**How We Think**

**CRN 86684**

Friday  10:00 – 12:30

**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 ones 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

**Serving and Learning with Homeless People**

**CRN 91626**

Tues - Thurs  11:00 – 12:15

**Dr. Joseph Feinberg, Middle and Secondary Education**

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 and advocacy. A hands-on service project will engage students to serve with homeless people with Central Outreach & Advocacy Center or Stand Up for Kids. Each service experience can be tailored to fit with each student’s major. In addition, advocacy projects are encouraged 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
**New Media and Power**  
CRN 85094  
Monday  1:00 – 3:30  
Dr. Amelia Arsenault, Communications

Just fifteen years ago almost no college students had personal computers, access to the Internet, cellphones, or blackberries. Today (at least in the West) these technologies are almost ubiquitous. There were 50 pages on the World Wide Web in 1993 and no more than 150 by 1994. Fast forward to 2016, there are approximately 2.94 billion internet users and over 1 trillion web pages. Moreover, thanks to rapid advances in computing power, in an increasing number of countries, individuals can now watch television shows on their computer, listen to satellite radio in their cars, and/or surf the internet with their mobile phones. What are the implications of these meteoric changes in information technology? Paying particular attention to their physical characteristics, this course will examine the evolution of new media technologies and their impact on politics, society and culture in the context of theories of communication and power. We will explore a series of case studies that examine how and why states, citizens, and the media utilize new technologies. You will also have the chance to expand your basic technical vocabulary and participate in hands-on activities in order to more critically engage with the ramifications of today’s technology-rich environment.

**Disasters: Causes, Consequences, and Responses**  
CRN 85095  
Tuesday  1:00 – 3:30  
Dr. Ann-Margaret Esnard, Public Management and Policy  
Dr. Betty Lai, School of Public Health

Devastating earthquakes, catastrophic hurricanes, earth-scorching wildfires, and damaging tornadoes continue to unfold in the news, as do images of families and communities reeling from the destructive impacts. Cities, particularly megacities, across the globe are especially susceptible to disasters given their social diversity and disparities in wealth and community capacity. Lingering mental health, trauma and emotional impacts and increasing levels of internal and trans-border population displacement also complicate and lengthen the recovery process for individuals and families. This Honors College colloquium draws on interdisciplinary perspectives from several disciplines, including urban planning, public policy, psychology, public health, sociology, and anthropology. The course explores the causes and consequences of disasters from theoretical and practical lenses, and uses example s throughout to formulate appropriate pre-disaster (mitigation) and post-disaster (recovery) planning and policy strategies. The course also examines the roles of community stakeholders, government, private, and non-profit entities in promoting community resilience.

**Women in Science: Why So Few of Them?**  
CRN 83544  
Wednesday  1:00 – 3:30  
Dr. Nadine Kabengi, Geosciences

Through class readings and free-from class participation the seminar will foster discussions on relevant issues such as whether women were less competitive and aggressive than men, on how to improve educational opportunities for women, on the forgotten historical women of science and on whether women should change to better fit the profession or whether science should change to accommodate the needs and interest of women. This seminar will be an opportunity to obtain information and discuss issues which are not covered in regular science courses and to include scientists and students from natural science disciplines into a topic mainly taught by historians and sociologists.
Behind the public marches and protests in the long struggle for civil rights, many individuals and private organizations contributed crucial time, talent, and treasure. In this seminar, students will learn how to research and document these often overlooked contributions through archival and primary source materials. Students will spend time in seminar study and discussion and a number of class sessions in the Auburn Avenue Research Library on African American Culture and History. Learning is project-based, and student will select one of two team projects. The course culminates in a public presentation and contributes to the ongoing research by Honors College Students about Atlanta's civil rights history.