

## Spring 2022 Honors Course Descriptions

*All courses are subject to change; check Class Search for an updated list of offerings. All Honors courses have a **600-section**. Make sure you select the correct section before enrolling.*

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### ***Cultural Visions Courses***

#### **ANTH 20623: Introduction to Cultural Anthropology**

**Section:** 645 OR 655

**Professor:** Dr. Lisa Vanderlinden

**Core and Honors Designation:** SSC and GA or CA, Cultural Visions

**Description:** The field of cultural anthropology provides a unique skill set for engaging our multicultural and interconnected world. Anthropologists study all facets of human culture, particularly people's everyday lives and their communities as they interact with global forces. Students in this course will participate in Socratic discussion, collaboratively examine cultural artefacts, and undertake an interview project with a person born outside of the United States. By learning about the lives of people who experience and perceive the world in unfamiliar ways, students gain a more reflexive view of their own cultural practices and ideologies, and are better able to see them in broader global and historical perspective.

#### **CRES 10103: Engaging Difference and Diversity**

**Section:** 674

**Professor:** Dr. Jacinto Ramos

**Core and Honors Designation:** CA or CSV, Cultural Visions

**Description:** Race isn't rocket science; it's harder than rocket science. Why? Because American K-12 school systems do not teach about race and ethnicity. How in the world are we supposed to know the rules of engagement? This course provides an introduction to the interdisciplinary field of comparative race and ethnic studies. Students will explore the social construct of race and become familiar with the Courageous Conversations About Race protocol. The class will be highly interactive and will introduce students to people engaging in promoting racial and ethnic equity in Fort Worth, Texas.

#### **DANC 10453: Dance in World Cultures**

**Section:** 635

**Professor:** Lily Sloan

**Core and Honors Designation:** FAR and CA, Cultural Visions

**Description:** Students in this course engage in a historical and cross-cultural examination of dance as a fundamental human expression. The course design helps students develop a critical understanding and appreciation of dance as culturally situated in diverse world cultures and how socially constructed notions of gender, class, and race manifest within these dance practices.

## **ENGL 20213: Global Women's Literature**

**Section:** 660

**Professor:** Dr. Rima Abunasser

**Core and Honors Designation:** HUM and GA or LT, Cultural Visions

**Description:** Ghanaian author, Ama Ata Aidoo, tells us that “[h]umans, not places, make memories.” What does it mean, though, to remember one’s life in the context of family, community, politics, and place? How is memory shaped by histories of individual or collective traumas such as colonialism and exile? And, importantly, how can memory serve as a corrective or a challenge to dominant discourses rooted in systems of power and oppression? This course will ask students to consider how literature by women from the Middle East and North Africa engages with these questions, challenging us to think about how this literature creates and recreates memory, self, and home. Themes considered will include sexuality, memory, race, decolonization, migration, nationalism, history, and diaspora.

## **ENGL 20913: Literature and Civilizations I**

**Section:** 610

**Professor:** Dr. Jill Havens

**Core and Honors Designation:** HUM and LT, Cultural Visions

**Description:** The story of Troy and the Trojan War is among the most influential stories ever told about the Western World. Why has this tale (“the founding story of Europe”) proved so enduring? And why was it considered important to the many artists, writers, and historians who preserved it? In this course we will explore the many retellings of this famous story, starting with the original versions by Homer and Virgil and ending with a recent novel (part of a present and growing trend) that returns us to Homer’s poem while giving voice to the silent victims of that epic, the women. We will look at all of these works to answer questions about the impact and survival of this legendary story of love, honor, war, and betrayal.

## **HIST 20223: Europe 1789-Present**

**Section:** 610

**Professor:** Dr. Juan Carlos Sola-Corbacho

**Core and Honors Designation:** HUM and HT, Cultural Visions

**Description:** In this class we will focus on the history of Europe since the French Revolution, a turning point in the history of the Western World. We will undertake a historical analysis of the new political, social and economic ideas that have appeared (and the decline of some traditional concepts) by way of understanding the formation of present-day Europe. The class will combine presentations (by students and professor), research (necessary to write a paper and prepare for presentations), and class discussion. We will also have a number of Europeans in class, with whom we will converse about present-day Europe.

