

***TIDES***  
**Course Catalogue**  
**2009-2010**

*First Year Programs*  
*Newcomb-Tulane College*

**Tulane University**

## *First Year Programs (TIDES)*

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The First Year Programs office administers the TIDES Program (Tulane InterDisciplinary Experience Seminars) for all first year, first time Tulane students, as well as aiding the Office of Cocurricular Programs with the mechanics of the Tulane Reading Project.

### **TIDES**

TIDES is Tulane University's distinctive seminar program for all first year students at Tulane. TIDES are designed to provide quality interactions with some of our finest faculty, active learning, intellectual challenges, social co-curricular activities and the opportunity to meet fellow students with similar interests. Your TIDES experience will involve learning by interaction, and be driven by intellectual curiosity and the desire to explore new opportunities. With over 80 topics, you are sure to find a TIDES class that appeals to you.

Participating in a TIDES class will help you find your special place within the Tulane community. Through the guest speakers and activities associated with your class, you may meet additional faculty and staff from across the University as well as New Orleans community members who can offer a local, real-world perspective on your TIDES topic. As you meet interesting people, learn about helpful University resources and participate in a variety of activities, you will be exposed to many things that will enrich your first semester at the University and in the city of New Orleans.

## ***PUBLIC HEALTH TIDES COURSES***

### **SPHU 110-02 Weapons of Mass Destruction**

*Maureen Lichtveld and Joseph Contiguglia.* The events on September 11, 2001 brought to light the need to address the threat of weapons of mass destruction (WMD) at many different levels- from security and law enforcement to mass casualties and infectious diseases. This course will use interactive strategies and case-based discussions to ascertain the threats posed by WMD and key public health strategies designed to address those threats. The course will demonstrate the multi- and cross disciplinary nature of public health preparedness and response and define the specific roles public health scientists fulfill in assuring community health protection. Topics discussed during the course include categories of WMD; analyses of past cases; natural and technological disasters; national and global implications of terrorism. Students will interact with experts in WMD and frontline responders.

## ***BUSINESS TIDES COURSES***

### **More Than Just Business**

*Michael Hogg, Nancy Kockott, Ashley Nelson, Vincent Illustre, Rob Hailey, Amjad Ayoubi, Todd Schill, Travis Goff, Mary McGuire, Kelly Grant, Bentley Harris, Rhonda Coignet, Michael Wilson, Catherine Bishop, W. Reed Smith, Adria Merrill Townley, Brandon Macneill, Gregory Thurnher, Paul Olivier and Michael Britt.* The "More Than Just Business" TIDES class will help you explore business structures from "dot.coms" to international finance, and, in the process, will help you figure out why people enjoy and experience success in business. We will introduce you to leaders from a variety of business occupations and professions. Is there a relationship between an individual's personality and success in a particular branch of the business world? The objective of this TIDE is to enable students to think critically and become more informed both about the business decision making process as well as the factors that lead to success in the contemporary business world. The economic, ethical, political, cultural, and regulatory factors that influence outcomes in business often differ radically in the various international market places. Furthermore, local and global forces are often at odds with one another. Often, the individual business leader is caught in the middle of these conflicting forces. Because business success requires navigation through these complex waters, this TIDE will explore the key facets of business decision-making that lead to successful outcomes by considering specific examples from the global and local economies. This TIDE offers students with an interest in a degree in business, economics, political economy, or philosophy, a unique opportunity to learn about the processes involved in successful business decision-making.

### **TIDB 101 More Than Just Business; What is Management?**

TIDB 101 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 101 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. The first year Career Management Center Sessions will be offered as part of the course.

### **TIDB 102 Law and Order**

*Sanda Groom, Hans Liljeberg and Thomas Dunn.* In *Henry VI*, Shakespeare wrote, "The first thing we do, let's kill all the lawyers." What did he mean? For better or worse, "all the lawyers" have avoided that fate since Shakespeare wrote that line. Why? From the largest corporate mergers to simple adoptions, and from public policy to the 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 occasionally the press might 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? TIDB-102 will help you explore how one becomes a lawyer and what it is like to operate in the legal profession. The class is not designed to provide legal training. You will learn little, if any, substantive law. Instead you will become familiar with the "nuts and bolts" of law school and the legal profession. Hopefully, the class will assist students in their decision regarding the pursuit of a law degree. The course attempts to give students a glimpse into the lives of law students, lawyers and the profession in general. The course will not push students to the field or away from it, just introduce them to it. Time permitting, the class will visit the historic Louisiana Supreme Court and the Louisiana Law Library, as well as view a portion of an actual trial or motions in a Louisiana District Court.

