

HP Class Guide Fall 2022

July 14, 2022



Georgia Tech
Honors Program

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Associate Director's Note

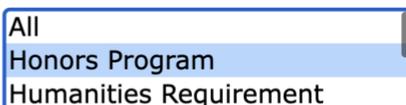
March 16, 2022

Dear HP Students,

Greetings, I hope your spring semester is going well. Time to plan your HP curriculum for fall 2022. Phase I registration for fall runs from April 11 – May 20, 2022 and Phase II runs from August 13 – 26, 2022. The first day of the fall semester is Monday, August 22. It will be here before you know it!

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

Attribute Type:



All
Honors Program
Humanities Requirement

Click here to find
HP classes.

Notes:

- Two HP Classes require applications for permits by **April 29, 2022**
 - GT 3803 HP1: Special Topic—Investment & Innovation Practicum (Engage)
 - GT 3803 HP2: Special Topic—Investment & Innovation Practicum (ATDC)

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

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

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

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

Regards,



Dr. Amy D'Unger

APPH 1060 HP: Flourishing - Strategies for Wellbeing and Resilience

Dr. Christie Stewart

2 credit hours
50 HP seats

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

Christie Stewart is an Academic Professional in the School of Biological Sciences. She received a Bachelor of Science in Movement Science from the University of Pittsburgh and a Master of Education in Clinical Exercise Physiology from the University of Georgia. Most recently, she received her Doctorate in Educational Leadership from Mercer University. Prior to her current position, Christie worked as Associate Director for Healthy Lifestyle Programs at the Campus Recreation Center, where she worked closely with the School of Applied Physiology to help create the activity sections for APPH 1050. Her research interests include the culture of health/well-being on college campuses and health/well-being and academic success. Christie and her colleague, Lesley Baradel, developed the Flourishing: Strategies for Well-Being and Resilience in response to the campus community's need for additional education and support for well-being and resilience.



Lecture:	T/TH 12:30 - 1:20 PM Curran Street Deck 210 (LLC West Commons; 8 th St., across lobby from Cluck and Mooh)
CRN:	91740

COE 2001 HP: Statics

Dr. Jason Wang

Prerequisites: MATH 1552 & PHYS 2211

2 credit hours

25 HP seats

This course is an introduction to engineering, specifically engineering mechanics. It utilizes concepts from physics and applies them in an engineering framework, setting the foundation for future engineering analysis and design courses. The instructor will model various problem-solving approaches to help students learn to work independently and collaboratively as they analyze diverse problems common in engineering mechanics. Through in-class discussions and problem-solving, students will learn to see the world around them from an engineering mechanics perspective.



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

Lecture:	T/TH 3:30 - 4:20 PM Curran Street Deck 210 (LLC West Commons; 8 th St., across lobby from Cluck and Mooh)
CRN:	91800

COE 3002 HP: Intro to the Microelectronics & Nanotechnology Revolution

Dr. John D. Cressler

3 credit hours
30 total (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?” This is a very conversational class. Student-led team debates and class discussion threads will examine the transformational impact of the microelectronics and nanotechnology revolution on modern society. A team “widget deconstruction” project will serve as a capstone for the course. No special knowledge of electrical and computer engineering is assumed. This class will be highly interactive and student participation is key.

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



Lecture	T/TH 5:00 - 6:15 PM Scheller College of Business 221
CRN	87291

CS 1301 HP: Introduction to Computing (ONLINE)

Dr. David Joyner

3 credit hours

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

50 HP seats

The purpose of this online course is to give students an introduction to computer programming. Students will gain experience and practice with logical thinking and debugging. The focus in the course is on developing skills and experience in software development and use of software tools. No prior CS coursework is required. The HP section will be limited to 50 students and will include an optional recitation session led by a CS TA. On 4 occasions, Dr. Joyner will attend the recitation session.



Dr. David Joyner has a passion for leveraging new technologies to improve student learning. He focuses on online learning not through MOOCs, but through large online classrooms. He is interested in the unique opportunities these classes have for personalizing student

learning and granting students greater ownership and autonomy over their education. He's seen incredible things happen with online learning at the graduate level, and is excited to extend those opportunities to undergraduate students. Dr. Joyner completed his Ph.D. in Human-Centered Computing at Georgia Tech. He now works for the College of Computing as its Associate Director for Student Experience. Dr. Joyner is also teaches in the OMSCS program, teaching CS6460: Educational Technology, CS6750: Human-Computer Interaction, and CSE6242: Data & Visual Analytics. He also runs an online research lab: lucylabs.gatech.edu.

Recitation	TH 5:00 - 6:15 PM online (synchronous)
CRN (online lecture – HP)	86840
CRN (online recitation – HP1)	91369

CS 1371 HP: Computing for Engineers

Kantwon Rogers

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

3 credit hours
300 total (35 HP)

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



Kantwon Rogers is a Computer Science PhD student advised by Dr. Ayanna Howard. He also earned a BS in Computer Engineering, an MS in Electrical and Computer Engineering, and a MS in Human-Computer Interaction from Georgia Tech. Kantwon is a winner of the 2018 Institute-Wide Graduate Student Instructor Award and of the 2015 Institute-Wide Teaching Assistant Award. His research revolves around understanding how humans come to trust and be deceived by robots and artificial intelligent systems.

