**Docupoetics: Intersections of Poetry and Journalism**

**CRN 88027**

Tuesday 9:30 – 12:00

Dr. Andrea Jurjevic, English

Journalism is rooted in the verifiable world of facts and detached observation, while poetry, we are told, traffics in subjective, personal emotion. Yet these seemingly opposite modes of writing both bear witness to history, to the human experience, and they often attempt to reveal the truth that is not immediately apparent. Good journalism—which goes beyond who, what, when, where, why, and how—frequently employs the poetic angle. And dynamic poetry is not only informed by the history of the moment, but informs and chronicles that moment as well.

This seminar looks at the intersections of journalism and poetry, and specifically at the poet as a journalist, a historian, an activist, and one who, at times, employs documentary materials (newspapers, public testimony, etc.) to wed the political with the personal.

During the seminar, students will establish a dialogue about docupoetics and call into question our notions of truth, history, and the value of poetry and journalism. We will read and discuss historical and contemporary poetry that employs documentary elements, anthologies that bear witness, collaborative projects between poets and photographers, as well as literary magazines that feature news-responding poetry.

This course will involve much class discussion. The students will engage in critical conversation, literary analysis, and reflective writing to come to a deep understanding of the works we read. In addition to having opportunity to learn from guest speakers, students will complete weekly readings and reader responses, along with an anthology project, a presentation, and a creative mini-portfolio.

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**How We Think**

**CRN 85207**

Friday 9:30 – 12:00

Dr. Matthew Grober, Biology

The topic of the course is how organisms (e.g., people or fish, etc.) and/or societies turn information into knowledge in the process of constructing a worldview (i.e., a mental construction of how the world is/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 useful world view. This process will be 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 occurs and why denial, for example, is so common in humans, but very rare in other life forms (as far as we know). 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 (citizens get most of their information from the web now, but are they doing the heavy lifting of sorting, prioritizing and synthesizing this information?). The primary goals in this class include:

- Using a social networking platform to achieve specific learning outcomes
- Develop standards of responsible digital communication
- Gather, evaluate and share media messages on selected topics in a manner consistent with those standards
Children’s Literature as Cultural Artifact
CRN 84273
Monday 12:30 – 3:00
Dr. Thomas Crisp, Early Childhood and Elementary Education

This course explores what it means to appreciate both classic and contemporary children’s literature and media. Students will read a variety of texts created for children and engage in thoughtful, intellectual discussions intended to challenge popular notions about readers and authors, texts, and contexts. Course texts will include children’s books, apps, and/or other forms of media: primarily 19th century through 21st century American narratives, graphic novels, multimodal texts, and text adventures and interactive fiction. Course experiences will be supplemented with guest lectures, a visit to the High Museum of Art, and carefully selected scholarly readings from multiple academic fields. By the end of the course, participants will better understand the complex ways in which readers interact with texts, how texts are intended to act on readers, how authors shape their texts, how texts interact with one another, and how contexts influence readers, writers, and the act of reading. Guest lectures will be delivered from scholars/critics in library and information sciences, cultural studies, the humanities, and education. In addition, readings have been carefully selected to represent perspectives from multiple fields and disciplines, including education, cultural studies, literary criticism, visual art, media studies, and library and information sciences.

Authoritarianism in the Global Age
CRN 83067
Wednesday 12:30 – 3:00
Dr. Maria Repnikova, Communication

The recent wave of right-wing populism in Europe and the United States, combined with a growing geopolitical influence of China and Russia, and a reversal of nascent democratization trends in much of the Middle East, has sparked a renewed interest in authoritarianism. The wide and ambivalent application of this label, however, has watered down its theoretical significance, as authoritarianism is now being loosely applied to anything from describing a leadership characteristic, to regimes, to cultural norms.

