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

**COLQ 1010, Honors Great Books Colloquium: “How Should One Live?”**

Students and professors in this interdisciplinary seminar will read and discuss a series of important texts in order to develop insights into the values that have informed the construction of and participation in various human communities—political, social, and religious—in various periods of history. The texts chosen for this course are works that have shaped the conversations that frame current discussions of social ethics, political theory, and other human values. Reading lists vary, but have included works by Sappho, Homer, Sophocles, Plato, Aristotle, Augustine, Cervantes, Dante, Montaigne, Shakespeare, John Milton, Jane Austen, Mary Shelley, Karl Marx, W.E.B Du Bois, Virginia Woolf, Albert Camus, James Baldwin, Hannah Arendt, Italo Calvino, John Coetzee, Cormac McCarthy, and Claudia Rankine.

**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 11:00-12:15**  
**COLQ 1010-03**, Molly Travis, Associate Professor, English  **T R 12:30-1:45**  
**COLQ 1010-04**, James Boyden, Associate Professor, History  **T R 2:00-3:15**  
**COLQ 1010-05**, John Howard, Associate Director, Murphy Institute  **T R 3:30-4:45**

**COLQ 1020, Faculty-Led Interdisciplinary Seminars**

**COLQ 1020-01**, W 11:00-12:15. “Superheroes: Gender, Race, Orientation”  
John Proctor, Assistant Professor, Theatre and Dance

This course examines the construction of race, gender, and orientation in several popular cultural ideological mediums: We will consider what race and gender mean in the ever-rising popularity of superhero films. We will interrogate the idea of the “male gaze” with regard to how the role of the female characters in the Marvel Cinematic Universe (MCU), talk about why women and characters of color took so long to get their own stand-alone titles in the MCU and we will discuss the development and construction/creation of the mythology of the “straight, white, male,” as the hero or “God.” More specifically, we will discuss the multiplicity of constructions of the ideas of “blackness” in *The Black Panther* and the sparsity of constructions of “female representation” in *Wonder Woman*, and incorporate texts from a range of disciplines.
COLQ 1020-02, R 8:00-9:15. “Secular Compassion in Professional, Political, and Personal Landscapes”
Lesley Anne Saketkoo, Associate Professor, School of Medicine

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 questions 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 1020-03, T 9:30-10:45. “Art in Nature/Nature in Art”
Donata Henry, Senior Professor of Practice, Ecology and Evolutionary Biology
Norah Lovell, Honors Program

The study of art and the study of nature may seem to be different disciplines, but they inform each other in all kinds of ways. Artists have always looked to nature for inspiration—but how does art inform our understanding of the natural world? This colloquium delves into the intersection of art and nature through an interdisciplinary lens: What is nature from the perspective of art? What is the role of art in shaping the scientific understanding of nature? What is the role of environmental activism in art and science? These themes will be introduced through foundational and modern naturalist writings and poetry, and activities such as walks in the park (as a naturalist and an artist), keeping a field journal, and visits with artists, scientists and environmental advocates.

COLQ 1020-04, R9:30-10:45. “Aesthetics: Why We Like What We Like?”
Victor Holtcamp, Assistant Professor, Department of Theatre and Dance

This is a seminar/discussion course on the concept of aesthetics. Starting with an initial survey of the foundations of aesthetics in philosophy we will explore how aesthetics can influence various disciplines, from visual arts to sciences to food.

COLQ 1020-05, T 11:00-12:15. “Creativity”
Jenny Mercein, Assistant Professor, Theatre and Dance
Ryder Thornton, Professor of Practice, Theatre and Dance
This 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 of disciplines. Our thematic focus will follow Mihaly Csikszentmihalyi's concepts of flow, optimal experience, intrinsic motivation, and the defining characteristics of the creative state. How does creativity happen? What distinguishes it from novelty? Why does it bring us joy? Field trips include attending museums, concerts, theatre, and dance performances. For their final project, students will interview a creative figure in a domain of their choice.