Lecture	M/W/F 3:30 - 4:20 PM Kendeda 152
Recitation	TH 5:00 - 6:15 PM Skiles 249
CRN (lecture- HP) CRN (recitation- HP1)	81437 91428

EAS 2600 HP: Earth Processes

Dr. Ellery Ingall (lecture)

4 credit hours

Dr. Meg Grantham (lab)

24 total (10 HP)

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

Through lecture, discussion, labs, and field trips, this course will provide you with an understanding of how the Earth works and affects you. As an Earthling, you may be interested in learning about processes that shape the landscape, drive natural hazards, influence climate change, and produce natural resources. Knowledge of how the Earth works can also help you in your daily lives. You may need to evaluate potential geologic and climate hazards when buying a home or business. You may want to be better informed about the science behind climate and the use and conservation of natural resources. Finally, you may better appreciate features when visiting mountains, beaches, or national parks.

Dr. Ellery Ingall is a geochemist in the School of Earth and Atmospheric Sciences, who was trained at Yale University. His research investigates the chemistry of the earth, oceans and atmosphere. Many of his studies focus on key nutrient elements, phosphorus, nitrogen and iron which strongly impact the productivity of plankton in natural waters. An ongoing theme of his research is the development of new technologies such as synchrotron based spectroscopy and electrodialysis to better understand elemental cycling. Over the last two decades he has appreciated the opportunity to teach classes in Earth Processes and Thermodynamics to the great students at Georgia Tech. He also enjoys sharing his Geologic joy with Georgia middle and elementary school teachers and has distributed over 4500 rock, mineral, and fossil specimens as part of teacher workshops.



Lecture	T/TH 9:30 - 10:20 AM Ford ES&T L1105
Lab	M 3:30 – 6:15 PM Kendeda 298
CRN (lecture- HP)	93056
CRN (lab- HPL)	93144

ENGL 1101 HP2: English Composition I

Dr. Andrew Salyer

3 credit hours
18 HP seats

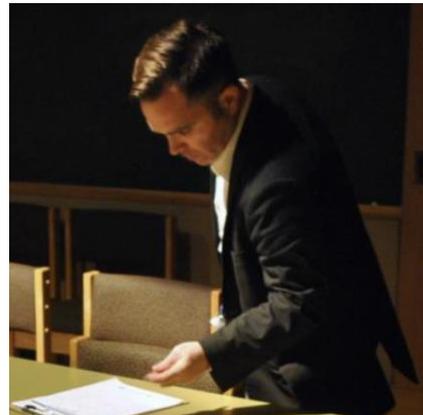
Course: Critical Seeing, Thinking, and Making in Contemporary Art

Course Description:

Understanding and engaging in our image-centered contemporary world requires a high level of visual literacy, and the field of critical visual literacy will likely become even more important to the future of equity, equality, and democracy. A more thorough interrogation of the visual world around us makes us more aware of how information is being articulated and received by our senses, and can teach us how to produce this information ourselves. There is no neutral space of communication, and each conscious and unconscious gesture creates an experience that informs us about its producer, ourselves, and the world-building we share together – contemporary art is where all of this collides.

Therefore, our approach to multimodal communication will focus on critical seeing, thinking, and making in contemporary art. Inspired by artists, performers, and writers who challenge, reinforce, and experiment with visual and experiential culture, assignments will include multimodal critical essays and creative projects using Georgia Tech's WOVEN (Written, Oral, Visual, Electronic, and Nonverbal) curriculum, and assessed with conceptual, aesthetic, and technical frameworks. Course texts will include authors such as bell hooks, John Berger, Marshall McLuhan, and Susan Sontag.

Dr. J. Andrew Salyer is Visiting Lecturer in Georgia Tech's Writing and Communication Program and holds degrees from the University of Wisconsin-Madison (Ph.D. in Art Theory and Practice, 2019; MFA 2012) and Herron School of Art/Indiana University (BFA in Fine Art, 2004).



Lecture	T/TH 3:30 – 4:45 PM Skiles 311
CRN	93822

ENGL 1102 HP1: English Composition II

TBD

3 credit hours
18 HP seats

TBD

Lecture	M/W/F 2:00 – 2:50 PM Skiles 311
CRN	86325

ENGL 1102 HP2: English Composition II

Dr. Eric Lewis

3 credit hours
18 HP seats

This course provides you opportunities to become a more effective communicator by examining the many ways in which cinema (and especially horror cinema) contributes to and/or comments upon marginalization and otherness. You will analyze and yourself perform film criticism and storytelling. By doing so, you will learn essential research and composition skills that you will be able to apply to diverse scenarios throughout your academic and professional career. You will employ WOVEN modes to produce diverse projects about film and its messages. You will be given latitude to produce work in a range of media and modes, from audio podcasts to a film pitch presentation including concept art, movie posters, and scene storyboards.

