
Immigration, Labor and Cities

CRN: 82704

Thursday 1:00 – 3:30

Dr. Charlotte Alexander, Professor of Risk Management and Insurance

Dr. Cathy Yang Liu, Professor of Law

This Honors College colloquium draws on materials from economics, law, public policy, and urban studies to explore the relationships among immigration, labor, and cities. After first investigating the foundational questions of what “immigration” is and who “immigrants” are, the course explores the economic impact of immigration on cities and urban labor markets, the patterns and spatial distribution of immigrant settlement in cities, the laws that regulate immigration and protect (or fail to protect) immigrants’ rights on the job, and various forms of immigrant entrepreneurship, organization, and advocacy that have developed in cities around the United States. Course materials include scholarly articles and books, court decisions, narratives about immigrant experiences, and films. The course also includes a lab session during which students will learn how to access, analyze, and visualize immigrant-related data.

Living and Serving with Homeless People

CRN: 85986

Monday 1:00 – 3:30

Dr. Joseph Feinberg, Professor of Middle and Secondary Education

As the colloquium title implies, we will learn with homeless people and establish a dialogue with them rather than acting on preconceived notions and stereotypes. With a focus on service-learning, Honors College students will engage in a broad examination of the nature of homelessness through an analysis of relevant literature, research, and theory. Students will evaluate the local homeless needs of Atlanta, learn from homeless people and guest speaker presentations, and positively impact the local community through service. A hands-on service project will engage students to serve with homeless people at Central Night Shelter. Each service experience can be tailored to fit with each student’s major. In addition, advocacy projects are created through this colloquium. Honors College students in the course will:

- Analyze and critique scholarship on service-learning
- Evaluate community needs and participate in a service-learning project at a local homeless shelter
- Engage in dialogue and discuss sociocultural factors that contribute to societal problems and inequities
- Reflect and share learning through discussions, guest speakers, conversations with homeless people, student presentations and writing

How We Think: The Integration of Technology, Pedagogy and Philosophy

CRN: 88869

Friday 9:00 – 11:30

Dr. Matthew Grober, Professor of Biology

The topic of the course is how organisms (e.g., people or fish) and/ or societies turn information into knowledge in the process of constructing a world view (i.e., a consensus position on how the world works). The goal is to help students both understand and develop useful approaches to sorting through the huge volumes of 'information' available and integrating the 'useful' information with their previous knowledge and with the knowledge of others, so as to construct a productive world view. This process has been examined at a variety of levels of analysis, from the level of how neurons or sensory systems filter incoming information, to how higher brain centers integrate and synthesize information, to the role that interacting with others (that have divergent views) has on modifying one’s own views (e.g., social context). For example, social conventions or institutions can push the consensus view away from rational approaches to understanding the world, as was the case when the Catholic Church was unwilling to accept the idea of heliocentrism. By examining this process at multiple levels of analysis, students can begin to understand how divergence from objective reality is possible and why denial, for example, is so common in humans, but very rare in other life forms. This content is well integrated with both our pedagogy (individual/group driven discovery and discussion - 'the natural process of constructing a world view') and with our technological approach (our students get most of their information from the web now, but are they doing the heavy lifting or sorting, prioritizing and synthesizing this information?).

Patience, Impatience: Political, Cultural and Religious Dimensions of Time

CRN: 83965

Wednesday 1:00 – 3:30

Dr. Mario Feit, Professor of Political Science

Time is central to human experience. Accordingly, there are many approaches to considering time in a variety of fields of inquiry. This course focuses on patience and impatience to study the political, cultural, and religious dimensions of time. Patience and impatience are particularly helpful concepts for understanding human actions, because they describe our willingness—or lack thereof—to wait, to endure, to strive, or to be bored. Critically, we will ask: When is patience called for? When, if at all, is impatience to the benefit of human actors? Unlike some other approaches, patience/impatience defines time not in abstract but in experiential terms. As this is an interdisciplinary seminar, we will study patience/impatience from a variety of perspectives. One such perspective is political theory. Importantly, we consider democracy's relation to patience/impatience: Does our effort to govern ourselves collectively mean that we have committed ourselves to waiting to hear each other out, or to wait for our policy preferences becoming a majority at some indefinite future point, or even a welcoming of boring meetings, etc? Or does democracy also entail impatience?

Beyond a more general relation of democracy to patience/impatience, we consider the specific example of democratic political struggles against injustice on the basis of race, gender or class. In particular, it seems that waiting—thus patience—has been forced on racial minorities, women and the poor. We will consider whether impatience is key for pursuing racial, gender or class equality. In particular, we will examine Martin Luther King, Jr.'s defense of impatience in *Why We Can't Wait* and contrast it with Gandhi's call for patience in his *Hind Swaraj*. Religious orientations in particular seem to favor patience as a moral approach to human action and to life. We will consider a range of religious voices from Christianity, Islam and Buddhism to seek to understand why patience has been valued. We will relate these religious perspectives to the questions raised by King and Gandhi in their exchange about the moral status of patience/impatience.

We will also explore the theme of patience/impatience in contemporary culture. In particular, we will consider whether social acceleration in modernity has made us constitutively more impatient—after all, as some argue, speed is the only new pleasure invented in modernity; more problematically, changes in economy and technology seem to foster rapid changes in our relation to the world around us. Furthermore, we will explore whether boredom is to be appreciated, because of a possible connection to patience.

Reflecting the interdisciplinary character of the course, readings will come from a variety of fields: political theory, religious studies, philosophy, cultural studies, and sociology (social theory).

Insurgent Citizenship in Brazil

CRN: 85987

Tuesday 1:00 – 3:30

Dr. Leslie Marsh, Professor of World Languages and Culture

This course introduces students to the history, politics and cultures of Brazil while developing a comparative perspective on larger debates concerning citizenship and inequality. This course draws on the discussion of citizenship in Brazil put forth by James Holston in his text *Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil* (2009) in which he explains how long-excluded Brazilians have demanded their full inclusion in Brazilian politics, society and culture. Drawing on his discussion, the central question of this course is to explore how Brazilians have demanded greater sociopolitical inclusion in the 20th and 21st centuries. This course focuses on those texts (film, literary, musical, etc.) that reflect on how the excluded have taken action to demand their full inclusion. What is more, this course takes care to address issues of gender, race, ethnicity, class, sexuality and place of origin in a larger discussion about the changing concepts of citizenship in Brazil since the ending of slavery in 1888 and the overthrowing of the monarchy (and establishment of a republic) in 1889 to the present. Notably, in more recent years, cultural and urban policies have turned to ideas concerning the creative economy as a way to expand citizenship in Brazil. Students will find that Brazil is a nation of significant European (Italy, Germany, the Netherlands, England, Portugal), Asian (Japan), Middle Eastern (Lebanon) immigration, is marked by the violent history of slavery and shares a number of striking similarities with the United States.