### **HNRS 20103: Africa Through Film**

**Section:** 674

**Professor:** Dr. Komla Aggor

**Core and Honors Designation:** CA or GA, Cultural Visions

**Description:** This is an interdisciplinary course designed to explore multiple dimensions of African societies that are often unknown or misunderstood. Through documentaries and movies, the course highlights the history, cultural traditions, and lifestyles of African societies. Students will have the opportunity to review the broad concepts of multiculturalism, poverty, and national development and how these concepts affect our views about the African continent. The course enables students to become better equipped with the knowledge and critical thinking necessary to serve in an increasingly diversified, global community.

### **HNRS 20113: College Life and Identity**

**Section:** 630

**Professor:** Dr. Cameron Potter

**Core and Honors Designation:** HUM and CA, Cultural Visions

**Description:** Students will explore various aspects of the constructive-developmental transition from adolescence to adulthood (cognitive development, sociology-emotional development, faith-stage development, and moral/ethical development), with particular attention to the relationship between the college experience and identity/values development. This course will provide students the opportunity to actively engage with concepts, theories, and frameworks that help increase awareness and understanding of how our social identities—race, religion, class, ethnicity, age, gender—impact our experiences in the communities where we live and work. Students will be encouraged to expand their perspectives through self-reflection, interactive texts, and participatory class discussion.

### **HNRS 20113: College Life and Identity**

**Section:** 665

**Professor:** Dr. Lauren Nixon

**Core and Honors Designation:** HUM and CA, Cultural Visions

**Description:** Students will use interdisciplinary inquiry and experiential learning to explore the transition to adulthood, personal and community identity development, and the aspects of college life that make these years formative. By engaging with text, in dialogue, and in practices such as mindful meditation and reflective writing, students will develop a holistic understanding of who they are and how they exist amongst other people in their campus, local, national, and global communities.

### **HNRS 20113: College Life and Identity**

**Section:** 674

**Professor:** Dr. Whitnee Boyd

**Core and Honors Designation:** HUM and CA, Cultural Visions

**Description:** Students will explore how their identities and life experiences help to shape how they navigate society and make decisions. Students will read and discuss interdisciplinary material related to race, class, gender, education, faith and spirituality, building community, inclusion, and more. Students will be challenged to think critically on how their respective identities connect them with others and how to use their space in society to empower others. Through this time of self-exploration and reflection, students will derive a more holistic understanding of who they are and how they exist amongst the many other people in the community and world around them.

### **HNRS 20113: College Life and Identity**

**Section:** 675

**Professor:** Leslie Ekpe

**Core and Honors Designation:** HUM and CA, Cultural Visions

**Description:** Students will explore how their identities and life experiences help to shape how they make decisions and navigate society. In this dialogue-intensive course, students will be expected to engage with the intersecting topics of race, class, gender, education, faith and spirituality, community building, and inclusion. Students will examine sources of privilege and oppression in their own lives in order to build empathetic, equity-focused lenses with which to examine social systems. Through this time of self-exploration and reflection, students will derive a more holistic understanding of who they are and how they exist amongst the many other people in the world around them. This course will balance intense self-reflection with mindful inquiry into the experiences of others.

### **HNRS 20113: College Life and Identity**

**Section:** 680

**Professor:** Dr. Trung Nguyen

**Core and Honors Designation:** HUM and CA, Cultural Visions

**Description:** Students will explore the intersectionality of their racial and gender identities and use this understanding to analyze their own decisions. By learning how identities may influence an individual's intellectual and moral development, students will establish a foundation to guide them in making choices reflective of an ethical leader and a responsible citizen. Questions we will address together include: What principles can I use to determine whether I made the "right" decision? What aspects of my identity guide me in my decision-making process? How has my identity been shaped by the decisions I have made in the past?

## **HNRS 20243: Culture, Literature and Adaptations – The Hunger Games**

**Section:** 655

**Professor:** Dr. Sylviane Greensword

**Core and Honors Designation:** HUM and LT, Cultural Visions

**Description:** This course introduces students to intercultural studies via the popular young adult series The Hunger Games. Assigned reading includes all four novels in the series, excerpts of its filmic adaptations, and short scholarly articles on the themes, production, and media coverage of The Hunger Games. Through student presentations, small group discussions, and academic writing, students will examine the extent to which the fictional dystopian society of Panem exposes realities of contemporary cultures and subcultures at home and abroad.