Fear is integral to ideologies of marginalization—xenophobia, homophobia, transphobia, etc. Often, fear operates in these contexts to identify and vilify the Other—someone who is different and poses some sort of existential threat to the Self. In this course, we use horror cinema to explore various forms of marginalization and the popular culture messaging that supports or challenges them. How does horror cinema represent various Others? Or radically adopt traditionally marginalized perspectives? What are the potential ideological consequences of such representations? What are the communicative functions of horror, and what generalizable lessons about effective communication might be learned from its example?

Dr. Eric A. Lewis is a Marion L. Brittain Postdoctoral Fellow in the Writing and Communication Program at Georgia Tech. Eric completed his PhD in English at the University of Notre Dame. Danielle's research interests include twentieth- and twenty-first century Global Anglophone literature, especially Irish and South African fiction, character-reader relationships, and horror cinema.



Lecture	M/W 9:30 – 10:45 AM Hall 103
CRN	86327

ENGL 1102 HP3: English Composition II

Dr. Jessica Rose

3 credit hours
18 HP seats

This Honors Program ENGL 1102 course considers the student-scholar and investigates theories and practices associated with multimodality. Over the semester, we will engage in hands-on research that puts WOVEN into practice in semester-long projects that focus with visual, sonic, and spatial modes of communication. In preparation, students will read foundational texts and hear from guest speakers about their own work and scholarship. Along the way, students will continue to develop their composing and formal communication skills, while also becoming familiar with the goal of ethical research and writing practices. Assignments include a proposal, research statement, presentation materials, and a final portfolio.

Dr. Jessica Rose is a Marion L. Brittain postdoctoral fellow in the School of Literature, Media, and Communication. She received her PhD in Rhetoric and Composition from Georgia State University. Her scholarship sits at the intersection of feminist and multimodal rhetorics, and primary research with an emphasis on the ways technology, modality, culture and communication overlap. Her current publications include two co-authored chapters – “Archiving Our Own Historical Moments: Learning from Disrupted Public Memory” from the edited collection, *Nineteenth Century American Activist Rhetorics*, and “At Work in the Archives: Place-Based Research and Writing” published in *Writing Spaces: Readings on Writing, Volume 4*.



Lecture	T/TH 12:30 - 1:45 PM Skiles 371
CRN	84928

ENGL 1102 HP4: English Composition II

Dr. Lainie Pomerleau

3 credit hours

18 HP seats

Even though Shakespeare's plays are synonymous with tradition, they are also sites of adaptive resistance and identity building as diverse artists reimagine and adapt their productions to, in Hamlet's words, "suit the action to the word, the word to the action." This class will examine Shakespeare's plays across multiple modalities and racial, ethnic, queer, and disabled identities and discourses. We'll read and watch plays like King Lear, Richard III, Macbeth, and Othello, and we'll also watch non-Anglophone productions of those plays from global sources and diverse companies, like the African-American Shakespeare Company and the Queer Shakespeare Project. We'll examine the problematic history and lack of representation in Shakespearean productions and see new approaches to texts and productions become sites of anti-racist, anti-colonial, and gender and sexual identity advocacy and reclamation.

Our ENGL 1102 course will analyze, interrogate, and participate in using Shakespearean adaptations to actively call for change and bring attention to the pressing issues of our moment by producing multimodal artifacts that will include producing, recording, mapping, and visually and/or musically engaging with your own adapted Shakespearean material.



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

Lecture	M/W 12:30 - 1:45 PM Hall 102
CRN	94036

ENGL 1102 HP5: English Composition II

Dr. Suchismita Dutta

3 credit hours
18 HP seats

This course focuses on the socio-economic ecologies that support (or not) the sustainable Purpose Built Communities Model. Organizations like the Grove Park Foundation in Atlanta aim to target issues like unequal housing and education through initiatives such as Mixed Income Housing, Cradle-to-College Education, and community health and wellness programs. However, issues like gentrification, environmental degradation, and economic crises hinder this equitable decision making. In this course, we will take Georgia Tech's WOVEN (Written, Oral, Visual, Electronic, and Nonverbal) approach to explore some difficult socio-economic-ecological issues using the Grove Park Foundation as our prototype. Multimodal texts include Atlanta Noir by Tayari Jones, The Georgia Tech Archives: The Techwood Homes Collection, "A Tale of Placemaking" by Aimee Okotie-Oyekan, The Atlanta Journal Constitution among others. Students are expected to produce three major artifacts: The Interview Project, The Archival Research Project followed by a conference presentation, and a final portfolio. We will also periodically document our findings in our common class website.

Dr. Dutta is a Marion L. Brittain Postdoctoral Fellow at Georgia Tech. Her research and teaching incorporate critical race and ethnic studies, antiracist pedagogies and writing across the curriculum. She completed her PhD in English with a Graduate Certificate in Digital Humanities at the University of Miami in summer 2021. Currently, she is teaching an undergraduate writing course titled, "Archiving Atlanta: Race, Technology, Nostalgia, and a Zombie Apocalypse" that is placed at the intersections of writing studies and popular culture studies. Additionally, she is working as a WCP Faculty Fellow in Georgia Tech's Public Interest Technology (PIT) for First-Year Engineers Project.



