HONORS PROGRAM  
FALL SEMESTER COURSES  
2018

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?”**  
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 Aeschylus, Thomas Aquinas, Aristotle, Augustine, Austen, Cervantes, Dante, Dubois, Homer, Ishiguro, Marx, Montaigne, Nietzsche, Plato, Woolf.

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, Mark Vail, Associate Professor, Political Science, 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, T 8:00-9:15. “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 1020-02, 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. “Race, Class and Gender in Computer Science”
Ramgopal Mettu, Associate Professor, Computer Science

The mainstream conception of technology is that it serves to advance civilization and promote equality. While certain technologies can be incredibly democratizing (e.g., the cellphone, productivity software), the benefits of technology are also often limited to those with access to it, and those for whom it is designed. These limitations are closely connected to the composition of those who are creating and disseminating technologies. This seminar will examine several key technological advances in computer science and examine the reasons for, and the extent to which, our popular conception of the power of technologies is or is not met. We will examine roughly three time periods in computer science: the genesis of computer science around WWII, the advent of the personal computer, and of course, the era of the internet and startup culture. For each of these time periods we will give an overview of the technological advances, the social conditions that made them possible, as well as the social change they enabled. The readings will be a mix of historical texts, social critique and publications in computer science (that are fairly accessible to a broad audience).

COLQ 1020-04, R 9:30-10:45. “Guns in America”
Mirya Holman, Associate Professor, Political Science and Geoff Dancy, Assistant Professor, Political Science

Americans own more guns and harm each other more frequently with those guns than any other developed country in the world. A robust debate has emerged in the United States over the proper scope of gun rights and gun regulations, commanding an outsized amount of attention in American politics. But rarely do most citizens explore these issues, or challenge their own assumptions. We build a class around debates about gun control and gun rights by surveying a wide set of research on firearms from the fields of law, history, public health, philosophy, political science, economics, sociology, geography, art, and gender studies. In so doing, we hope to confront challenging questions related to the place of firearms in society: Is gun violence a price we pay for freedom? Are guns integral to American culture? Does the availability of firearms change the way that humans interact? What does it mean to have a “right” to bear arms? The class will expose students the process of
political science research and will provide them with tools to evaluate policymaking, group-based activism, and evidence evaluation in their lives.

**COLQ 1020-05, T 11:00-12:15. “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 1020-06, R 11:00-12:15. “High Throughput: The Biologic, Computational, and Ethical Problems of the Genomic Era”**
Laurie Earls, Assistant Professor, Cell and Molecular Biology

We are in the midst of the genomic age. Unbeknownst to most people, genomics is rapidly changing the face of many professions, including science, medicine, and forensics. New technologies are producing staggering amounts of data, creating both biological and computational challenges. This colloquium will visit some of the most impactful biological inventions of the genomic era. We will discuss the computational approaches that are used to unravel the massive datasets produced by genomics. Finally, we will discuss some of the ethical issues surrounding big data creation.

**COLQ 1020-07, T 12:30-1:45. “Self-Defense: Physical, Ethical, and Psychological Aspects”**
Kyriakos Papadopoulos, Professor, Department of Chemical and Molecular Engineering and Antony Sandoval, Associate Professor, Theatre and Dance

This course will address a selection of practical, psychological, ethical, legal, and gender issues of self-defense. The students will debate the answers to questions like: “When is self-defense feasible?” “What should the threshold of odds for successfully defending oneself, for action to be taken?” “Which potential damages to oneself and to an attacker should be considered before armed or weaponless self-defense is used?” “What constitutes excessive force in self-defense?” “How is self-defense different, based on one’s gender, age, race, ethnicity, religion, social status, physical presence, sexuality etc.?” Three of the seminars will be practical workshops of unarmed self-defense. The purpose of these workshops will be to increase one’s awareness of what may be possible when one is subjected to an unarmed attack and considers using unarmed self-defense. The self-defense workshops will also feature as guest instructors women martial artists who have experience in teaching women’s self-defense.

