Productive Data Manipulation in Python and SQL

CRN 89688
Monday 9:30 – 10:20
Dr. Rajshekhar Sunderraman, Computer Science

An introduction to the basics of creating and maintaining data and generating reports from data using computer programming and relational databases. Students will learn how to write code in Python and SQL to perform data manipulation tasks to increase productivity. Basics of Data Science practices and approaches will be covered. Students will learn to create and maintain a relational database in MySQL. They will also learn to write SQL queries to extract relevant data from the database and generate reports. In addition, they’ll learn to write short Python programs to read data from a variety of formats, perform calculations and generate output.

Being a Savvy Drug User

CRN 83966
Monday 9:30 – 10:20
Dr. Lowell Sanders, Health Informatics

This course will be like no other! In order to achieve the status of savvy drug user, each week will be dedicated to exploring a new topic, which will involve in-depth discussion of contemporary issues in pharmacy, medication-related issues, and topics related to the pharmaceutical industry. Some topics pertain to individual health and well-being but ultimately relate to and affect society as a whole. This course will require assigned readings and discussion of current literature, which requires regular attendance and participation. Each student will be required to co-facilitate a weekly topic discussion assigned during the first intellectual meeting. Writing assignments, limited to one page each, will require students to delve further into topics in order to identify and evaluate determinants, compare/contrast, analyze cause/effect, or express individual opinion supported by evidence. Students will also prepare for and engage in a moderated debate.

Behavioral Ethics: Understanding Why “Good” Employees (and students) Make Unethical Decisions

CRN 82890
Wednesday 2:00 – 2:50
Dr. Susan L. Willey, Risk Management and Insurance

This course examines various psychological biases and situational factors, as well as organizational and social pressures that help us understand why otherwise good people sometimes behave unethically and make bad decisions. By completing a Personal Values Inventory, you’ll have an opportunity to identify the core values that you hope will guide your conduct if you are confronted with an ethical dilemma. After an introduction to traditional ethical theory, cognitive moral development, and behavioral ethics as a discipline, we’ll turn to specific factors that can influence our decisions, sometimes leading to conduct contrary to our ethical principles and core values: self-perception bias, ethical blind spots, pressure to meet goals, conflicts of interest, overconfidence, the role we play in a particular situation, obedience to authority, and even the way we frame an ethical issue. As a seminar with a digital literacy focus, the format of the class will consist of class discussion, guest speakers, in-class activities and presentations, instead of lecture. Teams of “student experts” will be assigned to conduct a class in which they summarize basic content, explain how researchers conduct experiments to determine the influence particular factors have on behavior, and lead class discussion, utilizing short videos and in-class exercises to supplement the assigned readings. As a separate project, teams will also research recent business.
Injury and Illness in the Great Outdoors

**CRN 32320**  
Wednesday 9:30 – 10:20  
Dr. Ralph David Zimmerman, Respiratory Therapy

This course centers around the science associated with the myriad of ways a human being can experience trauma and disease while engaging in outdoor activities. Topics such as hypothermia, hypothermia, poisonous bites/stings, and high-altitude pulmonary and cerebral edema would be addressed, with focus on the physiology associated with each process. *Last Breath: Cautionary Tales from the Limits of Human Endurance* by Peter Stark will be used as an accompanying text.

The Environment and Your Lungs: Every Breath Counts

**CRN 82942**  
Friday 9:30 – 10:20  
Dr. Lynda Thomas Goodfellow, Respiratory Therapy

The objective is to introduce students to important and emerging topics related to the environment and lung health. Topics to be covered include asthma, lung cancer, the effects of vapors and gases, asbestos, dust, and other related lung health issues. An emphasis will be placed on discussing lung health in the U.S with the primary focus of how the environment impacts our lung health. Finally, new and ongoing initiatives that seek to address the environment and lung health will also be discussed. Students will be evaluated based on their participation and contribution to the weekly discussion, their completion of a weekly short writing assignment, group discussions, and other assignments related to the weekly topic discussed in class. Reading assignments are from weekly news sources such as newspapers, on-line media, and journals.