**COLQ 1020-06, R 11:00-12:15. “Donald Trump’s America”**
Brian Brox, Associate Professor, Political Science

This course explores the state of our union in light of the rise of Donald Trump. Through readings and discussion we will explore what divides us, how those divisions have been shaped in the recent past (Obama Presidency, Tea Party Movement, Trump Presidency, Bernie Sanders/rise of the left), and ultimately what still unites us as a country. Specific topics include social media, news/information/facts, parties/ideology/coalitions, inequality, and social/political identity. Students will leave this course with a better appreciation for the diversity of this country and the unique way Donald Trump's presidency has put into focus our differences - as well as our commonalities.

**COLQ 1020-07, T 12:30-1:45. “Are We Ourselves and Do We Really Know?”**
Timothy McLean, Professor of Practice, Ecology and Evolutionary Biology

This seminar will examine the idea of being a human from a biological perspective. It is now recognized that symbiotic associations (in all of its guises, i.e. mutualism, commensalism, and parasitism) are way more prevalent than previously thought. We will review various symbiotic associations from multiple perspectives (mechanistic, functional, ecological, etc.) with a primary focus on the human condition. We will address issues related to how our microbiomes affect health/disease, behavior/decision-making, and identity (as a “species” and as “individuals”).

While a science background would be helpful, it should not be necessary for the level of readings and discussions that will be presented.

**COLQ 1020-08, R 12:30-1:45. “Sex, Gender, and the Brain”**
Katelyn Black, Professor of Practice, Neuroscience

How do we define sex? How do we define gender? How might these definitions guide public policy? Using an inclusive approach, we will learn the basics of sexual development and differentiation, including prenatal, adolescent, and beyond. We will also explore current
psychological and neuroscience research regarding gender/sex differences in humans and animals. Using Ted Talks, podcasts, case studies written by Tulane students, and accessible popular science books, we will discuss questions including, “Could this research be used to support sexism?” and “Can we use this research to demonstrate that intrinsic neuroanatomical differences can lead to the same behavioral output?”

This seminar will assume an inclusive approach to gender variance. A science background will not be necessary for the level of discussions and readings presented in this seminar.

**COLQ 1020-09, T2:00-3:15. “Theory of Property”**  
**Sally Richardson, Associate Professor, Law School**

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 1020-10, R 2:00-3:15. “What is Nature, What is Natural, and What are we supposed to do with it?”**  
**Elizabeth Gross, Lecturer, Honors Program**

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 Heraclitus, Descartes, Rousseau, Darwin, Thoreau, Mary Shelley, John Berger, David Harvey, 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? Do we find "nature" in solitude or through connection with others? What are our human responsibilities to the natural world?
COLQ 1020-11, T 3:30-4:45. “The Psychology of Social Media”
Carrie Wyland, Senior Professor of Practice, Psychology

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 ourselves. 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 1020-12, R 3:30-4:45. “How to Think About Weird Things”
Marc Zender, Assistant Professor, Anthropology

Did ancient aliens build the pyramids? Were any ghosts actually discovered in eleven seasons of Ghost Hunters (Syfy, 2004-2016)? Are rapper B.o.B. and basketball player Kyrie Irving correct when they claim that the earth is a flat disc rather than a sphere? Why, or why not? If you’ve ever wondered about these and other weird things, you’re not alone. Every year more than a hundred books promoting the wildest forms of bogus science and the paranormal are published in the United States, and more than a hundred hours of television focus on equally weird things. As a result, the percentage of Americans today who take astrology seriously is larger than the percentage of people who did so during the Middle Ages, when leading theologians such as Saint Augustine gave excellent reasons for considering astrology nonsense.

Weird things are fun and engaging to think about, so this course uses them as ‘hooks’ to help students learn to think critically, using examples from the weird claims and beliefs that abound in our culture to demonstrate the sound evaluation of any claim. It explains step-by-step how to sort through reasons, evaluate evidence, and tell when a claim (no matter how strange) is likely to be true. The emphasis is neither on debunking nor on advocating specific assertions, but on how to think clearly and critically about weird things, equipping students with theories and methodologies which will allow them to evaluate truth claims for themselves, weird or otherwise.