Lecture	M/W 9:30 - 10:45 AM Hall 102
CRN	94037

GT 1000 HP1: Innovation and Entrepreneurship

Dr. Nakia Melecio

Please note: Restricted to first-year students.

1 credit hour

20 HP seats

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

Dr. Nakia Melecio is [Senior Startup and Deep Tech Catalyst](#) at the Advanced



Technology Development Center (ATDC) at Georgia Tech. Nakia helps researchers commercialize their Biotechnology, Energy, Defense, Military Technology, Education, Government Technology, and Aerospace technology. He also helps them secure investments from a network of federally funded laboratories, universities, and corporations. Throughout his career, he has worked with industry, academia, and government. As a result, Nakia has a unique and deep understanding of the early-stage innovation ecosystem and technology transfer, proven scientific and technical expertise, and decades of

operational experience in technology-driven, high-growth companies. He has successfully helped startups and develop businesses worldwide. Nakia's passion as a business advisor, deep-tech, deep-science mentor, and startup coach inspires and helps entrepreneurs and startups spun out of university research. A seasoned entrepreneur, Nakia allows entrepreneurs to execute their ideas while guiding them in the total startup journey—from product development and selling to the government, to their go-to-market strategy and customer discovery to scaling a company and getting capital. He has worked with more than 700 startups worldwide, with more than 15,000 hours of classroom time working with entrepreneurs.

Nakia is an active member and mentor of the technology community and a frequent contributor to numerous business organizations, including the U.S. Small Business Administration (SBA). He is a longtime technology startup mentor, having served in that role at ATDC, the National Science Foundation Innovation Corps (NSF I-Corps), the Association of University Technology Managers (AUTM), Georgia Tech Create X, MIT Hack Medicine, DOD lab, NSF I-Corps Adjunct Instructor at Georgia Institute of Technology, Hack for Defense Instructor (H4D), Defense Innovation Accelerator (DIA), Adjunct Instructor Morehouse School of Medicine, and StartMe at Emory University. He has a master's degree in Education, Teaching, Learning, and Educational Technology, a bachelor's degree in Psychology, a bachelor's degree in Cognitive Science, and a Doctor of Psychology-Educational Psychology, Educational Leadership.

Lecture	M 8:25 – 9:15 AM Clough 123
CRN	93365

GT 1000 HP4: Writing and Communication

Lauren Evans

Please note: Restricted to first-year students.

1 credit hour

20 HP seats

In this GT1000 course, students will focus on writing, public speaking, and other communication skills and how to apply these skills in professional settings and their daily lives. This class will also cover resources and techniques for navigating the first-year student experience at Georgia Tech.

Lauren Evans is the Program and Operations Manager in the Georgia Tech Honors Program. In May 2014, she completed her M.A. after successfully defending her thesis—a collection of nonfiction essays exploring the relationship between society and popular culture. Lauren is a Contributing Editor for *Palaver*, an interdisciplinary academic journal, and some of her essays can be found in past issues there. Other interests include writing fiction, reading anything she can find, watching sports, and doing whatever her beagle Lucy commands.



Lecture	W 12:30 – 1:20 PM Curran Street Deck 210 (LLC West Commons; 8 th St., across lobby from Cluck and Mooh)
CRN	86298

GT 3803 HP1: Special Topics: Engage Startup Innovation Practicum

Dr. Nammy Vedire

3 credit hours

Please Note: By permit only for accepted applicants. To receive a permit, please [apply online](#). Applications due by 11:59 PM on 4/29/22. Taught in Tech Square.

This course offers students hands-on experience as interns working in a startup program environment, performing roles that support investment analysis, insights development, creation of design and communications, and program operations at Engage, a program in GT's Enterprise Innovation Institute. These internships require a commitment of 168 hours for the semester: 12 hours per week for 14 weeks. Students will need to work out a schedule that fits around their other classes and account for a weekly internship meeting. Students will have the opportunity to attend special events, including speakers, workshops, and receptions, which will count toward the 12 hour/week commitment. This practicum will offer students exposure to startups, corporate innovation, team dynamics, leadership skills, finance, market analysis, business models, capital raises, and storytelling. Preference will be given to applicants with relevant experience.

Please visit [here](#) for:

- Descriptions of the four internships (Investment, Insights, Design & Communication, Operations)
- Application instructions (at the "Apply Now" button):
 - Be sure to apply by **11:59 pm Friday, April 29, 2022**.
 - Be sure to answer YES to the question on the application form: "Are you in the GT Honors Program?" If you are accepted for an internship, Dr. Vedire will then issue you a permit for GT 3803 HP.
- Direct accounts from previous student interns about their internship experience at Engage and more details about the Engage internship program.

