized Independent Research Course credits that they wish to be counted toward HP Pathways.

The HP Academic Advisor will then notify students whether the Requirements for Award of HP Distinction (above) have been satisfied and HP Distinction is awarded in one or more HP Pathways.

The HP will recognize the Award of HP Distinction on the graduating student’s HP Certificate and HP graduation stole, and HP graduates may list the Award of HP Distinction on their résumés.
## Addendum 2: HP Class Pathway Designations
(Spring 2014-Fall 2018)

### Global Engagement:

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<th>Title</th>
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<tr>
<td>Fall 2018</td>
<td>RUSS 3222</td>
<td>Confronting Crimea</td>
<td>Khapaeva</td>
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<td>Spring 2018</td>
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<td>Energy &amp; Internat'l Security</td>
<td>Stulberg</td>
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<td>PUBP 3000</td>
<td>US Constitution (Oxford)</td>
<td>Berry</td>
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<td>Global Economy</td>
<td>Nair-Reichert</td>
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<td>Favero</td>
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<td></td>
<td>RUSS 3813</td>
<td>Expts Russian Film</td>
<td>Khapaeva</td>
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<tr>
<td>Fall 2014</td>
<td>INTA 4830</td>
<td>Nature Nat'l Security</td>
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### Research:

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<td>LMC 2813</td>
<td>Ethnographics GT</td>
<td>Appel-Silbaugh/Stephens</td>
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### Service:

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<td>Intro to User Interface Design</td>
<td>Arriaga</td>
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<td>Environmentalism and Ecocriticism</td>
<td>Crawford</td>
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<td>Servant Leader Values Systems</td>
<td>Thomas</td>
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<td>EAS 2802</td>
<td>Urban Ecology</td>
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<td>Thomas</td>
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<td>Urban Forest</td>
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<td>Burke/Sullivan</td>
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<td>COA 4803</td>
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Addendum 3: HP Research Options
HP 15-Credit Curricular Requirement
&
HP 6-Credit Award of Distinction in HP Research Pathway

I. HP 15-Credit Curricular Requirement
Non-HP Research Credits: VIP, PURA, and HP-Authorized Independent Research Courses
HP students may count up to a total of 6 non-HP credits toward their 15-credit HP Curricular Requirement:
(1) Vertically Integrated Projects (VIP) letter-grade course credits (up to 6 credits)
   For information on VIP teams: http://www.vip.gatech.edu/teams
   To apply for a VIP team: http://www.vip.gatech.edu/how-undergraduate-students-apply
   VIP on FB: https://www.facebook.com/VIPGaTech/
(2) President’s Undergraduate Research Awards (PURA) course audit credits earned in departmental courses numbered 2698 or 4698 that are associated with a PURA salary award (up to 6 credits)
   For information on PURA salary awards & application links:
   http://urop.gatech.edu/salary-awards
(3) HP-Authorized Independent Research Course letter-grade credits (up to 3 credits)
   For information on how to obtain HP authorization for up to 3 credits of Independent Research Course letter-grade credits, see Addendum 4.

Mix and Match up to a Total of Six Non-HP Credits: Examples
You may count any combination of VIP (up to 6), PURA (up to 6), and HP-Authorized Independent Research Course credits (up to 3) credits toward the 15-credit HP curricular requirement.
For example:
* 6 VIP = 6
* 6 PURA = 6
* 4 VIP + 2 PURA = 6
* 3 VIP + 3 HP-Authorized Independent Research Course = 6
* 2 VIP + 2 PURA + 2 HP-Authorized Independent Research Course = 6

II. HP 6-Credit Award of Distinction in Research Pathway
VIP course credits and HP-Authorized Independent Research Course credits may be counted toward the award of HP Distinction in Research provided a grade of “B” or better is earned for these credits.

PURA course audit credits may not be counted toward the award of HP Distinction in Research (because audit credits do not receive a letter grade).