21st Century Leadership

**CRN 85214**  
Friday 9:30 – 10:20  
Phillip S. Ventimiglia, Chief Information Officer

Leadership is more important than ever before. The world and the problems we face are more complicated than ever before. Technology innovations have enabled instantaneous communications amongst team thus making the world much smaller. However, there is a void of leaders capable of navigating the complex multi-disciplinary, always-on and globally connected world of the 21st century. Companies and organizations continue to site a lack of leaders as their key talent gap. This class will build upon a foundation of classic leadership principles such as self-awareness with practice-based leadership examples with the context of diverse, socially connected teams. While you will not leave this class immediately ready to be CEO of a Fortune 500 company, you will be able to identify and exercise good leadership characteristics in the context of your academic assignments and other campus activities. This capability, combined with beginning to become self-aware, will allow them to start a life-long journey to develop their own leadership style.

Dr. Anderson Ruins Everything (about Anxiety)

**CRN 83622**  
TBD  
Dr. Page L. Anderson, Psychology

Anxiety is not a bad thing. Anxiety disorders, however, prevent people from reaching their potential educationally, economically, and relationally . . . and they are most likely to emerge during the college years. This course debunks popular myths about anxiety and its treatment (as in series Adam Ruins Everything) and introduces students to critical thinking skills to better evaluate information for themselves. The course will expose students to scientifically-based strategies for preventing and managing debilitating anxiety and how technology can help. The use of technology to improve anxiety is a hot area that involves interdisciplinary collaboration among people trained in psychology, art, computer science, and graphic design. Students will be introduced and contribute to the professor’s ongoing research in this area – developing and testing an internet-based program for treating social anxiety among college students that uses virtual reality.
**Urban Sustainability**  
**CRN 85208**  
Tuesday  11:00 – 11:50  
Dr. Michael P. Black, Neuroscience

This course is focused on providing you with opportunities to improve critical thought and communication through discussion, writing, and hands-on projects. With these techniques, Urban Sustainability will explore how our actions at a local and global level affect us as humans and the world around us. It will also focus on conveying a message to the public and effective strategies for social change. We will have local sustainability experts guest lecture and we will travel to and use sustainability features of Atlanta as a teaching tool. There is no required text.

**Creativity and Technology**  
**CRN 82125**  
Wednesday  11:00 – 11:50  
Dr. Kevin Hsieh, Art and Design

This course is designed to assist students in exploring complex global issues, and their potential and creativity in different fields through technology. Through the lens of technology, students can easily express their creative ideas in multiple ways. This course includes student-led brief lectures, discussions of relevant readings, and interview with professionals, field trips, seminars, workshops, and practices of digital technology in creative ways, such as inter-textual webs, Podcasts, hypertext & hypermedia, blogs, on-line games, apps, and virtual reality. Students will complete two assignments: a leading discussion and a multi-media digital video as a final project. Students will be introduced to a variety of technological skills that will positively impact their future learning experiences at GSU and their personal professional development.

**Drug Use and Abuse**  
**CRN 82322**  
Friday  11:00 – 11:50  
Dr. Jan Ligon, Social Work

This course will explore drug use and abuse as a complex national and international issue. It will examine the comprehensive systemic set of conditions that have social, legal, economic, political, moral, and national security implications. It will analyze how drug use and abuse intersects every aspect of modern life and as such, must be understood and approached from an interdisciplinary perspective. Appreciating the full national and international dimension of drug use and abuse will enhance students’ role as informed citizens.

**Sport and the City**  
**CRN 88125**  
Tuesday  2:15 – 3:05  
Dr. Timothy Kellison, Kinesiology and Health

There is little doubt that sport and the spaces in which they exist are deeply tied to their cities. The allocation of millions, and sometimes billions, of public dollars toward youth sports programming, the creation and maintenance of public parks and recreational areas, and the construction or renovation of sports facilities implies that policymakers and governments, local residents, and athletic teams attribute significant value to sport. Recreational and amateur sports leagues (from youth to seniors) promote healthy living and provide outlets for community building. Meanwhile, proponents of downtown stadiums for professional sports teams and international mega events argue that sports developments produce greater tax revenues, create jobs, and drive urban renewal. Additionally, college and professional athletes may use their public platforms to express their views on local, national, and/or international issues. The purpose of this course is to explore the many ways in which sport (including youth, amateur, recreational, collegiate, professional, and international) interacts with, contributes to, and interferes with urban spaces. Students will identify, analyze, and critique the diverse arguments related to sport’s functions in issues including, but not limited to, politics, human rights, urban and regional planning, and activism. By developing an understanding of the ways in which sport shapes public policy and vice versa, students will gain a greater appreciation of how the decisions made by sport business professionals can carry broader social, political, and cultural significance.
**Why Do We Still Get Sick?**

**CRN 32318**

Wednesday 12:30 – 1:20  
Dr. Yuan Liu, College of Arts and Sciences

This seminar course focuses on the current understanding of major modern diseases including cancer, cardiovascular disease (e.g. atherosclerosis, heart attack and stroke), type I & II diabetes, obesity, autoimmune diseases (e.g. rheumatoid arthritis and Lupus), inflammatory diseases (e.g. inflammatory bowel disease), viral and bacterial infections, etc. We will also discuss how laboratory research leads to new therapeutic advances in treating of these diseases. Reviews of general knowledge of inflammation and diseases are provided for reading.