## **HNRS 20403: Faith and Social Movements**

**Sections:** 610, 620, OR 630

**Professor:** Dr. Andrew Ryder

**Core and Honors Designation:** HUM and CSV or RT, Cultural Visions

**Description:** Faith is a practical activity that changes the conception of community and has considerable cultural effects; indeed, it has been crucial in achieving human rights and social justice. This course explores a series of contemporary case studies from the Americas, driven by the energy and commitment of many thinkers and leaders whose belief systems and activities are shaped by religious faith. Students write papers and present research on contemporary religious problems and practices, and are asked to reflect on their own beliefs and develop them. Course material includes reflection on Black, feminist, and Indigenous theologies, as well as attention to ecology, sexuality and gender, Latin American social movements, religion and science, human rights, and contemporary interfaith dialogue.

## **HNRS 20503: Cultural Contact Zones – The Americas**

**Section:** 620

**Professor:** Dr. Juan Carlos Sola-Corbacho

**Core and Honors Designation:** HUM and GA, Cultural Visions

**Description:** In this class we will focus on the Americas, from Canada to Argentina, and the lives of Americans at the beginning of the 21st century. We will learn about the 36 American sovereign states, and those 19 territories that are part of other European or American countries. We will analyze their peoples, cultures, traditions, and political/economic situations. We will also “meet” the most popular Americans (political leaders, actors, writers, and scientists) and look at expressions of regional identity such as the Peruvian Inti Raimy (summer solstice), how to play tejo (a traditional sport in Colombia), and the origin of the traditional Chilean festival known as “Fiesta Tapati.” The class will combine presentations (by students and professor), research (necessary to write a paper and prepare for presentations), and class discussion. We will also have a number of Americans in class, with whom we will converse about life in present-day America.

### **HNRS 20503: Cultural Contact Zones – US Schooling and American Society**

**Section:** 645 OR 655

**Professor:** Dr. Lynn Hampton

**Core and Honors Designation:** HUM and GA, Cultural Visions

**Description:** Through classroom debates, policy discussions, and active learning exercises, students in this course will tackle a host of issues concerning the role of schools and schooling in U.S. society. What factors shape how schools are run, how schools are organized, and what curricular materials are taught? How do schools help to maintain and perpetuate social inequality? How do race, class, and gender affect the educational experiences of students within schools and within classrooms? Discussion of these topics will help to dispel myths about the role of education and schools in American society.

### **HNRS 20613: Race and Sports**

**Section:** 680

**Professor:** Dr. Clifford Harrell

**Core and Honors Designation:** HUM and CSV, Cultural Visions

**Description:** Students in this course will explore the interplay of racial and social binaries within the context of sports. We will examine the popularity of sports and why it plays such a large role in the social structure of our society while inspecting the images and commentaries generated within and around it.

### **HNRS 20813: Philosophy and Science of Social Justice**

**Section:** 665

**Professor:** Dr. Mikio Akagi

**Core and Honors Designation:** HUM and CA, Cultural Visions

**Description:** Discussions of justice in the 21st century focus increasingly on issues like sexism, racism, transphobia, and ableism. But what are things like race, gender, and disability? Are they biological differences, or are they socially-constructed? Is there such a thing as “implicit” prejudice? Can “equal treatment” sometimes be unjust? In this course we will examine work in the humanities and the sciences, asking how theoretical perspectives can be informed by scientific methods and how theories of social justice can be used to criticize and inform our understanding of science.

### **PHIL 10103: Mind, Meaning, and Morality**

**Section:** 630

**Professor:** Dr. Richard Galvin and Dr. Blake Hestir

**Core and Honors Designation:** HUM and CSV, Cultural Visions

**Description:** Students in this course explore various conceptions of mind, meaning, and morality from the ancient Greeks to the contemporary world, with particular attention to the metaphysical and ethical questions, “What (who) are we?” “How should we live?” and “What makes our lives meaningful?” Answers from various figures in Western and Eastern thought are compared, discussed, and evaluated, offering students the opportunity to consider their conceptions of themselves as individuals and as human beings.

### **RELI 10023: Understanding Religion: Communities – World Religion**

**Section:** 680

**Professor:** Dr. Mark Dennis

**Core and Honors Designation:** HUM and RT, Cultural Visions

**Description:** This course offers an introduction to the teachings and histories of religious traditions mainly from Asia and the Middle East: Hinduism, Buddhism, and Sikhism from India, Confucianism and Daoism from China, and Islam from Saudi Arabia. The course begins with a general discussion of the Humanities, critical thinking in the liberal arts, and theories of religion. The rest of the semester is devoted to case studies illustrating the intersection of religion and free speech, violence, and other fascinating topics. Those cases include the cartoons depicting the prophet Muhammad and the protests of the Westboro Baptist Church as well as Tibetan self-immolations, the Mumbai attacks, and others.