For more information, see Addendum 1.
Addendum 4: HP-Authorized Independent Research Course

I. Requirements to Count Toward
15-Credit HP Curricular Requirement &
6-Credit HP Distinction in Research

HP 15-Credit Curricular Requirement
The HP will recognize up to 3 credits of non-HP Independent Research Course credits toward the 15-credit HP Curricular Requirement if the course is:
• offered as a Georgia Tech course (special problem, undergraduate research, independent study, or similar), and includes an official course syllabus,
• offered by a Georgia Tech instructor in a Georgia Tech academic department,
• completed for credit (not for pay),
• completed on a letter-grade basis, and
• authorized by the HP as provided under II. & III., below.

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

II. HP Authorization of Non-HP Independent Research Course

To obtain HP authorization of a Non-HP Independent Research Course:
• Review the HP Authorization Form below.
• Consult with the course instructor to ensure that he/she agrees to the Certification on the form.
• After successful completion of the course and before graduation,* complete and submit the form and syllabus to Dr. Monica Halka, with a cc to your course instructor via email:
  To: monica.halka@carnegie.gatech.edu
  Cc: [course instructor]
  Subject: HP Authorization of Independent Research Course
• Dr. Halka will review your submitted form, and will email you to indicate whether your course is authorized by the HP, with a cc to Honors Program Academic Advisor, Ms. Nicole Leonard.

*All documentation must be submitted to HP a minimum of 30 days before expected graduation date. If you are taking a non-HP independent research course in your graduating semester, submit the documentation 30 days before your expected graduation date with Subject: “HP Authorization of Independent Research Course-graduating senior (pending)”.
III. HP Authorization Form*

Name & Course Information:

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

Certification:

The above student and instructor (listed and cc’d above) certify that:

1. The course was completed (or is expected to be completed*) for credit on a letter-grade basis.

2. The research experience included significant student-faculty, student-graduate student, student-post-doc, or similar interaction and oversight.

3. As part of the course requirements, the student submitted research deliverables to the instructor or other persons providing oversight, which may include a research or creative written work, or contributions to data or other aspects of research projects.

*All documentation must be submitted to HP a minimum of 30 days before expected graduation date. If you are taking a non-HP independent research course in your graduating semester, submit the documentation 30 days before your expected graduation date with Subject: “HP Authorization of Independent Research Course-graduating senior (pending)”.
Addendum 5: Preview of Spring 2019 HP Classes &
Suggest-a-Future-HP Class

Preview of planned and *possible* HP Classes for Spring 2019

We won’t be able to confirm any of these classes until GT departments are able to confirm the availability of their professors to the HP—at some point in fall 2018. Also, we are working on additional HP Classes for spring 2019 now. (If you would like to suggest an HP Class for spring 2019 or a future semester, please see below. No guarantees, but we will consider every suggestion!)

**Planned**

- **APPH 1050 Science of Physical Activity and Health (2 CR) (60 HP students)**
  Instructor: Dr. Christie Stewart

- **CS 1301 Introduction to Computing (online) (3 CR) (25 HP students)**
  Instructor: Dr. David Joyner

- **CS 4002 Robots & Society (3 CR) (25 HP students)**
  Instructor: Dr. Ron Arkin

- **ECON 2101 Global Economy (3 CR) (25 HP students)**
  Instructor: Dr. Usha Nair-Reichert

- **ENGL 1102 (HP 1-HP 4) (3 CR) (4 sections x 18 = 72 HP students)**
  Instructors: Dr. Maria Almanza, Dr. McKenna Rose, Dr. Bethany Jacobs, Dr. Jeff Fallis

- **HTS 3080 History of Rocketry (3 CR) (20 HP students)**
  Instructor: Dr. John Krige

**Possible**

- **HTS 2803 Special Topic: Semester in the City (3 CR) (20 HP students)**
  Instructor: Dr. Todd Michney

- **HTS 2813 Special Topic: Near Peer Mentoring (3 CR) (20 HP students)**
  Co-Instructors: Dr. Carol Subiño Sullivan, and Christopher Burke, MPA

- **MATH 4803 Special Topic: Cryptography (3 CR) (15 HP students)**
  Instructor: Dr. Matt Baker

- **MGT 4194 Social Entrepreneurship (3 CR) (15 HP students)**
  RESTRICTED: sophomores, juniors, and seniors
  Instructor: Dr. Robert Thomas