This course aims at recapturing and critically engaging with authoritarianism, understood as a non-democratic form of governance that relies as much on soft power and co-optation as it does on coercion and control. We will examine authoritarianism as a socio-political phenomenon, as well as a cultural construct that has penetrated and redefined the global political order, as evident in glaring vulnerabilities of Western democratic systems. The purpose of this interdisciplinary seminar is to interrogate the origins of authoritarian systems, their key governance and cultural characteristics, the modes of global diffusion of authoritarian norms and values, as well as the contesting forces that push against and redefine authoritarian trends. Special emphasis will be placed on grasping authoritarianism as a dynamic phenomenon that is shaped by multiple actors, including the media, civil society, entrepreneurs and the state, amongst others. Specifically, we will look at people’s identities, mechanisms of political (de)mobilization, and public opinion formation under authoritarian rule. That is, how people live with, push against, and adapt to authoritarian governments; and how irony, cynicism, and apathy work as a means of political expression.

Underrepresented Minorities in Science: Why So Few of Them?
CRN 82105
Thursday 12:45 – 3:15
Dr. Nadine Kabengi, Geosciences

The complex story of women and underrepresented minorities (W&URM) in STEM is an old tale, told and retold through a variety of lenses over time. When analyzing the numbers of W&URM in STEM, four approaches emerge: the “Not so few” focuses on highlighting STEM accomplishment neglected by traditional historians of science; the “Why so few” studies structural and societal barriers that may have served to keep them out of STEM; the “Naturally few” approach argues that W&URM may be biologically unfit to be objective scientists; and the “Impact of the Few” discusses the effect their absence has had on STEM. This seminar will blend the above approaches to attempt to answer an enigmatic question: Why still so few of them? The story of W&URM in STEM is an interdisciplinary tale that is of interest to ALL students across scientific and social disciplines.

The seminar will look at the history of W&URM in science, address contemporary experiences of W&URM in STEM, and explore contemporary critiques of the various institutions of Science. The class will examine the language of the scientific revolution and scientific racism through discussion of books and scientific studies reporting gender and race differences in various brain activities. Through class readings and free-form class participation the seminar will be an opportunity to obtain information and discuss issues which are not covered in regular science course and to include scientists and students from natural science disciplines into a topic mainly investigated by historians and sociologists.
**Patience/Impatience: Religious, Political and Cultural Dimensions of Time**

**CRN 84274**

Wednesday  4:30 – 7:00

**Dr. Mario Feit, 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 religious, political, and cultural 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, or to strive. Critically, we will ask: When is patience called for? When, if at all, is impatience to the benefit of human actors?

As this is an interdisciplinary seminar, we will study patience/ impatience from a variety of perspectives. The first section of the course explores why and how Judaism, Christianity, Islam and Buddhism endorse patience. We will also consider an ancient Greek example of thinking about im/patience. The second section examines political uses of patience and impatience in the pursuit of social justice. A focus of this part of the course will be the contrast between Mahatma Gandhi’s praise for patience and Martin Luther King, Jr.’s defense of impatience. In the final section of the course we ask whether the increasing speed of contemporary life and the fact that we all are becoming too busy has made us constitutively impatient—or whether we are still capable of patience.

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**Peer Mentoring for a More Inclusive Campus Community**

**CRN 92583**

Wednesday  12:30 – 3:00

**Dr. Andrew Roach, Counseling and Psychological Services**

Through participation in this service-learning course, Honors College students will learn (a) how to interact and connect with individuals with disabilities in meaningful and respectful ways; and (b) how to mentor students with intellectual disabilities as they participate in college coursework, internships, and social/recreational activities as part of GSU’s Inclusive Digital Expression & Literacy (IDEAL) program. Honors College students will be immersed in disability culture and policy through readings and media, community engagement, and on-going interactions with individuals with disabilities. Students will have the opportunity to evaluate the inclusivity on college campus and programs, learn from guest speaker presentations, and positively influence the implementation of an inclusive postsecondary education program at GSU. Through self-reflections, one-on-one peer mentoring, and co-creation of a short presentation with their mentee, Honors College students will be lead the way in building a more inclusive university community. We will work with Honors College students to tailor their service experience to fit with their major and career interests. In addition, advocacy and leadership opportunities will be introduced and encouraged as part of this course.