*BUSINESS TIDES COURSES***TIDB 111 More Than Just Business; Leadership: Geeks and Geezers**

Our economic system and our society need leaders, but how are those leaders born? Our youngest leaders matured in the glow of computer screens; our oldest in the shadow of the Depression and World War II. This class will examine how era and values shaped leaders from these two disparate groups affectionately labeled geeks and geezers. During the journey, we hope to discover something more profound: the process through which leaders of any era emerge.

**Students who successfully complete the Business TIDES courses, TIDB 101 or 102 and TIDB 111, will satisfy the first public service requirement. One public service credit will be added for students who take both TIDB 101 or TIDB 102 and TIDB 111.**

## ***TIDES – TU INTERDISCIPLINARY EXPERIENCES***

### **TIDE 100 New Orleans Cities of the Dead: Cemetery Architecture & Its Culture Legacy**

*Heather Knight.* Students will be introduced to New Orleans history, architecture, culture, folkway traditions and local neighborhoods through the study of cemeteries. The class will embark on tours to the French Quarter, Garden District, Mid-City and Old Metairie to visit cemeteries steeped in history and folklore. This class will explore architectural styles prevalent in cemetery architecture coupled with an exploration of symbolism found in funerary art composed of stone, iron and glass. The importance of cemetery conservation and stewardship will be integrated into this TIDE.

Course requirements include weekly readings, 2 three-page essays and one-page journal entries from each of the 5 field sessions with photographs and/or sketches. No exams will be given. While the class has a significant focus on architecture, no pre-requisites are required. The student must have a desire to attend field sessions rain or shine.

### **TIDE 101 Leadership, Politics, Power and Change**

*James MacLaren, Ana Lopez, Cynthia Cherrey/Yvette Jones and Evette Castillo Clark.* Are leaders born or bred? How do leaders and their leadership styles impact change? How does one develop the courage and wisdom to lead and promote change effectively? This TIDE provides an opportunity to examine the nature of leadership, its impact on the change process, and the underlying dynamics of power, politics, and conflict. Over the course of the academic year, this TIDE focuses on developing an interdisciplinary understanding of the theories and practices of organizational and community leadership. As a TIDE member, you will actively study the theories that emerge from a variety of fields and reflect on their practical, political, and ethical assumptions as well as on their implications in a variety of settings. Through readings, classroom discussions, interviews with local leaders, and a group initiative, you will gain a greater appreciation for the issues that affect leaders and the components of successful leadership.

(TIDE 101-01, 02 & 05 are TIDES courses with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.)

### **TIDE 102 Cities & the Urban Environment**

*Marilyn Feldmeier.* This TIDES class aims to look at the city at three scales: City/ Metropolitan scale, Neighborhood scale, and Street/ Building scale. By using New Orleans as our case study you will learn more about your new home as well as begin to acquire the tools for 'reading' the urban environment both physically and sociologically. We will discover some of the relationships between how a city 'looks' and its' social, political and economic life.

After an introduction to the city at the larger scales this TIDE will explore the role that streets play in forming our notions of the cities that we inhabit, as well as the contributions that streets make to the quality of life in our urban places. We will experience and study streets with different characteristics throughout New Orleans, asking which elements of the built environment define them, who use them, what activities take place on them, who cares for them, who cares about them, who makes changes in them?

### **TIDE 103 The Music & Culture of New Orleans**

*John Baron, John Joyce, Bruce Podewell, Beverly Trask, Kevin Fontenot and John Doheny.* "The Music and Culture of New Orleans" introduces the New Orleans newcomer to the diversity of culture in the city and region. The 10-week course explores the music, literature, art, dance, architecture, and food that are unique to Southern Louisiana so that during your student years here you can fully enjoy them. At the foot of the Mississippi River and near the Gulf of Mexico, New Orleans is as much a Caribbean city as a part of the United States, and the blending of so many different ethnic groups in one place over nearly three hundred years has resulted in a unique, vibrant society. Music is the soul of this society.

This TIDES course includes five general lectures by experts in the various aspects of the culture of New Orleans. Interspersed and alternating are five small sections where these experts converse directly with the freshmen, helping each individual explore the city. There is a reading assignment that gives an overview of the history of the city and a dip into the literature of "New Orleanians." A listening assignment - available to each student through Tulane's online course resource, Blackboard - gives both a panorama of the different kinds of music here and a general history of the music. Jazz, the most famous music from New Orleans, is featured through live as well as recorded performances. Students are directed to the most important music venues in the city, as well as to the best Creole and Cajun restaurants. In addition each student is expected to join in at least two field trips to witness the culture first hand.

