

**HONORS PROGRAM
FALL SEMESTER COURSES
2017**

To enroll in the Honors Program, freshmen in the Fall semester must take either **COLQ 1010**, **COLQ 1020**, or one of the Honors sections of **TIDB 1010**. Any of these courses will satisfy the Freshman TIDES requirement.

COLQ 1010, Honors Great Books Colloquium: “How Should One Live?” 3 Credits. The Honors traditional great-books seminar, in which students and faculty instructors discuss major works of literature and philosophy that address questions fundamental to the human experience. Reading lists vary, but past reading lists have included works by Homer, Aeschylus, Plato, Aristotle, Augustine, Thomas Aquinas, Dante, Cervantes; Montaigne; Marx; Nietzsche; Austen; Dubois; Woolf; Ishiguro.

COLQ 1010-01, John Howard, Associate Director, Murphy Institute **T R 9:30-10:45**
COLQ 1010-02, Elizabeth Gross, Lecturer, Honors Program **T R 12:30-1:45**
COLQ 1010-03, John Howard, Associate Director, Murphy Institute **T R 2:00-3:15**

COLQ 1020, Faculty-Led Interdisciplinary Seminars. 1.5 Credits. These seminars meet once a week.

COLQ 1020-01, R 8:00-9:15. Lesley Anne Saketkoo, Associate Professor, School of Medicine, “Secular Compassion in Professional, Political, and Personal Landscapes.”

Can compassion be personally transformative? Is there a substantive role for compassion in our professions and global affairs, or in settling political and racial divisions? This seminar will take up these question through a critical review of current scientific research in neuroimmunobiological and medical publications, writings and recordings including the Dalai Lama, Dr. Martin Luther King, Jr., Bell Hooks, Margaret Mead, Mahatma Gandhi, Thich Nhat Hahn, Nelson Mandela, Barack Obama, Alice Walker as well as ‘bytes’ from world history. We will review the measured impact of compassion and mindfulness on academic performance in professional schools, such as law and medicine, as well as the impact within the professional workplace. We will also look at applications in patient care, education, art studio, in the courtroom, policing, and at the writer’s table. Students will be expected to participate in writing exercises, mindfulness practice, frank discussion and contemplation.

COLQ 1020-02, T 9:30-10:45. Anne Nelson, Professor of Practice, Department of Art and Art History, “The Beloved Community.”

A foundational vision of the Civil Rights movement was the pursuit of and belief in “the Beloved Community.” This vision stood out against the stark and overwhelming background of southern Jim Crow laws and the less overtly codified but profoundly damaging racist policies and opinions of the white American North. The beloved community promoted an ideal of widespread material abundance, racial equity, and comprehensive justice, regardless of class or race; but,

as glowingly illustrated in the writings of Martin Luther King, Jr., it went beyond legal protections to promote the actual brotherhood of persons who had long been divided and at odds. Renewed attention to the beloved community can provide a form of hope in our own era. Readings, lectures, documentaries and podcasts will focus on individual's and communities' experiences, asking questions about how a just society should look in regards to power, access, and identity.

COLQ 1020-03, R 9:30-10:45. Victor Holtcamp, Assistant Professor, Department of Theatre and Dance, "Aesthetics and Style."

This is a seminar on the concepts of aesthetics and style as they are applied in a variety of disciplines. Students will discuss the concept of aesthetics and explain how aesthetic considerations and frameworks impact our lived experience; compare and contrast the use of aesthetic judgment in different disciplines; and consider how to apply and support various aesthetic frameworks. Examples of the texts that might be included are Robert Crease, *The Prism and the Pendulum: The Ten Most Beautiful Experiments in Science*; Adam Gopnik, *The Table Comes First: Family, France, and the Meaning of Food*; Daniel Alan Herwitz, *Aesthetics: Key Concepts in Philosophy*; Donald A. Norman, *The Design of Everyday Things*; and Patricia Hampl, *Blue Arabesque: A Search for the Sublime*.

COLQ 1020-04, T 11:00-12:15. Mallory Monaco Caterine, Lecturer in Classical Studies, "On Citizenship."