### **RELI 10033: Understanding Religion: Texts and Ideas – The Qur'an**

**Section:** 660

**Professor:** Dr. Samuel Ross

**Core and Honors Designation:** HUM and RT, Cultural Visions

**Description:** This course introduces the life of the Prophet Muhammad and the scripture he proclaimed, the Qur'an. Through a combination of interactive lectures and hands-on assignments, students will examine historiographical methods for reconstructing Muhammad's biography, the enduring relevance of his legacy to Muslims today, the worldview of the Qur'an, its textual history, and debates over the Qur'an's interpretation. Throughout, attention will be given to questions of universal human concern and areas of similarity and difference with the other Abrahamic religions, Judaism and Christianity. Students will also think reflexively about the process of studying the religion of others, past and present.

### **SCIE 30603: Religion and Healthcare**

**Section:** 670

**Professor:** Dr. Mathew Crawford

**Core and Honors Designation:** CA, Cultural Visions

**Description:** This course explores the relation between religion and healthcare in the American medical context, including the role faith plays for many facing illness. With the goal of fostering cultural competence, we will trace the historic interplay between religious practice and fostering human health in the West, emphasizing the prominence of Christianity, the development of secularism, and religious plurality. This course is suited for Honors students preparing for careers in healthcare as well as those broadly interested in religious and secular responses to illness.

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## ***Honors Elective Courses***

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### **BIOL 10003: Contemporary Issues in Biology**

**Section:** 605 (Lecture) and 606 (Lab)

**Professor:** Dr. Molly Weinburgh

**Core and Honors Designation:** NSC, Honors Elective

**BIOL 10513: Introductory Biology II**

**Sections:** 635 OR 645

**Professor:** Dr. Mark Demarest

**Core and Honors Designation:** NSC, Honors Elective

*Students must also enroll in a BIOL 10511 lab*

**BUSI 10153: Business in Society**

**Sections:** 630 OR 640

**Professor:** Dr. Danyelle Ackall

**Core and Honors Designation:** Honors Elective

*Students must also enroll in a BUSI 10151 lab*

**CHEM 20123: Quantitative Analysis**

**Sections:** 670 (Lecture) and 671 (Lab)

**Professor:** Dr. Jeff Coffey

**Core and Honors Designation:** NSC, Honors Elective

**COMM 10163: Public Address**

**Section:** 605

**Professor:** Dr. Paul King

**Core and Honors Designation:** OCO, Honors Elective

**ECON 10223: Introductory Microeconomics**

**Section:** 635

**Professor:** Dr. Zach Hawley

**Core and Honors Designation:** SSC, Honors Elective

**ECON 10233: Introductory Macroeconomics**

**Section:** 630

**Professor:** Dr. Stephen Nicar

**Core and Honors Designation:** SSC, Honors Elective

**ECON 30483: Financial History**

**Section:** 630

**Professor:** Dr. Steve Quinn

**Core and Honors Designation:** HT and WEM, Honors Elective



**ENTR 20153: Entrepreneurial and Business Regulatory Environment**

Sections: 635

Professor: Kelly Trager

Core and Honors Designation: Honors Elective

**ENTR 20153: Entrepreneurial and Business Regulatory Environment**

Sections: 686

Professor: Gregg Lehamn

Core and Honors Designation: Honors Elective

**HNRS 20123: Mindfulness for College Students**

Sections: 635 OR 645

Professor: Dr. Wendy Williams

Core and Honors Designation: Honors Elective

**MUSI 20213: Advanced Theory**

Section: 620

Professor: Dr. Martin Blessinger

Core and Honors Designation: Honors Elective

**PHYS 20484: Physics II with Lab: Electromagnetism and Optics**

Section: 610

Professor: Dr. Magnus Rittby

Core and Honors Designation: NSC, Honors Elective

*Students must also enroll in a non-Honors lab*

**PHYS 20484: Physics II with Lab: Electromagnetism and Optics**

Section: 615

Professor: Dr. Yuri Strzhemechny

Core and Honors Designation: NSC, Honors Elective

*Students must also enroll in a non-Honors lab*

**POSC 20303: International Politics**

Section: 655

Professor: Dr. Carrie Currier

Core and Honors Designation: GA or CA and SSC, Honors Elective

**PSYC 10524: Principles of Behavior II**

Section: 635 (Lecture) and 636 (Lab)