**Music for the Stage in the Western World: A History**

**CRN 82319**

Tuesday 8:30 – 9:20  
Dr. Francisco Javier Albo, School of Music

Rather than simply discussing and viewing the music contained in lengthy opera scenes, students will pay attention to other aspects, some extra-musical, and from the perspective of a student who does not know the fundamentals of music. Students will concentrate on the ways music for the stage influenced, and was influenced by, cultural, political, and economic events. In short, students will discuss how social developments were “staged,” musically. Students can learn about history by looking, and listening, to opera and music for the stage. Works and composers will be discussed in chronological order, from 1600 to the present. Specific issues relevant to young generations will be emphasized, e.g. learning about the male sopranos and their role in Baroque Italian opera would allow us to discuss issues of gender; an opera about a sexually emancipated woman like Carmen would do the same; 20th-century operas and musicals such as Porgy and Bess or Show Boat would appeal to students concerned about perceptions of race in the South.

**‘Going Steady?’: Documenting the history of Dating in American Culture, 1940 - 1990**

**CRN 85206**

Thursday 2:15 – 3:05  
Dr. Jill Elizabeth Anderson, University Library - Humanities

This course is geared towards potential History and Women’s Studies majors, but is open to any student interested in learning more about searching for and interpreting primary sources, an important skill for many humanities-oriented majors. In this course, we will be exploring various issues in the history of dating in American culture during roughly the second half of the 20th century, while also learning to search for primary-source materials documenting that history. Students will choose a topic within that broader topic and learn to search for a broad range of primary-source types on their chosen topic. In class exercises will provide instruction and discussion on various source types.

**The Midterm Elections of 2018**

**CRN 88003**

Thursday 2:15 – 3:05  
Dr. Sean Eric Richey, Political Science

This course will focus on the upcoming midterm election of 2018. By focusing on this, it helps students see the relevance of elections and become excited about our democratic process. The classic theories and debates of voting research will be brought to the class for students to examine in the light of the events of the 2018 election. Some of the questions we will examine are: Why do people vote or not? How do they choose? This course examines recent research into voting behavior and political participation. There has been much concern in the past few years that citizens are disengaging from the political process, as shown by the continuing decline in voter turnout at all levels of elections. This leads to serious questions of legitimacy. This course will examine these questions and more, within the context of American campaigns at all levels. We will look hard to learn why people are turned off from politics, if they are, and consider what kinds of changes might be necessary to rekindle the interest of voters to ensure the legitimacy of elections in the future. We will focus on participation -- or non-participation -- as well as on traditional and newer models of voting behavior designed to understand the antecedents and processes of voter choices. We’ll conclude the semester by examining the election context of voting, and the role played by the media. We’ll also consider alternative election systems.
Animal Mind Reading

CRN 85205
Tuesday 3:00 – 3:50
Dr. David Washburn, Psychology

Animals can appear curious, playful, sad, or contemplative. They can learn and remember, communicate, solve problems, and show other evidence of cleverness. But can we ever know what (if anything!) animals are really thinking? In this seminar, we will use critical-thinking skills and the tools of science to explore what is known about animal minds, and what questions remain to be answered. The skills of interpretation, analysis, evaluation and explanation developed in this class are applicable to every major. However, the topic should be particularly engaging for any student who is interested in understanding why animals—from the pets that provide us with companionship, to the animals in nature that share our ecosystem, to the research animals that are studied in laboratories—behave the ways they do, and upon what basis we can make inferences about the animals’ thoughts and feelings. Students will learn about the history, methods, challenges, ethics, questions, findings, and issues of animal-minds research. A wide range of species will be discussed, but with particular attention to the monkeys and language-trained apes studied at Georgia State University’s Language Research Center. Critical analysis of the ways that animal minds are portrayed by the media (e.g., television, movies, comics, online) will also be used to highlight misconceptions in the ways that nonhuman animals are similar to, or markedly different from, humans. The class will also work together on a service project designed to improve the physical and psychological wellbeing of animals (e.g., at a shelter or zoo).