Most college freshman recently have reached, or are about to reach, the age when they are able to fully participate in political society. At the same time, they have joined a new set of nesting communities that will shape their experience and be shaped by them over the next four years: New Orleans, Tulane, the Honors Program, their residential halls, etc. Moreover, college education is often envisioned as a process by which informed and engaged citizens are formed. But what does it mean to be an engaged member of a community? This seminar will examine both ancient and modern perspectives on what citizenship is and how to be a good citizen.

COLQ 1020-05 Mia Bagneris, Assistant Professor, History of Art, "Mixed Race Topics in Western Culture." R 11:00-12:15

Incorporating a wide variety of material including art and visual culture, literature, history, and scientific and legal texts, this interdisciplinary seminar will explore how interracial relationships and people of mixed race have been defined, perceived, and represented from antiquity to the present. With course topics generally chronologically ordered, but more strongly organized by a weekly unifying theme related to interracial and mixed-race studies, students will investigate a diverse set of texts each week in order to develop a complex understanding of the historical and ideological forces that inform the perception and representation of interracial relationships and the mixed race body at different times and in places throughout the West. Students will also consider what ideas about and depictions of interracialism in a particular time or place convey more generally about a society's notions of race.

COLQ 1020-06, T 12:30-1:45. Brittany Powell Kennedy, Senior Lecturer, Department of Spanish and Portuguese, “Modernism: A “Modern” Approach to the Contemporary World.”

This course will explore the modernist movement that dominated modes of thinking throughout European and U.S. culture from the late nineteenth century at least through World War II—and meta-modernistas would say, to this day. We will trace the roots and influences of modernism as we seek to define and understand how such ideas came to stretch across nationalities, genres, and forms of artistic production. While this course is not a survey course, and therefore will not attempt to be comprehensive, we will explore the fundamental tenants of modernism in such a manner that allows such an understanding to be applied to a broader context—looking at novels, films, poems, painted art, architecture, fashion, culinary arts, and (for a brief moment) even fonts. How did artists and philosophers identify and react to what they saw as a crisis of modernity? How do such perceptions of a crisis affect our thinking today, especially in a world of global terrorism and the Internet? Is modernism dead, and how is such a question relevant?

COLQ 1020-07, R 12:30-1:45. Jenny Mercein, Assistant Professor, Theatre and Dance, and Ryder Thornton, Lecturer, Theater and Dance, “Creativity.”

Creativity focuses on the creative process as a psychological tool that serves both artists and non-artists. This course will heighten the appreciation and comprehension of creativity as an act of positive psychology that brings individuals closer to their potential and contributes to their sense of wellbeing. The seminar explores the phenomenon of creativity and how the creative process relates to the psychology of happiness. Course readings, lectures and field trips will examine creative acts in a variety disciplines and the meaning of “citizen artistry”.

COLQ 1020-08, T 2:00-3:15. Linda Pollock, Professor, History, “Living with Feelings: Emotions and Society from Ancient Times to the Present.”

Emotions are an extremely important part of our lives, and they profoundly affect our actions, even though we are not always aware of them. The scholarly study of emotions has burgeoned over the last twenty years, and a variety of disciplines now grapple with the complexity and importance of emotions, including disciplines as disparate as: cognitive psychology; anthropology, literature, political science, art history, philosophy, and history. This seminar will discuss readings that examine emotions from a different disciplinary approach each week, in an attempt to bring the different approaches into conversation with each other.

COLQ 1020-09, R 2:00-3:15. Geoff Dancy, Assistant Professor, Political Science and Mirya Holman, Assistant Professor, Political Science, “Political Conspiracy Theories” R 2:00-3:15

This class will explore the political, social, and psychological underpinnings of the belief in and persistence of conspiracy theories about political events in New Orleans, the United States, and abroad. Starting with the New Orleans origins of conspiracy theories around the assassination of John F. Kennedy, Jr., the class will then move to a discussion of several of the key modern conspiracy theories in the United States (including the Sandy Hook shootings and Obama’s birth) and to discussions of international political conspiracy theories, such as the multitude of beliefs about the September 11, 2001 attacks, the origins of ISIS, and Russian hackers. Coming full circle, the class will conclude with discussions of conspiracy theories around Hurricane Katrina.