COLQ 1020-13, T 3:30-4:45. “Impossible Mothers”
Brian Horowitz, Associate Professor and Chair, Jewish Studies

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, R 3:30-4:45. “Causes and Consequences of Sea Level Rise”**  
Cynthia Ebinger, Marshall-Heape Chair Professor, Earth and Environmental Sciences

The majority of humans live or work along Earth’s coastlines, which respond to sea level rise in a variety of ways. Sea level rise, therefore, poses tremendous financial risk to coastal communities, and is already provoking resettlements and expensive mitigation. This Colloquium offers students the opportunity to consider the response of Louisiana’s coast within a global context, and to compare and contrast the coastal response in this region with tropical and arctic examples. We focus on a review of the Earth-ocean-atmosphere system, data constraining sea level rise, evidence for the regional variations in rates of sea level rise, economic, societal, and strategic implications of land-loss and increasing severity of storms, and discuss geo-engineering projects for Louisiana and other areas worldwide.

Readings will include popular science articles, World Bank data compilations, as well as popular and political responses to sea level rise. A goal is to introduce students to critical review and evidence-based interpretations of physical processes. The approach will include lectures and discussions each week, and allow students to suggest topics of interest for discussion.

**COLQ 1020-15, M 3:00-4:15. “Spiritual Memoir”**  
F. Thomas Luongo, Associate Professor, History

In this seminar, students will read and discuss works in which authors from a variety of traditions explain their lives in terms of their experience of the sacred. We explore how they draw insights from religious experiences or crises (sometimes including tension with religion or the very idea of God) and use their interior experiences to account for their exterior lives—their careers and achievements, for example, or their involvement in politics. Examples of possible assigned texts include St. Augustine, *Confessions*; Elie Wiesel, *Night; The Autobiography of Malcolm X*; Dorothy Day, *The Long Loneliness*; The Dalai Lama, *Freedom in Exile*. 
This course encourages students to be curious and critical. Students learn to think metacognitively about their own thinking, to realize patterns and problems inherent in human thought, and to make explicit our naturalized cultural assumptions. Topically, the course looks at the kinds of thought academics employ across disciplines, considering evidence from literature, logic, science, and statistics, among others. Methodologically, we 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. Ultimately, the process models the way academics often address new questions.

For the average millennial, "aggression" is something to be avoided and almost always means conflict. But, aggression is also the force that spurs ambition, passions and gives us a sense of drive. It does not have to be contrary to an institution or a person. Rather, it can be in pursuit of something. A flower growing out of the cement is in an aggressive mode - struggling to flourish despite little encouragement or nourishment. What is it to passionately want and pursue a dream? A goal? Does this give us purpose? What if we achieve it? Or ultimately, the goal posts move? This colloquium is designed to create a sense of agency and to foster the desire for students to pursue goals that reach beyond what is pre-determined. While the course follows an active model, it is philosophically based and readings from scholarly texts from Hume, Locke, and Kierkegaard amongst others will be included.

As Simone de Beauvoir once argued, “Otherness is a fundamental category of human thought.” It encompasses our physical, emotional, and cognitive existence, yet dominates all aspects of life. Consequently, otherness can be perceived through many different lenses, a philosophical, psychological, geographical, sociological, racial, or sexual, among others. Taking many different shapes and forms, this course will explore the concept of the Other and how it inherently points towards difference and, as a result, often highlights a sense of non-belonging. As such, it expresses opposition to what is known, familiar, and accepted. Moreover, the existence of the Other questions everything through an often-

COLQ 1020-20, W 3:00-4:15. “Ethnography of Dance”
Annie Gibson, Administrative Assistant Professor, Center for Global Education

In this course, students will learn to approach scholarly research from the perspective of performance and ethnography. Through the study of dance and performance in Latin America, students are required to think critically about the relation between text, ethnography and the body by paying attention to the demands that performance places on us as participants, spectators, scholars and commentators. Students will learn about and examine the purpose and processes of ethnographic research; examine various forms of Latin American dance to appreciate the similarities and differences in theory and philosophies of movement study in selected Latin American performance circles; contextualize their work within the interdisciplinary field of dance anthropology and dance cultural studies; and engage with current debates and problems in these scholarly communities. Students will explore how performance becomes a primary point of entry and inquiry where we may be/act, see/hear, feel/sense, and think/evaluate within a world different from our own and understand its implications in governance, policy, and practice.