**Suggest-a-Future-HP Class**

Email HP Director, Dr. Berry:
  Email address: robertaberry@gatech.edu
  Subject: HP Class suggestion
  Body:
  1. Class (subject designator, number, and title):
  2. Instructor (suggestions?):
  3. Reasons why 10-25 HP students might be able to take this HP Class in a given semester:
  (For example: “satisfies humanities & ethics” OR “a free elective BUT a really great class/instructor that would appeal to HP students from all different majors”.)
Addendum 6: Summer 2018 HP classes

LMC 3234 HP: Creative Writing

Dr. Karen Head

The purpose of this course is to introduce you to the fundamentals of creative writing. Specifically, you will learn about invention, structure, form, point-of-view, voice development and revision (to name a few things). You will also develop your critical reading skills by responding to the work of established writers and to the work of your classmates. To this end, you must learn to assert yourself as a viable member of your community (in this case, your class). I firmly believe that to be a good writer you must also be a good reader. Perhaps most importantly, this class offers you an opportunity to explore new ideas and express yourself in ways uncommon in most college classes. We will work in both the poetry and fiction genres.

Dr. Karen Head is Executive Director of the Communication Center at the Georgia Institute of Technology, as well as the Associate Chair and Associate Professor in the School of Literature, Media, and Communication. Since 2006, she has been a Visiting Scholar at Technische Universität-Dortmund, Germany, where she serves as the primary consultant for their academic center. Her research areas focus on writing and communication theory and pedagogical practice, especially in the following areas: higher education rhetoric, sustainable and innovative pedagogy and space design implementation, development of writing centers, writing program administration, communication ecologies, technical communication, business communication, multidisciplinary communication, and creative writing. In 2012-13, she was part of the GT team awarded a Gates Foundation Grant to develop one of the first Massive Open Online Courses (MOOCs) focused on college writing, and she has published several articles about the experience. Her book Disrupt This!: MOOCs and the Promises of Technology (University Press of New England, 2017) describes her experience teaching a MOOC and the attendant pressure on professors, especially those in the humanities, to embrace new technologies in the STEM era. She has also published four books of poetry (Sassing, My Paris Year, Shadow Boxes, and On Occasion: Four Poets, One Year), co-edited the poetry anthology, Teaching as a Human Experience: An Anthology of Poetry, and has exhibited several acclaimed digital poetry projects. She was the 2010 winner of the Oxford International Women’s Festival Poetry Prize.

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PUBP 3000 R: US Constitutional Issues

Roberta Berry 3 Cr.
Oxford Summer Study Abroad Program 20 HP

The Honors Program offering of PUBP 3000 at Oxford incorporates a comparative examination of the constitutional traditions of Great Britain and the UK, including two field trips: a walking tour of historic Oxford led by a professional tour guide, and a walking tour of the Inns of Court in the legal district of downtown London led by a British lawyer tour guide (who then joins the class for conversation over dinner at a nearby historic tavern in London). The class is conducted in active-learning style, with panels of students acting as “attorneys” re-arguing significant and controversial constitutional law cases on topics including freedom of speech, freedom of religion, "due process" liberties, and equal protection. Attorneys re-argue their assigned cases to the “US Supreme Court," and the "Justices" (their classmates) question the attorneys, discuss the case, and decide the outcome (for our class).

Dr. Roberta Berry is currently Director of the Georgia Tech Honors Program, Associate Professor in the Georgia Tech School of Public Policy, and jointly appointed Professor of Science & Technology Law, Policy & Ethics at the Georgia State University College of Law (on leave). She is a former practicing attorney and a former full-time law professor. Dr. Berry earned a Ph.D. in History and Philosophy of Science at the University of Notre Dame; a J.D. at the University of Wisconsin School of Law, and a B.A. from Swarthmore College. She is author or co-author of two books and numerous book chapters, journal articles, and law review articles, and she has served as principal investigator or co-principal investigator for National Science Foundation and National Institutes of Health grant projects.

| Lecture: | MTWR 1:20-2:50 p.m.; TBA |
| CRN:     | 55252                 |
| Co-req   | Oxford Summer Study Abroad Program |