Mt. Everest and the Effect on the Human Body

CRN 23927
Wednesday 3:00 – 3:50
Dr. Robert B. Murray, Respiratory Therapy

This course will be discussing in detail the effects of altitude and low oxygen on the physiology of the human body. Specifically, this will be done by viewing the dangers of summiting Mt. Everest. Very few fully comprehend what it takes to climb, as Everest is spoken of romantically much like the Titanic; however, the grim horror of life on top of the mountain and its effect on human physiology is extreme. We will be reviewing a survivor’s story of the 1996 Everest disaster which killed 8 climbers and discussing the psychology of Everest. We will discuss the conditions that occur to fit healthy humans in the dead zone as well as the psychology of climbers who would rather die than not reach the summit.

The Digital Dark Age: Documenting and Preserving the Present

CRN 83604
Monday 3:30 – 4:20
Dr. Katherine Fisher, University Library Special Collections and Archives

Museums and libraries are filled with records of the past: we can learn about history and culture from stone tablets, quipu, papyri, parchment scrolls, and books. Today our culture is recorded on CDs and servers, stored in flash memory and the cloud, often with a lifespan of only a few years compared to centuries or millennia for analog media. Vint Cerf, one of the creators of the internet, warns that without rethinking our information management and technology, we risk becoming a digital dark age, a period of history from which few or no records will survive. A century from now, will enough of our records remain to tell the story of 21st-century life? This seminar aims to explore this question by exploring the challenges of digital preservation, from fighting technological obsolescence to coping with the vast volume of data our globally networked society produces, and reflecting on life in an electronic age where our own digital traces feel simultaneously ephemeral and inescapable. We will touch on the history of digital media, encounter legacy technologies and formats, and learn about technical reasons behind data loss, but our primary focus will be on how these challenges affect government, the arts, and business, and on what we—alongside computer programmers, archivists, historians, and records managers—can do to ensure that our most important digital photos, diaries, artwork, government documents, scholarly works, websites, and more survive far into the future.
**Bullsh*t and How to Spot It**

**CRN 82891**  
Tuesday  2:00 – 2:50  
**Dr. Robert David Latzman, Psychology**

This course provides a brief overview of the importance of critical thinking in today’s fast paced, media intensive world. Critical reading and discussion are important components of the course. Critical Thinking has been defined as: “The use of those cognitive skills or strategies that increase the probability of a desired outcome. It is used to describe thinking that is purposeful, reasoned, and goal-directed—the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions (Halpern, 2003, p. 6)”. The American Psychological Association (APA) describes these abilities to include the ability to “evaluate the quality of information, including differentiating empirical evidence from speculation,” “use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals,” “demonstrate an attitude... of persistence, open-mindedness, tolerance for ambiguity, and intellectual engagement,” and “use scientific principles and evidence to resolve conflicting claims” (APA, 2007, p. 15). This course will help students will become more skilled at:

- Questioning and critically evaluating original source articles and other types of scholarly writing
- Learning on their own from scholarly writings
- Developing and defending with evidence and sound logical arguments their views about intellectual issues

**What is a Good Political Leader?**

**CRN 84342**  
Thursday  12:45 – 1:35  
**Dr. Mario Feit, Political Science**

Political thinkers have been arguing about how to construct an ideal political community since ancient Greece. While it is clear that good institutions contribute to good governance, the character of political leaders makes a key difference. What makes for good political leaders? What character traits do they possess? What should be their moral compass? This seminar will examine a wide range of Western political thinkers ranging from Plato to Martin Luther King, Jr. While not all of the readings favor democratic leadership, the hope is that they can nevertheless teach us something about the kinds of leaders we should turn to in democratic politics. Readings will include Sophocles’ Antigone, Plato’s Republic, Christine de Pizan’s Book of the City of Ladies, Machiavelli’s Prince, W.E.B. DuBois’s Souls of Black Folk, as well as DuBois’s essay on “The Talented Tenth,” and Martin Luther King, Jr.’s “Letter from Birmingham City Jail.” All course readings will be available for free – either from online sources or from library reserves. Two essay exams considering competing views on political leadership discussed in the seminar will be required, and perhaps a visit to either the King Center or the Carter Center might substitute for one class meetings.