Dr. Nammy Vedire is the Director of Platform and Operations at Engage. She leads the development of the programming and content delivered to the Engage startups. Nammy has worked with over 70 student, faculty, and alumni-led early-stage startups both at Yale and Georgia Tech. Nammy holds a Ph.D. in Electrical Engineering from Yale University. She received her Bachelor's in Electrical Engineering from the Indian Institute of Technology Hyderabad, India. An artist and graphic designer, Nammy has over eight years of training in fine arts and has studied at the Yale School of Art.



Lecture	F 2:00 – 2:50 PM Engage Studio Space (Tech Square– Centergy One, Ste. 2100)
CRN	90628

GT 3803 HP2: Special Topics: ATDC Startup Innovation Practicum

Dr. Nakia Melecio

3 credit hours

Please Note: By permit only for accepted applicants. To receive a permit, please [apply online](#). Applications due by 11:59 PM on 4/29/22. Taught in Tech Square.

10 total (HP & non-HP)

This course offers students hands-on experience as interns working in a startup program environment, performing roles that support investor connect, design + communications, and operations. These internships require a commitment of 168 hours for the semester: 12 hours per week for 14 weeks. Students will need to work out a schedule that fits around their other classes and account for a weekly internship meeting. Students will have the opportunity to attend special events, including speakers, workshops, and receptions, which will count toward the 12 hour/week commitment. This practicum will offer students exposure to startups, corporate innovation, team dynamics, leadership skills, finance, market analysis, business models, capital raises, and storytelling. Preference will be given to applicants with relevant experience.

Please visit [here](#) for:

- Descriptions of the three internships (Design & Communication, Investor, Operations)
- Application instructions:
 - Be sure to apply by **11:59pm on April 29, 2022**.
 - Be sure to answer YES to the question: "Are you in the GT Honors Program?"

Dr. Nakia Melecio is [Senior Startup and Deep Tech Catalyst](#) at the Advanced Technology Development Center (ATDC) at Georgia Tech and Senior Research Faculty E12. Nakia helps researchers commercialize their Biotechnology, Energy, Defense, Military Technology, Education, Government Technology, and Aerospace technology. He also helps them secure investments from a network of federally funded laboratories, universities, and corporations. Throughout his career, he has worked with industry, academia, and government. As a result, Nakia has a unique and deep understanding of the early-stage innovation ecosystem and technology transfer, proven scientific

and technical expertise, and decades of operational experience in technology-driven, high-growth companies. He has successfully helped startups and develop businesses worldwide. Nakia's passion as a business advisor, deep-tech, deep-science mentor, and startup coach inspires and helps entrepreneurs and startups spun out of university research. A seasoned entrepreneur, Nakia allows entrepreneurs to execute their ideas while guiding them in the total startup journey—from product development and selling to the government, to their go-to-market strategy and customer discovery to scaling a company and getting capital. He has worked with more than 700 startups worldwide, with more than 15,000 hours of classroom time working with entrepreneurs.

Nakia is an active member and mentor of the technology community and a frequent contributor to numerous business organizations, including the U.S. Small Business Administration (SBA). He is a longtime technology startup mentor. He has a master's degree in Education, Teaching, Learning, and Educational Technology, a bachelor's degree in Psychology, a bachelor's degree in Cognitive Science, and a Doctor of Psychology-Educational Psychology, Educational Leadership.

Lecture	F 12:30 – 1:20 PM Clough 125
CRN	92332

HTS 2016 HP: Social Issues and Public Policy

Dr. Amy D'Unger

3 credit hours
25 total (20 HP)

This course will examine a variety of issues considered to be “social problems.” In order to do so, we must first understand how particular issues come to be considered “problems” in the first place, while other issues do not. We will begin with the constructionist perspective, which centers around one question: why do we recognize some social conditions as “problems” while simultaneously ignoring other conditions? Additionally, why do we recognize some social conditions as problems at one time, while during a later period we do not consider them problems?

After examining how things become social problems, we will be considering a variety of social issues in detail, including criminal justice and mass incarceration, the heroin epidemic in the United States, access to voting and racial redistricting, environmental injustice, and human trafficking. To do this, we will be using the latest social science research and “real world” examples from the most reputable journalistic sources (e.g., the *New York Times* and the *Washington Post*).

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



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

Lecture	T/TH 9:30 – 10:45 AM Curran Street Deck 210 (LLC West Commons; 8 th St., across lobby from Cluck and Mooh)
CRN	87291

HTS 2803 HP: Special Topics: Organizing for Social Change

Dr. Rebecca Watts Hull

Dr. Ruthie Yow

3 credit hours

25 total (10 HP)

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

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

Collective action enables groups of people to advance solutions to complex social and environmental challenges. In a democratic society, organized groups are better able to develop, articulate, and assert shared interests to advance equity, accountability, effectiveness, and sustainability in social institutions. Individuals and groups often use similar strategies to advance social change within organizations, from universities to corporations and government agencies. In organizations and communities, what kinds of knowledge, skills, and practices help people work together effectively around a shared idea, concern, or interest? In this course we will explore several frameworks and 20th-century traditions that guide change agents within organizations and communities in the U.S. We will draw on these frameworks and traditions, historical examples, and Serve-Learn-Sustain community-based partner organizations to understand and practice strategies and skills used to advance social change. Students will apply the knowledge and skills they develop to “map” community assets and to create a plan of action for a desired change on campus that they identify as a priority.