No dance experience required!!!

COLQ 1020-21, T 12:30-1:45. “Modern Approach to the Contemporary World”
Brittany Kennedy, Senior Professor of Practice, Spanish and Portuguese

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 1020-22, R 12:30-1:45. “Art and Culture: Aesthetics and Criticism”
Isa Murdock-Hinrichs, Professor of Practice, English

This course will focus on the role of art and how it relates to questions of beauty, the possibility of objective evaluation of a work of art, and the relationship between art and reality, creativity and reason, art and life, and how societal values affect what might be considered art. More specifically, we will investigate what art is and its role in human life. Some of the questions the class will consider are whether there might be a distinctive quality or function which all works of art possess and which makes them art; whether art has a distinctive kind of meaning and what determines an artwork’s meaning? Can it be expressed in other terms? Why do we care about an artwork’s originality and authenticity? How should, in philosophical terms, art be evaluated? Does art have the potential of influencing ethics and morals? In asking these questions, it is important to test those theories against actual works of art, and students will examine reproductions of artworks in class and visit a local museum.

COLQ 1020-24, R 2:00-3:15. “Trauma in History”
Marline Otte, Associate Professor, History

This course examines the intersections of visual culture, commemorative politics, nationalism and trauma in a transnational perspective. We will examine the debates and contestations over memorialization and artistic engagements that follow the collective experiences of traumatic events in countries such as former Yugoslavia, Germany, Poland, Ireland and United States. The realizations of memory through art, performance, photography, and architectural design will constitute the heart of our discussion.

COLQ 1020-26, R 9:30-10:45. “Empathy and Human Kindness”
Douglas Chrisey, Professor, Physics and Engineering Physics

Technology in the world today can increasingly make people feel isolated. Acts of human empathy and kindness can be big or small and their impact can both be immeasurable. For a person to know that someone else is thinking about him or her and his or her personal situation is a shot of adrenaline to his or her dignity health. Just by attempting to speak foreign language or by kneeling down to speak to a child we are expressing our empathy and kindness toward another human being. But why do we do it or why would we do it and whom do we do it for and do we even know what we do or when we do it? Is it a natural act; are we born with the ability or does one have to learn how to be empathetic and kind? Can we boost our ability to be empathetic and kind? Are there barriers or emotional diodes, e.g., can it be reciprocated between age and socioeconomic levels? Is empathy and kindness enabling or can it be exploited?
TIDB 1010 (HONORS): MORE THAN JUST BUSINESS I

TIDB 1010 introduces students to the business world by critically examining the art of management. The course focuses on the question: why do people work together and how? The objective of TIDB 1010 is to introduce students to basic business concepts, to develop a plan for their field of study, as well as to have fun in the process.

TIDB 1010-03 (H): T 11:00-12:15
Ashley Nelson, Professor of Practice, Freeman School of Business

TIDB 1010-06 (H): T 11:00-12:15
Aimee Freeman, Professor of Practice, Freeman School of Business

TIDB 1010-11 (H): R 11:00-12:15
Ashley Nelson, Lecturer, Freeman School of Business

TIDB 1010-17 (H): R 5:00-6:15
Chastain Taurman III, Lecturer, Freeman School of Business

TIDB 1010-25 (H): R 11:00-12:15
Chastain Taurman III, Lecturer, Freeman School of Business

TIDB 1020 (HONORS): LAW AND ORDER: PRE-LAW

In Henry VI, Shakespeare wrote, “The first thing we do, let’s kill all the lawyers”; however, all the lawyers have avoided being killed since that line was written. Why? From the largest corporate mergers to simple adoptions, and from public policy to enactment of criminal laws, the need for lawyers is increasing because the law is a central part of our daily lives and the bedrock of a free society. Although the press might occasionally indicate otherwise, lawyers are members of a profession and they get respect, but is being a lawyer really like the popular portrayals on television shows such as Law and Order or in a John Grisham novel? This class will help you explore how one becomes a lawyer and what it is like to be a lawyer. The Honors section is as follows:

TIDB 1020-03 (H): T 12:30-1:45
Sanda Groome, Professor of Practice, Freeman School of Business