Through these examples, the class will examine how individual factors like political knowledge, ideology, and trust shape endorsement of conspiracy beliefs, as well as the roles that elite messaging and the media play in origins and persistence of these beliefs. In our discussions, we will focus on how issues of measurement and bias are central to research on conspiracy theories, but also all of social science research. The class will expose students the process of political science research and will provide them with tools to identify and remedy incorrect and conspiracy related political information in their lives.

COLQ 1020-10, T 2:00-3:15. Colin Crawford, Professor of Environmental Law & Director, Development Studies Programs, “Global Urbanization Challenges.”

Rapid urbanization is the greatest demographic shift of our time: by 2030, as many as 80% of people will live in cities. Cities typically are engines of economic growth and innovation and hubs for cultural production. But the millions who live in poverty or extreme poverty have are not able to enjoy the benefits of cities, and moreover are forced to live in squalid and dangerous conditions. This seminar will consider the nature and consequences of global urbanization: the effects of urbanization on the built and physical environment and the challenges for infrastructure provision globally—whether transport, water, sewage or electrical utilities—and ask students to evaluate proposals for urban reform at the international and regional, and global levels. Readings may include selections Italo Calvino, *Invisible Cities* (1972); Mike Davis, *Planet of Slums* (2006); Hernando de Soto, *The Other Path: the Economic Answer to Terrorism* (1989); Robert C. Ellickson, *Order Without Law: How Neighbors Settle Disputes* (2009)

COLQ 1020-11, R 2:00-3:15. Elizabeth Gross, Lecturer, Honors Program, “What is Nature, What is Natural, and What are We Supposed to do About It?”

In this course we will discuss a variety of texts, ancient to contemporary, that inform our understanding of the natural world and how we relate to it. We'll read a mix of philosophy, literature, and environmental studies including Aristotle, Descartes, Rousseau, Darwin, Thoreau, Mary Shelley, John Berger, David Harvey, Oliver Sacks and Octavia Butler, examining how our understanding of nature changes over time and across different cultures. To what extent do we see "natural" as a moral value? What kinds of experiences are left out of what can be considered "natural" (marginalized groups, cyborgs, monsters, artificial intelligence)? Can studying nature help us understand ourselves?

COLQ 1020-12, T 3:30-4:45. Michael Brumbaugh, Assistant Professor, Department of Classical Studies, “Crime and Punishment in New Orleans and Ancient Athens.”

What is justice? Who's responsible for maintaining order in a community? What mechanisms are essential for restoring order once it's been disrupted? In New Orleans, and indeed throughout the country, we rely heavily on government (and privatized) institutions such as the police, the courts, and jails to mete out justice for citizens. Disruption in the community is resolved by forcibly excluding offenders from that community. This course juxtaposes this familiar system with the radically different approach taken by a major city – ancient Athens – where order was maintained without police or jails.

COLQ 1020-13, R 3:30-4:45. Brian Horowitz, Professor of Russian and Jewish Studies, “Impossible Mothers.”

This seminar will examine the way in which gender and women are presented by the authors of the Hebrew Bible, rabbinical writings (Talmud) and in later texts. Among the central questions in the seminar will be: Is there a general prejudice against women in the Jewish tradition? What roles are given to women; can we speak about equality between the genders? Are women portrayed as powerful or powerless, and what are the implications of our answer? How do modern women react to the misogyny of Biblical texts? In what ways do women “fight back”? Among our readings will be excerpts from the Bible and Babylonian Talmud, the diary of Glückel of Hameln, Paula Wengeroff’s autobiography, the poetry of Rachel and Leah Goldberg, and contemporary authors such as Orly Castel-Bloom, Dalia Betolin Sherman, and Noa Yedlin.

COLQ 1020-14, T 3:30-4:45. Benjamin Smith, Assistant Professor of Architecture, “The Will to Solutions: Decision-Making in Creative Fields.”