Dr. Rebecca Watts Hull, in her role with the Center for Serve-Learn-Sustain at Georgia Tech, supports faculty to incorporate sustainability, the U. N. Sustainable Development Goals (SDGs), and community-engaged learning into their courses. She collaborates with colleagues through the RCE Greater Atlanta to advance community-centered research and Education for Sustainable Development regionally. At Georgia Tech she has taught Community Organizing, Social Movements, and American Environmental History. Rebecca earned her PhD in History and Sociology of Technology and Science at Georgia Tech, where her research focused on campus-based advocacy to advance sustainability and sustainable food systems.



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



Lecture	M/W 11:00 AM - 12:15 PM Clough 325
CRN	93428

HTS 2813 HP: Special Topics: Near Peer Mentoring

Dr. Carol Subiño Sullivan

Dr. Christopher Burke

3 credit hours

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

20 HP seats

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

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

1. Use data and case studies to explain the impact of persistent patterns of inequality in the US education system on educational opportunities, experiences, and outcomes, especially for young people of color and those coming from low-income communities.
2. Critically evaluate the effectiveness of educational reform initiatives, including mentoring as a general strategy and your specific experience in this course.
3. Apply mentoring techniques to the near peer mentoring relationship.
4. Compare, contrast and identify ways that personal circumstances and experiences shape the educational outcomes and opportunities for you and your mentees and use these insights to inform your perspectives on patterns of inequality in the educational system and educational reform initiatives.



Dr. Carol Subiño Sullivan As the Assistant Director of Faculty Teaching and Learning Initiatives at Georgia Tech, Carol supports faculty who are committed to developing their teaching skills, especially inclusive and evidence-based approaches to teaching. In this role, she develops workshops, facilitates faculty learning communities and fellows groups, organizes campus-wide events, and engages in individual consultations and collaborations with partners across campus and beyond. She teaches courses in the Honors Program and has taught courses in CTL's Tech to Teaching program. Carol serves on the Core committee (board) of the POD Network. Carol earned her PhD in anthropology from Indiana University, where she investigated how artists in Xalapa, in Veracruz, Mexico, constructed local community and global networks centered on the practice of Guinean dance and drum from West Africa.

Christopher Burke is an educator, researcher, and public relations professional with 20 years experience in housing, education, and community development. Chris did community work for former President Jimmy Carter, and worked on the research staff at the American Planning Association (APA). In 1999 Chris joined the Greater Atlanta Home Builders Association where he served as Vice President of Government Affairs until November 2010. Chris has authored and published more than a dozen articles on housing economics and land-use topics for APA publications, *The Historic Preservation Journal*, *The Southern Journal for Public Policy*, *Builder Magazine*, and *Atlanta Building News*.



Lecture	T/TH 2:00 – 3:15 PM Old Civil Engineering Building G10
CRN	93543

HTS 3048 HP: Modern Russian History and Society: The Origins of the War in Ukraine

Dr. Nikolay Koposov

3 credit hours
25 total (15 HP)

The course provides an overview of Russian and Ukrainian history and society from the sixteenth to the early twenty-first century. It examines the main stages of these countries' economic and social development, the key political events, and the most important cultural phenomena. The course will be a combination of lectures and discussions. There will be no textbook. Power-points will be made available to students after lectures. Students are expected to attend class sessions and contribute to class discussions. After this class, you will be able to:

- Analytically distinguish general tendencies of world-historical development and specific forms that they have taken in Russia and Ukraine;
- Understand main factors (ranging from economic development to religion) that influence historical process; critically discuss the reasons for specific historical events;
- Understand the specificity of historical approach to social and cultural phenomena; understand the difference between historical analysis and value judgment;
- Understand the historical roots of the conceptual vocabulary of social and human sciences and critically use main historical concepts (like capitalism, modernity, revolution, democracy, and so on);
- Understand the difference between primary and secondary historical sources and critically analyze them;
- Analyze main economic, social, political, and cultural phenomena of Russian and Ukrainian history from the sixteenth to the early twenty-first century;
- Understand the origins of the Russian aggression against Ukraine.

Nikolay Koposov is a Distinguished Professor of the Practice in the School of History and Sociology and the School of Literature, Media, and Communication. Prior to joining the faculty at Georgia Tech, he worked at Emory University, Johns Hopkins University, Helsinki University (Finland), and École des hautes études en sciences sociales (France). In 1998-2009, he was Founding Dean of Smolny College of Liberal Arts and Sciences, a joint venture of Saint-Petersburg State University (Russia) and Bard College (New York). He specializes in modern European intellectual history, modern France, post-Soviet Russia, historiography, historical memory, and comparative politics of the past. He has authored six books including *Memory Laws*, *Memory Wars: The Politics of the Past in Europe and Russia* (Cambridge University Press, 2017) and *De l'imagination historique* (Éditions de l'ÉHÉSS, 2009), and edited four collective volumes and translations. His works have been published in English, Arabic, Chinese, French, German, Italian, Japanese, Polish, Russian, Serbian, Spanish, Ukrainian, and other languages. He participated in expert groups on the politics of historical memory coordinated by the International Holocaust Remembrance Alliance, the US Holocaust Memorial Museum, Jacob Blaustein Institute for the Advancement of Human Rights, the International Federation for Human Rights, and Körber Foundation (Germany).