Professor: Dr. Gregory Repasky

Core and Honors Designation: NSC, Honors Elective

### **SOCI 20213: Introductory Sociology**

**Section:** 645

**Professor:** Dr. Angela Thompson

**Core and Honors Designation:** SSC and CA, Honors Elective

### **THEA 11013: Survey of Musical Theater**

**Sections:** 620 OR 640

**Professor:** Dr. Jessica Humphrey

**Core and Honors Designation:** FAR, Honors Elective

*Students must enroll in the lab, section 601, for Honors credit*

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## ***Colloquia Courses***

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### **HCOL 40000: City as Text: Fort Worth**

**Section:** 610

**Professor:** Dr. Wendy Williams

**Honors Designation:** Colloquium

**Description:** *City as Text: Fort Worth* is an experiential learning course in which students increase their awareness of others and themselves, develop greater curiosity about their environments, and uncover hidden elements of expectations and attitudes. As students move through this territory, they will record their experiences and observations in writing, photographs, and social media to figure out why and how they see what they do, why and how they react to what they do, and what difference their own specific presence makes to their environment. **Note:** *Class sessions will take place in various locations around Fort Worth. Each session will begin promptly at 9:00 am and end at 2:00 pm. Students are expected to arrange their own transportation and to be on-site for the full five-hour class period. Students must comply with all relevant TCU COVID-19 policies regarding off-campus activities. This is an 8-week course during the first half of the semester.*

### **HCOL 40000: Technological Dystopias**

**Section:** 615

**Professor:** Dr. Wendi Sierra

**Honors Designation:** Colloquium

**Description:** Would you take the red pill or the blue pill? What is the “desert of the real”? For that matter, what is real? Popular culture – including games, TV shows, films, graphic novels, and literature – has given us a variety of less than rosy depictions of our future with technology. However, these “technological dystopias” are never really about the future: they’re about our current anxieties, fears, or concerns about existing technologies. In this course we will explore how technology changes our perceptions of both reality and humanity. We’ll look at some popular depictions of the future, including but not limited to: *The Matrix*, *Neuromancer*, *Soma*, *The Ship Who Sang*, *Do Androids Dream of Electric Sheep/BladeRunner* and pair those with readings in the philosophy of technology.

## **HCOL 40000: The Worldliness of Virtual Worlds**

**Section:** 635

**Professor:** Dr. Wendi Sierra

**Honors Designation:** Colloquium

**Description:** What makes something a “world”? Is it a physical location? A shared set of values? Some combination of the two? Is the “fashion world” a world in the same way that the earth is a world? What about the “world” of sports? This course will use massively multiplayer online role playing games (MMORPGs) to explore concepts about culture, space, and place. We will examine the worldliness of games and gaming communities. Along the way we will consider how these principles apply to other spaces we inhabit, both virtual and physical. We’ll also take a look at digital ethnography, a methodology that helps us to explore these online spaces. This course is designed for students with no experience playing MMORPGs; we will encounter and learn to play World of Warcraft together as part of our coursework. ***Technology note: We will be in a lab one day a week and will have the opportunity to play World of Warcraft together as a class. You will occasionally be asked to play the game on your own; there will be lab hours for you to play in the lab or you may play on your personal computer. You don’t need to already know how to play WoW or any other MMORPG, but you must be willing to learn enough to analyze how concepts about space, place, and community work in this digital world! World of Warcraft was selected for this course because it has an incredibly robust new player tutorial which will help support learning the system!***

## **HCOL 40000: Capitalism and Socialism**

**Section:** 650

**Professors:** Dr. Rob Garnett and Dr. Samuel Arnold

**Honors Designation:** Colloquium

**Description:** What kind of economic system – capitalist, socialist, or some mixture – is most likely to generate freedom and prosperity for all? Students in this colloquium will explore the historical origins and multiple meanings of capitalism and socialism, the broad spectrum of nations and businesses that might be classified as one or the other (or both), and the prospective impacts of capitalist and socialist institutions in our 21st century global economy. Through first-person encounters with leading academic thinkers and real-world practitioners, students will develop their own informed perspectives on the merits and flaws of alternative economic systems while also learning to recognize the humane values and practical wisdom of people with whom they disagree.