Eschewing answers for solutions, this seminar challenges students interested in creative fields to grow their abilities at evaluating how they arrive at results. Students will refine their understanding of the context surrounding creative solutions as an epistemological process that builds methods for ideation, lasting beyond deadlines, exhibitions, or ribbon cutting ceremonies. The Will to Solutions course foregrounds the obligation of production with strategies to investigate values within creative work. The course will address these ideas in three ways: First, students will review the culture of decision-making in design related fields. Second, students will develop strategies for learning that compels creativity toward solutions with precision, rather than unassailable answers, by recognizing two attributes for idea progression—results must be produced, and those results change and evolve as more comprehension of atopic occurs. Third, students will grow self-reliance through discussion by substantiating claims and actively participating in creative production through ideas and/or artifacts.

COLQ 1020-15, T 5:00-6:15. Nathan Nielsen, Assistant Professor, Medicine, “Literary Journey through Medicine.”

There is an abundance of literature pertaining to the medical profession that has portrayed the changes in field and its impact on society at large. This course will cover a broad range of these books and papers, and attempt to analyze their impact on the profession and practice of medicine. Proposal : The course will be divided into 5 thematic modules dealing with novels written by doctors; biographies by or about doctors; texts about perfecting the imperfect science of medicine; doctors as patients; and the interpretation of scientific literature.

COLQ 1020-16, R 5:00-6:15. Teresa Villa-Ignacio, Postdoctoral Fellow, English, “Love and Intimacy.”

This colloquium will investigate the historical, cultural, political, and economic phenomena that inform the human experiences of love and intimacy. Taking into account its various forms, from romantic love to love among parents and children, and from love of country to spiritual or religious love, we will read classic texts and an interdisciplinary range of recent scholarly and popular essays on the subject. In particular, we will explore how theories and practices of love and intimacy are transforming and being transformed by twenty-first century events, including globalization, digital

media, religious extremism, climate change, and struggles for racial, postcolonial, LGBT, and transgender justice.

COLQ 1020-17, M 3:00-4:15. Carrie Wyland, Professor of Practice in Psychology and Faculty Member in Residence, Wall Residential College, “The Psychology of Social Media.”

Facebook, Twitter, Instagram, Snapchat, Tinder... In our current world, more and more of our social interactions are becoming virtual. In light of this, psychological research has begun to explore the effect of social media on psychological processes. In this seminar, we will discuss how social media has transformed our society, our relationships, and our selves. We will consider both the negative and antisocial effects, including lowered self-esteem and cyberbullying, as well as the positive and prosocial effects, such as social networking and digital altruism. We will read current empirical research addressing some of the psychology behind social media, examine journalistic coverage of the effects of social media, as well as explore various social media sites directly. The seminar will aim to be a balance between discussion of personal experience and opinions with scientific research and theory.

COLQ 1020-18, M 3:00-4:15. Anne-Marie Womack, Professor of Practice, English, “Problem Solving in Academia.”

This course will encourage students to be curious and independent critical thinkers. Through carefully scaffolded assignments, students will learn to examine disciplinary problems intuitively, even when they lack experience and guidance. Typically, the course will look at the kinds of evidence academics use to back up claims across disciplines--evidence from literature, logic, and objective disciplines such as science and statistics. Methodologically, we will complete inquiry-based learning assignments, in which teachers present problems for students to work on before students are taught the key ideas that will help them solve the problems. Putting the problem first and the explanation second has a few benefits. Learners draw on previous knowledge to deduce the principles at play. They use their own language to describe what's going on before being given academic terms. The process models the way academics often address new questions.

COLQ 1020-19, W 3:00-4:15. Sally Brown Richardson, Associate Professor, Law, “The Theory of Property.”

This seminar is a forum for students to begin exploring what is property, debate the merits of having a property law regime, and contemplate future issues that property law will face. We will read some fundamental political theory that has shaped American property law, such as portions of John Locke's Second Treatise of Government and portions of William Blackstone's Commentaries. We will also contemplate novel questions about whether certain things should be considered property. Specifically, we will cover whether the human body should be considered property, whether items in outer space should be considered property, and whether items in the virtual world should be considered property. To do this, we will read things like the Agreement Governing the Activities of States on the Moon and Other Celestial Bodies, as well as modern news reports on virtual items such as Bitcoin. Finally, we will focus on how we protect property. In this part, we will consider neighborhood issues such as how to protect a house being damaged by the next door neighbor's overhanging tree, local issues like how do we protect a city from blight, national issues such as how to protect the water and supply from pollution, and international issues such as how do we protect historic sites from groups like ISIS?