Lecture	T/TH 2:00 - 3:15 PM Curran Street Deck 210 (LLC West Commons; 8 th St., across lobby from Cluck and Mooh)
CRN	93435

MGT 4193 HP: Servant Leader Values System

Dr. Robert Thomas

3 credit hours

Please note: counts toward Award of HP Distinction in Service Pathway. This course is taught in Tech Square.

Restricted: sophomores, juniors, seniors only.

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

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



Lecture	T/TH 2:00 - 3:15 PM Scheller College of Business 222
CRN	86729

Music Ensembles (1 credit hour)

MUSI 3121, 3131, 3231, 3241, 3251, 3261, 3311, 3511, 3531, 3551, 3611

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

Why take an ensemble class for HP credit?

- Music ensembles are active-learning classes—“hands-on” and “voice-on”—a great fit for our curious, creative, and highly motivated HP students.
- Making music is a universal and uplifting human experience—a great fit for our times and all times.
- Non-music majors/minors earn humanities credits for ensemble classes, and each class may be repeated for humanities credit. [Here is additional information.](#)

PHIL 3113 HP: Logic and Critical Thinking

Dr. Justin Biddle

3 credit hours
20 HP seats

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



Dr. Justin Biddle is an Associate Professor in the School of Public Policy at the Georgia Institute of Technology. His research interests are interdisciplinary in nature, drawing on fields such as philosophy of science, technology, and medicine; ethics of emerging technologies, and science and technology policy. Conceptually, his research explores the relationships between three sets of issues: (1) the role of values in science, technology, and medicine; (2) the epistemic implications of the social organization of research, and (3) ethics and policy. He is currently exploring these relationships in artificial intelligence (AI) and machine learning. He has also worked in the areas of biomedical research and agricultural biotechnology. He received a MA and PhD in

History and Philosophy of Science from the University of Notre Dame and was later a Distinguished Fellow at the Notre Dame Institute for Advanced Study. Prior to arriving at Georgia Tech, he was a postdoctoral fellow in the Department of Philosophy at Bielefeld University in Germany.

Lecture	T/TH 2:00 - 3:15 PM D.M. Smith 303
CRN	93028

PHYS 2213 HP: Introduction to Modern Physics

Dr. Ed Greco

3 credit hours
32 total (10 HP)

A survey of twentieth century physics covering the developments of quantum mechanics, optics, statistical mechanics, and relativity up to their present frontiers. Along the way, we will include historical and philosophical perspectives and discuss the key experiments that led to certain theoretical breakthroughs to illustrate the process behind scientific advances and give you a historical perspective. This course will prepare you with a solid foundation in quantum theory and other advanced courses.



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

exploring Appalachia on a motorcycle are just a few of his varied pastimes. Mostly, however, he enjoys spending quality times with his loving family.

Lecture	T/TH 9:30 – 10:45 AM Howey Physics S107
CRN	94013

PSYC 1101 HP: General Psychology

Dr. Paul Verhaeghen

3 credit hours
35 total (25 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.

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



Lecture	M/W/F 9:30 - 10:20 AM Coon 161
CRN	87490

PUBP 3042 HP: Data Science for Policy

Dr. Omar Isaac Asensio

3 credit hours
25 total (10 HP)

This course provides an introduction to policy analytics. Students will gain hands-on experience with data discovery, measurement, field testing and policy evaluation, including data ethics and human subjects protections. Students will explore modern analytical methods for causal inference and prediction, including randomized social experiments, observational studies with real-world datasets, and machine learning applications. At the end of the course, students will participate in a national data challenge posed by a partner government agency that is integrated into final student projects. For Fall 2022, the course is partnering with the U.S. Department of Energy (DOE)-sponsored Jump into STEM competition (<https://jumpintostem.org>) focused on building energy efficiency. Student teams from prior years have won the Jump into STEM competition 3 years in a row (2018-2019, 2019-2020, 2020-2021). Students submitting their final team projects to DOE will also have a bonus opportunity to compete for internships at one of two U.S. national labs. PUBP 3042 meets Georgia Tech General Education requirements for Core Area E: Social Sciences.

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



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

a faculty participant in the Research University Alliance (RUA) [Research Exchange](#) and is engaged in multiple activities to increase the representation of women and under-represented students and professionals in STEM fields.