## **HCOL 40000: Life Design**

**Section:** 665

**Professor:** Cedric James

**Honors Designation:** Colloquium

**Description:** What does it take to create a meaningful college career (and after) on your own terms? This course uses innovation principles of design thinking, commonly applied by designers, to address the wicked problem of designing your life as it relates to career exploration and the college experience. Life Design is offered in an inclusive environment where these matters are addressed through reflection, paired discussion, and in-class exercises. Students will acquire practical tools to jumpstart their career along with the lifelong skills of self-reflection, making connections, finding determination, and prioritizing wellbeing.

### **HCOL 40000: Witchcraft and Witch Hunts**

**Section:** 674

**Professor:** Dr. Dan Williams

**Honors Designation:** Colloquium

**Description:** This colloquium will explore the cultural phenomena of witches, witchcraft, and witch hunts with a special focus on what happened in Salem, Massachusetts in 1692. Belief in witchcraft and magic was widespread for centuries and in many ways supplemented standard religious beliefs. Moreover, belief in witchcraft is widespread today. Reading both primary and secondary sources, students will examine historical beliefs in witchcraft and, as a case study, the infamous—yet still baffling—events in Salem when nineteen people were executed, another tortured to death, and more than a dozen others died in prison. Students will also consider the beliefs and practices of contemporary Pagan Witchcraft and popular representations of witches and witchcraft in Young Adult fiction, television, and film, including *The Wizard of Oz* and *Harry Potter*.

### **HCOL 40000: Underworlds: Deconstructing the Normal in Literature and Film**

**Section:** 680

**Professor:** Dr. Lauren Mitchell

**Honors Designation:** Colloquium

**Description:** When we think of culture and society, we often think of our best and our brightest, who we want to be, and who is most relatable and enviable. But who gets to determine those standards and norms? And what about the stories of those who are ostracized because they are considered repulsive or unworthy, pushed so deep beneath the surface of normal society we can barely see them? These will be the guiding questions in this colloquium. Though close readings of films such as *Pan's Labyrinth*, *Get Out*, and *Midsommar* and books such as *I Am Legend*, *Oldest Mortal Myth* (poems), and *High Rise*, we will think about people and cultures that exist in the places we can't see and the dominant cultures that render them despicable, marginal, or lesser. Get ready to have a good time and some deep conversations.

### **HCOL 41043: Design Thinking and Innovation**

**Section:** 635

**Professor:** Dr. Dusty Crocker

**Honors Designation:** Colloquium

**Description:** This course explores the use of design thinking principles to create innovative solutions to cultural and business problems. It is designed to improve creativity by exploring new ways of developing empathy for diverse audiences, identifying core problems and rapidly generating and testing multiple concepts of practical solutions to real-world business and societal problems. Students learn to present solutions using visual imagery, models, and infographics as well as written and oral presentation skills. This is an experiential, project-based course that requires active participation and collaboration among students.

### **HCOL 41063: Outlaws**

**Section:** 640

**Professor:** Dr. Andrew Ryder

**Honors Designation:** Colloquium

**Description:** "Outlaws" is concerned with individuals, organizations and movements that contest legal institutions and strictures. The class produces a sense of empathy and concern as well as understanding of the economic, political, and social causes of crime. We are also concerned with mass media and the legends surrounding various cultural figures. The course begins with outlaw liberation organizations of the 1960s, and goes on to include street gangs of the late 20th century, early hip hop culture, white-collar crime, contemporary transnational mafias, cartels, and new street organizations of various types across the Americas. We will draw from multiple disciplines, including history, journalism, sociology, economics, criminology, ethnic studies, media studies, and literature.

### **HCOL 41153: The Beauty of Black Music**

**Section:** 674

**Professor:** Dr. Fredrick Gooding, Jr.

**Honors Designation:** Colloquium

**Description:** Wait! Just think about all of the music you like. If you have listened to any genre of American music for any significant period of time, then it is highly likely that you have at some point heard the unique and distinctive voices, sounds, and vibrations of Black Americans – some black artists may be in your phone as we speak! Why does this black music matter? In this class, come discover the power that Black Music has held in shaping a culture that has not always accepted the very individuals who create such music. Join us as we listen to the soul of America. **NOTE: Planning for possible optional trip to New York during first weekend of Spring Break underway; more details to follow upon course's beginning.**