**COLQ 1020-08, R 12:30-1:45. “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 1020-09, T 2:00-3:15. “Memory and Trauma”**  
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 a variety of 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 1020-10, R 2:00-3:15. “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 1020-11, T 3:30-4:45. “Leadership for Sustainable Development in the Age of Disruption”**  
Nancy Mock, Associate Professor, Global Community Health and Behavioral Sciences, School of Public Health and Tropical Medicine

This seminar aims to develop student’s understanding of the nexus of leadership, sustainable development and disruptions, preparing to enter the world as future leaders aware of sustainability science, disasters/disruptions and perspectives on leadership. The course will have three modules for each of these topics: leadership, sustainable development, and disasters/disruption. It will touch on the theories and controversies behind these constructs and some of the challenges and opportunities facing emergent leaders. Readings draw upon a reader of peer-reviewed landmark publications on these three topics, including the most recent *Science* publication on the concept of Planetary Boundaries; Evolutionary Origins of Leadership and Followership; systems thinking and leadership
decision-making; Disturbance and social-ecological systems. Students also will learn about the Sustainable Development Goals (SDG) established by the UN and funding commitments behind them. Students will discuss how disruptions/disasters combined with leadership can influence the attainment of the SDGs. Student groups will choose a disaster/disruption and analyze how the phenomena have been moderated by leadership to contribute to sustainable development.

This colloquium is considered a foundational course for students who wish to study in Dr. Mock’s workshop courses being developed and are planned to be offered in Wyoming, Italy and Africa.

**COLQ 1020-12, R 3:30-4:45. “Social Commentary in Popular Music from 1965-1985”**
Brent Koplitz, Professor, Chemistry

Access to music and information through vehicles such as Spotify and Wikipedia has revolutionized how one goes about listening to and learning about music. In this class, we examine songs that deal with anti-war sentiment, drugs, the environment, teen angst, racism, gender issues, school shootings, and religion. This course is taught primarily from a chronological perspective. Four five-year time periods are covered: late 1960's, early 70's, late 1970's, and early 1980's. After opening with Bob Dylan “going electric” in 1965, approximately two-thirds of the course is spent covering the first two periods. The bracket of 1985 coincides with the end of Bruce Springsteen’s “Born in the U.S.A.” tour.

**COLQ 1020-13, T 3:30-4:45. “Causes and Consequences of Sea Level Rise”**
Cynthia Ebinger, Marshall-Heape Chair Professor, Earth and Environmental Sciences

Earth’s surface is dynamic, with the processes of plate tectonics interacting with atmospheres and oceans. Climate changes in response to the creation and removal of mountain belts and rifts, volcanic eruptions, orbital forcings, and human activity result in a feedback system that enhances or diminishes global temperature. As global temperatures rise, polar ice sheets melt, and the meltwater causes sea level rise at a global scale. Yet, 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 evaluation, and to recognize ‘alternative facts’ and faith-based interpretations of physical processes. The approach will include lectures and discussions each week, and allow students to suggest sub-topics of interest for discussion.
COLQ 1020-14, R 3:30-4:45. “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 1020-15, M 3:00-4:15. “Creativity”
Jenny Mercein, Assistant Professor, Theatre and Dance, and 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 Mihalyi 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 1020-16, W 3:00-4:15. “Nice Work”
F. Thomas Luongo, Associate Professor, History

Work is something we take for granted as being central to our lives. But how do we define work, and how does our work define us? What does it mean to work well, or to do good work? What is the relationship between work and happiness—both for us as individuals and for society at large? In this seminar we will explore the meaning of work through discussing and writing about a series of texts that take up work as it relates to human happiness and work’s meaning in American society. These will include texts by chroniclers of working in America like Studs Terkel and Barbara Ehrenreich, works of literary fiction, and documentary films (for instance, “Jiro Dreams of Sushi”). Throughout the seminar, students will be encouraged to think about the meaning of work more broadly and about what work might mean for them—while at Tulane and in their lives after graduation.
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.

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.

Health, illness and medicine have been an integral part of the human experience throughout our collective existence. It is no exaggeration to state that physicians have played pivotal roles in humanity's greatest achievements (eliminating smallpox, space travel, the U.S. constitution), as well as the darkest days of our history (Nazi human experimentation, the “Papa Doc” regime in Haiti, the Tuskegee syphilis experiment). Though not always recognized as such, writing has been an integral part of medicine for millennia – from academic descriptions of disease and the attempts to cure them to elegantly crafted oaths of professional allegiance to deeply personal and intimate accounts of human suffering and grace. Yet physicians have also taken lessons learned from their practice and incorporated them into other literary works – biographies, memoirs, novels, poetry, plays, and even screenplays.