Lecture:	M/W 9:30 - 10:45 AM Kendeda 210
CRN:	93070

PUBP 3315 HP: Environmental Policy and Politics

Dr. Alice Favero

3 credit hours
35 total (10 HP)

The course will focus on what constitutes an efficient, fair and sustainable environmental policy. First, it starts analyzing the evolution of the environmental policy and actors in the environmental arena at the international and US level. Then, it discusses why environmental policies are needed and cost and benefit analysis used to assess proposed policies. After that, the course describes environmental policy instruments for addressing environmental issues at the local, regional, and global levels using real-world examples. Finally, the course identifies global and domestic environmental issues (climate change, local air pollution, water pollution and waste) and assesses possible policy responses. A final section is dedicated to the topic of sustainable development.

The goal of this course is to provide training in environmental policies to describe how economic, political, and social relationships develop, persist, and change. By the end of the course, students will have the ability to critically analyze environmental policies in the real world presenting and discussing some of the most important environmental policies in act and proposed.

Dr. Alice Favero is an environmental economist. She teaches and conducts research in the areas of environmental policy and economics and climate change policy and economics. Since 2014, she has been a Visiting Assistant Professor and Lecturer at the School of Public Policy where she teaches Environmental Policy and Climate Change policy. From May 2011 to April 2013, she was a Visiting Research Assistant at the Yale School of Forestry and Environmental Studies. She has a Ph.D. in Science and Management of Climate Change from the Economics Department of Ca' Foscari University, Venice, Italy.



Her research focuses on the use of economic models to study how the optimal technology mix and the optimal use of land are affected by climate mitigation policies and by climate change. She has published her work in the *Journal of the Association of Environmental and Resource Economists* ("Using Markets for Woody Biomass Energy to Sequester Carbon in Forests"), in *Resource and Energy Economics* ("Trade of woody biomass for electricity generation under climate mitigation policy"), and in *Energy Economics* ("Investments and Public Finance in a Green, Low Carbon Economy").

Lecture:	T/TH 3:30 - 4:20 PM Skiles 308
CRN:	93325

RUSS 3222 HP: Russian 20th Century Literature & Film

Dr. Dina Khapaeva

*Please note: all readings and assignments are in English.
Counts toward Award of HP Distinction in Global
Engagement Pathway.*

3 credit hours
25 total (10 HP)

This course examines representations of the end of the world in literature and film to reveal the differences in values and attitudes to human life and humanity in Russian, European, and American cultures. We will discuss various apocalypse images, starting from the most ancient literary and religious representations up to the most recent movies and novels. We will pay special attention to the change in writers' and creators' attitudes to the human protagonists and humanity. The course will emphasize how writers and film directors imagine modifications and extinction of humans and compare their ideas to the programs of several social movements, including animal rights. Changes in the images of the future from ancient to contemporary literature will be central for our discussions.

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



Lecture:	T/TH 2:00 - 3:15 PM Clough 123
CRN:	90278

SPAN 3260 HP: Identity in Hispanic Literature

Dr. Kelly Comfort

Prerequisites: SPAN 2002 or AP/IB equivalent

Please note: Course is taught in Spanish. Counts toward Award of HP Distinction in Global Engagement Pathway.

3 credit hours

20 total (6 HP)

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

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



Lecture:	T/TH 12:30 - 1:45 PM D.M. Smith 11
CRN:	93200

Award of HP Distinction in a Pathway

HP Pathways

HP students may choose to concentrate their HP studies in one or more of three HP Pathways: Research, Service, or Global Engagement. These three Pathways:

- (1) Transcend traditional disciplinary boundaries,
- (2) Cannot be pursued in an existing major, minor, or certificate program,
- (3) Capture fields of passionate interest by many HP students, and
- (4) Advance the Georgia Tech motto, "Progress and Service," and the Goals and Objectives of Georgia Tech's Strategic Plan.

Award of HP Distinction in a Pathway

HP students who complete the Requirements for Award of HP Distinction in a Pathway will receive recognition of the award at graduation, on their HP Certificate and on their HP Stole, and may note this recognition on their resumé as follows:

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

For complete information on the HP Distinction in a Pathway options, visit hp.gatech.edu/honors-program-pathways.

[List of approved classes for HP Pathways \(2014 – 2022\)](#)

[Honors Program authorization form- independent research](#)

Contact Information

Dr. Roberta Berry, HP Executive Director

robertaberry@gatech.edu

404.385.7535

Armstrong 005

- Questions or concerns about the Honors Program that you would like to bring to the attention of the Executive Director

Dr. Amy D'Unger, HP Associate Director

amy.dunger@gatech.edu

404.385.7533

Armstrong 004

- Curriculum
- Research or study abroad approval
- Academic advising
- Questions or concerns about the Honors Program that you would like to bring to the attention of the Associate Director

Ms. Lauren Evans, HP Program & Operations Manager

lauren.evans@gatech.edu

404.894.4946

Armstrong 002

- HP events and activities
- Armstrong and Hefner equipment, furniture, and supplies
- Honors Leadership Council (HLC)
- HP Student Assistant (Member of the HP Help Desk, Guide for the HP Annual Retreat for Entering Students, or HP Communications Assistant)