For the first five weeks each student is required to write a one-page paper on his/her experiences in New Orleans during the preceding week, and there are three three-page papers on assigned topics required during the ten-week session. There are no examinations.

### **TIDE 104 Our Religious Experiences**

*Brian Horowitz.* In this course, students debate issues of religion and its portrayal in the American media. Examining newspapers, websites, television and radio, students analyze and deconstruct the way the establishment deals with religious issues. We ask questions such as, whether the news is objective, whether religion is given respect or mocked, and which religions are favored and which are given short shrift. The students bring their own religious experiences to bear as well as look at today's news to see the future treatment of religion in the media. In addition, students are asked to critique the media and to evaluate whether religion is treated fairly or whether there is a "liberal" bias.

### **TIDE 107 Museums and Their Communities in the Crescent City (Spring 2010)**

*Holly Flora.* Through an exploration of a variety of museums in New Orleans, this course will introduce students to the theoretical questions surrounding the founding and purpose of museums and the methodologies currently used in museum curation and education. To gain firsthand insight as to the behind-the-scenes workings of art museums and how museums serve and interact with their communities, students will partner with the New Orleans Museum of Art and complete 20 hours of service learning in which they will participate in an educational outreach program for NOMA known as "Van Go." "Van Go" is a literal museum on wheels, a van that for more than 20 years carried NOMA educators, volunteers, and works of art to underserved schools and communities throughout Louisiana. With Katrina, staff and funding for this program ceased to exist. Tulane students will therefore participate in re-starting the Van Go program, revamping its curriculum and participating in outreach sessions alongside NOMA educators.

(This is a TIDES course with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.)

### **TIDE 108 Disease and Healing in New Orleans**

*Christi Sumich.* This course will explore the history of the human response to epidemic disease. It will compare yellow fever epidemics in nineteenth-century New Orleans with plague epidemics in early modern London to study the continuity and changes in the ways in which people responded to disease. We'll study the sanitary conditions of both cities that fostered the growth and spread of disease, with an emphasis on socio-economic factors that contributed to contagion as well. We will consider the plans of civic authorities to curb and eradicate disease, both for the public health and for the maintenance of public order in times of crisis. The activities of those who cared for the sick are examined, particularly the actions of women such as the Ursuline nuns who took in orphaned and sick girls during yellow fever epidemics, and whose work in pharmaceuticals helped provide the sick with much-needed medicine during epidemics.

We will also study the city's emergent hospital system in order to discern the effectiveness of an organized response to epidemic disease in nineteenth-century New Orleans. Students will read first-hand accounts of both epidemics of plague and yellow fever as well as newspaper reports and contribute to class discussion based upon their weekly readings. Students will also participate in at least two field trips to locations such as the yellow fever tombs in the Lafayette Cemetery, the old Ursuline convent, and the pharmacy museum.

### **TIDE 109 Who Dat, Fan Up and Geaux: Sports & New Orleans**

*Craig Willie.* Founded in 1718, the city of New Orleans has a long and rich history with sports. From the rise of social class-driven sports such as rowing and billiards to the New Orleans Saints' revival of the city post-Hurricane Katrina in 2006, sports has been as integral to the area as food, music, and Mardi Gras. In this course, we will explore general sports-related topics and examine actual case studies related to New Orleans' sports scene. More than simply 'talking sports,' students will study issues from political, economic, and social viewpoints and also gain an understanding of the rich sports heritage found here in New Orleans. Readings and discussions, field trips, and guest speakers will aid students to understand both historical accounts and modern day subjects associated with sports such as governmental involvement, public financing, and community development.

Students will participate in a mandatory service learning component with Soccer in the Streets program intended to help rebuild an accessible, happening and healthy soccer community - a place where kids can express themselves, play together and get fit. By participating in activities with the Soccer in the Streets program students will deepen their understanding of the political, economic, and social ramifications of sports on a local level by making correlations to sports and its impacts on the city's youth, infrastructure, civic pride, crime reduction efforts, poverty eradication, and other areas, and gain an awareness of their role as a citizen in the city of New Orleans.

(This is a TIDES course with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.

### **TIDE 110 Society & Neuroscience**

*Jim Cronin.* Advances in the Neurosciences provide an ever increasing understanding of the underlying biology of the brain and behavior. Questions such as how our thoughts, actions, and emotions originate get at the issue of what makes us who we are. This course will survey several areas of interest in Neuroscience and discuss what societal and legal implications arise from brain biology.