COLQ 1020-20, W 4:00-5:15. Julie Alvarez, Senior Professor of Practice, Psychology, “Sports Head Injuries and Concussions.”

With the recent release of the movie “Concussion”, sport-related concussion (SRC) in professional, college, and youth athletes has received more attention in the media. The field of clinical neuropsychology has been involved in the development, implementation, and evaluation of protocols for managing SRC and determining when an athlete has recovered and is ready to return to play. Over the past decade, research on SRC has exploded with hundreds of studies relating to the neurobiology of the injury, biomechanics, epidemiology, risk factors for slow recovery or poor outcome, and methods for improving assessment, treatment, and rehabilitation services for athletes. The breadth and depth of these research efforts likely will result in better health outcomes for future athletes. The goal of this seminar is to introduce students to the study of SRC through reading and discussion of peer reviewed empirical journal articles published in the last 10 years on this topic.

COLQ 1020-21, M 5:00-6:15. I. Carolina Caballero, Senior Lecturer, Spanish and Portuguese, “Introduction to Whiteness Studies.”

In this course, the students and instructor will embark on creating a White Studies curriculum. By reading essays and literature, examining art and music, and analyzing current events, the class would sift through various texts in an attempt to compile a list of essential items that will help us define whiteness. Whiteness does not exist in a vacuum: rather, because of the hegemony of Anglo-American culture in this country, it is a color/identity that we have never felt the need to define in academia, unlike African American and Latino/Hispanic identities. In light of our recent presidential election, the emergence of the Alt-Right and Black Lives Matter Movement, the urgency to discuss what it means and who is allowed to call themselves white has never been more apparent.

COLQ 1020-22, M 5-6:15. Scott McKinley, Associate Professor, Mathematics, “Lies, Damned Lies, and Big Data.”

No one is quite sure who said it first, but for more than a hundred years people have loved to joke that there are three kinds of falsehoods: “lies, damned lies, and statistics.” The frustration with statistics stems from their constant misuse, especially in masking weak arguments. When reason and common sense fail, a cherry-picked statistic or a cleverly constructed chart can intimidate and silence an opponent. And this assumes that the cited fact is even true! Recent studies show that 90% of all cited statistics are, in fact, completely made up. This is the Era of Big Data and The Era of Easy Access to Information on the Internet. This should be a golden age of truth in the public sphere, and yet, the buzzword of the 2016 Election was “fake news.” In fact, every major newspaper has felt the need to open up Fact Check sites and Explainer sections. Paradoxically, while modern Data Science has allowed scientists to discover fundamental truths among inconceivably complex interactions, it has also enabled Masters of Obfuscation to profit from casting doubt and investing in confusion. It’s no longer enough to publish “all the news that’s fit to print.” You’ve got to have a rapid-response Twitter team and clever animated graphics to stand a fighting chance. And STILL more than 50% of American adults say they are not sure whether vaccines cause autism. How can this be? We seek to answer this question through a course that will touch on topics from modern statistical analysis to computational methods in political science and economics to classical philosophy of rhetoric. It will be a course with three parts.

COLQ 1020-23, T 3:30-4:45. Sarah A. Cramsey, Visiting Assistant Professor, Department of Jewish Studies, “Belief: Understanding the Power of Faith.”

Evidence of belief, positive and negative is everywhere: majestic synagogues on St. Charles Ave., the headscarf on the student sitting across from you, the beads thrown at parade-goers during Mardi Gras; also “fanatical” religious beliefs by which people separate themselves from others, majorities discriminate against minorities and in the most extreme instances, believers are willing to kill or be killed to protect their beliefs. This seminar approaches belief from psychological, biological, anthropological, philosophical, political, sociological and historical perspectives. By using an interdisciplinary approach we will investigate questions that seem endemic to human existence: what do humans believe, why do they believe it and how does belief influence their decisions over time? Readings will be drawn from “holy” texts-- the Hebrew Bible, the New Testament, the Qur’an, the Bhavagad Gita—as well as short writings from Albert Camus, Maimonides, Fyodor Dostoyevsky, Paul Tillich, the Dalai Lama, Elie Wiesel and C.S. Lewis.