### **HCOL 41163: Giving and Philanthropy**

**Section:** 674

**Professor:** Dr. Ron Pitcock

**Honors Designation:** Colloquium

**Description:** What does it mean to give \$100,000 thoughtfully? Students will answer this question practically by tackling work that affects real lives in meaningful ways. As students explore histories and philosophies of giving, they will also discuss and make moral judgments as they engage micro-decisions while considering macro-consequences. Students will direct \$100,000 in donor gifts; it is up to the students' collective wisdom as a foundation to grant these funds responsibly. Designed to prepare students to live thoughtful, philanthropic lives, this course will help some imagine a new vocation.

**Note: Students in this colloquium may attend lunchtime Philanthropy Fridays on four Fridays during the semester.**

### **HCOL 41213: Sex, Evolution and the Brain**

**Section:** 665

**Professor:** Dr. Sarah Hill

**Honors Designation:** Colloquium

**Description:** Using the lens of evolutionary psychology, we will explore what the research says about how you can be a happier, healthier, sexier, and better version of you. We will first go over the principles of evolutionary biology and why they're critical to self-discovery. Then, we'll go over research using this approach to understand our health, happiness, and relationships. The class will be goal-focused, with discussions centering on how we can best make ourselves into the version of ourselves that we most want to be.

### **HCOL 41263: Democracy in the Workplace**

**Section:** 674

**Professor:** Dr. Johny Garner

**Honors Designation:** Colloquium

**Description:** Having grown up in a democracy, many of us expect that our voices count, that our opinions matter. In many ways, that's true in almost every context. And yet, as students enter the workforce, some are met with a challenging circumstance—how to share ideas, suggestions, complaints, criticisms, and other types of feedback that may not always be welcomed. Students in this course will explore how organizations balance participation and efficiency, how employees can express dissent in organizations, and how employees' voices shape (or not) organizational decision making.

### **HCOL 41373: Beyoncé and Intersectionality**

**Section:** 674

**Professor:** Dr. Lynn Hampton

**Honors Designation:** Colloquium

**Description:** From "Formation" to "Lemonade," this course utilizes the artistry, musicianship, and feminism of Beyoncé to explore deeper issues of patriarchy, racism, classism, and sexism in our society. Through engagement of black feminist thought and intersectionality (the works of Kimberlé Crenshaw, Audre Lorde, and bell hooks in particular), students will explore how intersecting identities of race, class and gender create powerful legacies of oppression and resistance.

### **HCOL 41393: The World in the News**

**Section:** 615

**Professor:** Dr. Juan Carlos Sola-Corbacho

**Honors Designation:** Colloquium

**Description:** Is globalization affecting cultural diversity? How? Can we identify globalization with “Westernization”? Should we preserve traditional cultural/national ways of life with no exceptions? Should we accept new behaviors and customs coming from other regions or countries? To answer these questions students will read, compare and discuss the latest news published in English in newspapers and magazines edited in Africa, Asia, Europe and the Americas. We will also interview people involved in the preservation or prohibition of cultural traditions or practices in different parts of the world. The class combines presentations, research (necessary to write a paper and prepare for presentations), and most importantly class discussion.

### **HCOL 41403: Presidential Leadership**

**Section:** 674

**Professor:** Dr. James Riddlesperger

**Honors Designation:** Colloquium

**Description:** In this highly interactive course, students engage in cross-cultural and multi-disciplinary learning about the nature and exercise of executive power in democratic societies, working collaboratively with one another to learn elements of political leadership and the challenges of leadership in nations led by presidents and prime ministers who have visited the TCU campus as part of the Fox Forum. We will spend time learning perspectives on leadership by former Speaker of the U.S. House Jim Wright and by former president Vicente Fox of Mexico.

### **HCOL 41413: Resilience**

**Section:** 674

**Professor:** Dr. Amber Esping

**Honors Designation:** Colloquium

**Description:** This course examines the internal and external resiliencies that allow humans to endure and even to thrive in the most difficult of circumstances. We explore this topic through various cross-disciplinary, strengths-based lenses including solution-focused counseling, positive psychology, existential psychology, developmental psychology, and education theory. Readings emphasize empirical approaches to studying human resilience in various cultural contexts as well as representations of resiliency in literary nonfiction and film. Students also utilize psychometric assessments of resiliency to explore and cultivate their own capacity for overcoming adversity.