Each class will start with a brief presentation of the state of the science, and proceed into a group discussion with emphasis on how the science has or has not influenced society. For example, if an aberrant behavior can be tied to a biological disease, is the individual legally or criminally responsible? Emphasis will be on discussion of the impact of the science on our understanding of and our relationship to ourselves.

### **TIDE 111 No Child Left Behind: Public Education in New Orleans**

*Ana Lopez & Linda McKee.* Students will learn about the public school system in New Orleans – how and why it is consistently ranked as one of the lowest performing of US urban districts and what leaders, activists and other Tulane students are doing to change it. Students will lend a hand to renewal efforts by assisting in readying schools for classes. This will give them first hand access to what going to school is really like in New Orleans.

This class will serve as excellent preparation for students who wish to volunteer in schools while at Tulane or who are interested in pursuing careers in education.

(This is a TIDES course with a **40-hour service learning component**. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement as well as an additional credit hour. **2 Credits**.)

### **TIDE 112 Exploring Literary New Orleans**

*Tom Moody.* William Faulkner, F. Scott Fitzgerald, John Dos Passos, Walt Whitman, John Steinbeck... For more than two centuries, writers have come to New Orleans to seek inspiration. It was here that one William Sidney Porter, on the run from embezzlement charges in Texas, adopted the pseudonym O. Henry; it was here that aspiring playwright Tom Williams changed his name to Tennessee. Several writers arrived drunk, including a young Eugene O'Neill and Jack Kerouac, who staggered across the river to Algiers in 1949 to try and sponge \$25 off William Burroughs.

In this class, we'll read a sampling of the rich literature of New Orleans, from John Kennedy Toole's comic classic *A Confederacy of Dunces* to stories by a diverse range of writers, past and present, fiction and non-fiction. As well as reading and discussing published work, you'll try your hand at creative writing exercising – during class and at various locations around town. We'll take a literary walking tour of the French Quarter and talk with local writers and commentators about the contemporary writing/publishing scene here.

This course requires no prior writing experience or knowledge of local literature, but students are expected to be keen readers and active participants in class discussions; they must be intellectually curious and willing to take a few creative risks of their own.

### **TIDE 113 Mardi Gras: Mystery, Mayhem and Myth**

*Paula Morris.* Mardi Gras is this city's rowdy, gaudy, feel-good, annual celebration, yet there's much more to it than flung beads and drunken revelry. Carnival in New Orleans is an expression of our peculiar cultural heritage- our Creole roots, our musical traditions and our ties to the Caribbean and Latin American- but behind the joyful chaos of parades, masks and parties is a darker story of elitism, pride, arrogance, segregation...and of course commercialization.

In this class we'll explore the history and traditions of Mardi Gras, from the founding of krewes to the changing faces of the parades to the unique world of the Mardi Gras Indians, and compare it with sister celebrations in Rio and the Caribbean. The class will include field trips to Mardi Gras World and the Backstreet Cultural Museum. Students are expected to be keen readers, confident writers and active participants in class discussion. One of the class assignments involves interviewing New Orleans residents about Mardi Gras over the last five decades. Our main text is *Blues for New Orleans: Mardi Gras and American Creole Soul* and we'll also discuss excerpts from Robert Tallant's classic *Mardi Gras...As It Was* and *Lords of Misrule: Mardi Gras and the Politics of Race in New Orleans* by James Gill.

### **TIDE 114 The Dead Sea Scrolls**

*Galen Marquis.* This course surveys the finds at Qumran and at other places in the Judean Desert, including the biblical scrolls, sectarian works, and other types of documents preserved in the dryness of the Judean Desert for more than 2000 years. The archaeological excavations at Qumran will also be discussed including the famous "scriptorium". We will also look into the Qumran sectarians, often identified as the Essenes, their lifestyle, customs, religious observances, leadership and organization, as can be learned from the scrolls and other writings. Selected reading from various compositions such as *The Temple Scroll*, *The Damascus Covenant* and *The War Scroll* will illustrate the sect's literary productivity and outlook. An examination of the Pesharim compositions provides a look at a particular type of early biblical commentary. Other remnants of scrolls provide a glimpse into the "best-sellers" of late Second Temple times. Special attention will be paid to the discovery of a number of fragmentary biblical scrolls (and the entire Isaiah Scroll) for the history of the text of the Hebrew Bible/Old Testament. Finally we shall look at what kinds of contributions to scholarship 50 years of Dead Sea Scrolls study have made in these various areas.

