

Previous HON 3280 Course Descriptions

HON 3280

Three credit hours

Homelessness Policy

Honors Service Learning (HON 3280)

Dr. Rusty Tchernis, Economics

The primary purpose of this course is to help students understand the economic, institutional, and societal determinants of homelessness with a focus towards domestic homeless policy. Students will gain skills needed to understand and evaluate complex homelessness issues through a combination of classroom and service-based learning. The skills taught in this course will prove valuable in both research, governmental, and private industry settings focused on homeless policymaking and direct interventions. The course will cover the state and history of homelessness in the United States, the causes of homelessness, and homelessness prevention and intervention policy. The class is taught through a combination of public service, lectures, in-class discussion, homework, and final project presentation.

College Prep and Service Learning

Honors Service Learning (HON 3280)

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).

Peer Mentoring for A More Inclusive Campus Community

Honors Service Learning (HON 3280)

Dr. Andrew Roach, Psychology

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 Georgia State'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 Georgia State. 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.

Applied Principles & Perspectives of Justice

Honors Service Learning (HON 3280)

Dr. Natasha Johnson, Criminal Justice

The concept of justice is vast, it is broad, and it differs greatly from one culture to the next. Throughout the course of our history, many theories have been established, many more have surfaced. A wide range of justice advocates' positions range from justice as a divine matter, to justice as a natural law process, to justice as a mutual, 'give-and-take' agreement between differing parties (rewards vs. consequences, for example). This course is designed to teach students – through theory and practice – the principles of applied justice. Drawing from the following justice perspectives:

- Equal Justice – Invites conversations around equity and equality,
- Social Justice – Includes conversations regarding utilitarianism,
- Distributive Justice – Includes conversations around egalitarianism,
- Retributive Justice – Generally speaking, punishment for wrongdoing, and
- Restorative Justice – Reparative in nature, invites ideas around its tangibility.

The goal is to course to take students outside of the classroom in the effort to apply what it is they know and understand to be the principles of justice (in action). In the continued effort to advance our own learning, both conceptually and practically, we will continually draw from the following concepts: moral correctness and ethics, rationality, law, religion, and equity and fairness. In sum, participants will begin by investigating the principles of justice in its many forms – with that knowledge, we will then turn to our 'campus as classroom' and apply what we know in 'real-world' contexts