**The Herndon Legacy**

**CRN 19509**

Wednesday 9:30 – 12:00

Deborah J. Richardson, Expert-in-Residence, Herndon Human Rights Initiative

The Georgia State University Honors College occupies the historic Atlanta Life Insurance Company building (circa 1980) and anchors Auburn Avenue which was once home to black businesses, churches and cultural life. This interdisciplinary seminar connects Atlanta’s unique role as the linchpin of Black entrepreneurship, academia and activism with 50 years of social justice movements in the United States. We will connect the American Civil Rights, Black Power, and Women’s Rights to modern day human rights such as xenophobia, gun control, human trafficking, and political, educational and economic disenfranchisement. More importantly, it will explore how to apply social change theories and artistic expressions to advance positive social change.

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**Alterity and Graphic Narratives**

**CRN 14800**

Thursday 4:30 – 7:00

Dr. Héctor Fernández L’Hoeste, World Languages and Cultures

Sartre famously said “Hell is other people.” This mindset, extracted from the existentialist context, goes a long way to inform many of the conundrums of contemporary French society. It behooves US culture to heed Sartre’s advice and pay more attention to the critical construction of otherness. Using a variety of theoretical texts—Edward Said’s Orientalism and Ryszard Kapuscinski’s The Other, among several—as theoretical backbone, the course will cover a variety of a graphic novels and approach the construction of the other from a variety of perspectives. The object is to show students how the identities of other nationalities and cultures are employed by metropolitan centers, hegemons, and empire to support and consolidate their cultural, economic, and political agendas. Some of the graphic texts included will be Na Liu's *Little White Duck: A Childhood in China*, Ozge Samanci's *Dare to Disappoint: Growing Up in Turkey*, Zeinia Abirached's *I Remember Beirut*, Leila Abdelrazaq's *Baddawi*, etc. In general, the selection of graphic novels will center on countries in Africa, Asia, and Latin America, hoping to inspire in students a deeper understanding of historical and cultural conditions beyond our borders, contributing to their overall grasp of world affairs and an improved mental map of global politics.

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**Drug Use and Abuse: A World View**

**CRN 13940**

Tuesday 12:45 – 3:15

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.
The Ethics of Nature
CRN 17910
Thursday 12:45 – 3:15
Dr. Peter Lindsay, Political Science and Philosophy

This course will begin by examining what nature is and how it is viewed in both literature and popular culture. It will then take up the key ethical questions surrounding human interaction with nature - e.g., Is nature valuable intrinsically or merely for human purposes? Does nature - in particular, fauna - have rights? Are all species equal? The course's principle objective is to give students a sense of how our relationship to the natural environment has changed over time, and how we think it should change as we move forward in time. This course will involve works of fiction, of social science and of ethics. In each case, students will examine the methodologies attached to the readings (e.g., humanities, social science) and evaluation them on their effectiveness (or lack thereof).

Education as a Human and Civil Right: A Means and an End
CRN 17911
Wednesday 12:30 – 3:00
Dr. Caroline Sullivan, Middle and Secondary Education

This course focuses on the examination of historical and contemporary conceptions of education as a human and civil right as both a means and an end towards social justice and equity within the United States and across the globe. Students will undertake an interdisciplinary analysis of historical, sociocultural, and policy-related factors involved in developing and maintaining an educated citizenry. Students will consider ways in which education is promoted or inhibited as foundational for a civil and democratic society.

Understand the two key components between human and civil rights and education are central to this course in the idea of education as a means and an end towards social justice and an educated citizenry across a variety of disciplines. First, education as a human and civil right – as a means of making sure all learners have access to schooling and non-formal learning opportunities. Second, education for human and civil rights - examining how education as an end frames our purpose as a community of educated citizens.

College Prep and Service Learning
CRN 22051
Thursday 9:30 – 12:00
Dr. Tracy McKinney, Educational Psychology, Special Education and Communication Disorders

Private schools often graduate students who go on to college seamlessly. However, there are pockets of students in some public high school populations, who struggle with the road to college. They are often smart enough, but lack motivation and purpose. These are the students who ‘fall through the cracks.’ This course will work with local high school officials to identify students who fit this criterion. Once identified, GSU students will create a number of presentations designed to motivate the students to see college as a true option. These presentations will include, but will not be limited to, information about preparing and taking the SAT, writing college entrance essays, what college courses are really like, how to choose your major, various jobs related to a major, and financial aid. Some presentations will require the GSU students research topics to ensure accurate presentation content. This preparation will take place over the first half of the GSU semester. For the second portion of the course, the GSU students will deliver the presentations and provide mentoring to the students at their high school. I expect this to be a mutually beneficial relationship. The GSU students will learn about and actively participate in mentorship. They will also learn or become better acquainted about various topics related to college. The high school students will become better prepared and more familiar with college ready topics. Research has shown that engaging students in their own learning, in this case college readiness activities, helps keep students more connected to their learning increasing their learning outcomes (Warren, 2012).