The primary goal of this seminar is to introduce freshman honors students to the direct contributions of physicians to centuries of literature. Readings will include collections of medical case studies,
memoirs of practicing physicians, first-hand accounts of illness and dying, commentaries on the medical profession, historical accounts of medical practices, collections of poetry, and fiction novels. In addition, every assigned book will be thematically paired with an academic article from contemporary medical journals. Students will be expected to read, analyze and discuss the assigned books and journal articles.

COLQ 1020-20, W 5:00-6:15. “Whiteness Studies”
Isabel Caballero, Senior Professor of Practice, Spanish and Portuguese

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. 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.

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. “Understanding Diversity in the Workplace”
Ambika Prasad, Lecturer, Freeman School of Business

In this colloquium students will engage in conversations around diversity and then expand the dialogue to include diversity in the workplace. We will look at associated attitudes and concepts like biases (both conscious and unconscious) that are inherent in our behaviors: stigma and prejudice, discrimination, racism, stereotyping and stereotype threat. We will examine how different kinds of diversity at work can impact workplace outcomes like selection of employees, performance evaluations, leadership roles, and team dynamics. The class will also look at legislation that protects groups from discrimination at work and encourage diversity - like Title VII of the civil rights act, the ADA and affirmative action programs. In this context the class will be encouraged to challenge as well as affirm the philosophy behind diversity programs in organizations. Finally, students will be
introduced to the idea of diversity training at work, and the findings in literature that many diversity training programs fail. As part of their final presentations, students (while working with a partner) will be asked to develop a plan for a meaningful diversity training program.

**COLQ 1020-23, T 2:00-3:15, “Questions of Travel”**  
Elizabeth Gross, Lecturer, Honors Program

This course will explore travel literature, broadly defined, from ancient epic to contemporary foreign correspondents. We’ll read Homer and Shakespeare in conversation with Jamaica Kincaid, Derek Walcott and other works of post-colonial literature and critique, historical accounts of Marco Polo, Montaigne, de Tocqueville, and James Baldwin in conversation with contemporary essays on travel, migration, race and place. We’ll analyze the impact of travel on individuals and communities--both when travel is a choice and when it is a necessity. We’ll discuss how tourism and migration shape the world around us. How do we learn about other places in the world? How does where we are affect who we are? How does who we are affect what we understand about the world?

**COLQ 1020-24, R 2:00-3:15, “Lies, Damned Lies and Data Science”**  
Scott McKinley, Associate Professor, Mathematics

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 1020-25, M 3:00-4:15, “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 1020-26, W 3:00-4:15, “Thinking About Thinking”**
*Anne Marie Womack, Professor of Practice, English*

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.

**COLQ 1020-27, M 3:00-4:15 pm, “The Face of the Other”**
*Alexandra Reuber, Senior Professor of Practice, French and Italian*

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-silent enunciation of a series of questions: Who am I? Who are you? And, who am I in relation to you? Whether feared or embraced, the existence of the Other challenges the subject to reevaluate preconceived notions of selfhood, identity, and belonging. Fictional texts and films that may be included in this seminar are Albert Camus’ two novellas “The Guest” and “The Stranger,” Richard Wright’s novel “The Outsider,” Tony Morrison’s novel “A Mercy,” Mary Shelley’s gothic masterpiece “Frankenstein,” Edgar Allan Poe’s short stories “The Fall of the House of Usher” and “William Wilson,” Stephen King’s short story “1922,” Tate Taylor’s film “The Help,” James Mangold’s film “Identity,” and Eric Toledano’s film “The Untouchables,” among others.
HONORS BUSINESS TIDES COURSES
1.5 Credits
These seminars meet once a week.

TIDB 1010 (H): More Than Just Business I

The goal of this course is to introduce students to basic business concepts, teach students how to connect an academic plan to a career, teach students how to work in groups, teach students networking, and teach students to be socially responsible through the public service component of the course. The Honors section will require additional writing assignments and at least one faculty interview. Honors sections are as follows:

- TIDB 1010-03 (H): T 11:00-12:15
- TIDB 1010-13 (H): W 5:00-6:15
- TIDB 1010-19 (H): R 5:00-6:15
- TIDB 1010-20 (H): R 5:00-6:15

TIDB 1020-03 (H): 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