### **TIDE 117 Muffulettas, Mafia and Mardi Gras: The Italians in New Orleans**

*Dana Zartner.* This course aims to introduce students to the influence of the Italians in shaping the culture, food, religion, and politics of New Orleans. Beginning with mass migrations of Italians, largely from Sicily, to New Orleans after the Civil War, the Italians have had a significant and lasting impact on the development of the city, and are responsible for some of New Orleans' best known traditions. This course will explore this impact and the lives of the Italians in New Orleans from 1850 to the present day. We will examine the Italian influence in community social structures, religion, business, politics, and culture. Readings and lectures will be supplemented with two field trips and a film to further emphasize for students the significant impact Italians have had on New Orleans. Students will be assessed based on participation, two short papers analyzing more in depth some of the issues covered in class, and a final presentation.

### **TIDE 120 New Orleans Neighborhoods**

*Yuki Kato.* The purpose of the course is to introduce students to New Orleans beyond the University area and the French Quarter through an introduction to a selection of neighborhoods throughout the city. The course is structured around four mandatory neighborhood field trips to be held over weekends. The field trips are designed to have an interactive component, so that students will either interact with local residents by volunteering or visiting local organizations and businesses.

The course will be a community learning experience, in which the students will work in groups and even provide learning materials to each other. Prior to each field trip, readings that provide a glimpse into the selected neighborhood's history, culture, or geography will be assigned. In addition to these readings, each student will contribute to the construction of a profile for each neighborhood, which will guide the field trips. The student works will be combined at the end to produce a New Orleans Neighborhood Guidebook that they can keep. The course activities also include documentary film viewing and a visit to Tilton Library's special collections.

### **TIDE 121 Art Meets Physics**

*Jerry Shakov.* Art (in its broadest sense, including visual arts, literature and various types of performance) is meeting science all around us. These interactions go well beyond the use of science as raw material by artists. The advancements of science lead to dramatic changes in our perception of the world clearly reflected in artists' creations. Jackson Pollock in his 1950 interview stated that "...the modern painter cannot express this age, the airplane, the atom bomb, the radio, in the old forms of the Renaissance or of any other past culture...The modern artist is working with space and time, and expressing his feelings rather than illustrating." Just as religious and mythological sources had influenced art before and during the Renaissance, artists are now being moved by the need to capture the complexities and mysteries of the physical universe.

In many ways, science and art are profoundly similar. The best of each rises up from the depths of human creativity, in both the arts and science there is the need for inspiration and hard work, the willingness to experiment and be brave, and the conviction that you are searching for or creating work that says something meaningful about the world or nature. In this course we will discuss the mutual influence of arts and science (particularly physics) using examples from different forms of art and historic periods.

**TIDE 122 New Orleans & Hurricanes: Past, Present & Future**

*Stephen Nelson.* This course will explore the events leading up to Hurricane Katrina, from a geological and historical perspective and explore why New Orleans is at risk from future hurricanes and the steps being taken to protect the city from future events. Although sociological, cultural, and political aspects of the response to the Katrina disaster and recovery will be touched upon, the main emphasis will be placed on historic, scientific and engineering aspects of Katrina and the systems designed to protect the city from hurricanes.

**TIDE 123-01 Latin American Infusion**

*Edith Wolfe.* The Maya, La Raza, Che Guevara, tequila, samba, divas, jungles, narcos, carnival, santos, and much more. Delve deeper into Latin American, Caribbean, and Latino popular culture using the resources and opportunities provided by Tulane and New Orleans! Drawing from literature, local cultural events, faculty, and special guests, we will sample and mix these and other modern themes to gain a greater appreciation for and understanding of the cultural stereotypes and expressions of the region within the context of historical, societal, and political frameworks. Students will have the opportunity to attend films, readings, art exhibitions, musical events, and performances by Latin Americans, and then to discuss their meanings with important Latin Americanists at Tulane and in New Orleans.

**TIDE 123-02 Maintaining Culture through Food:  
The Latin American Immigrant Experience in New Orleans**

*Stephanie Arnett and David Ortiz.* This course will delve into the sociology of Latin American immigrant groups in New Orleans through a survey of their food culture. Food is inextricably tied to culture, and recent Latin American immigrants to New Orleans have brought a variety of food to the city that helps them strengthen cultural ties to their region and countries of origin.

In this course, students will learn about Latin American culture and how it is reflected in food preparation, cooking, and consumption by immigrants in New Orleans, with special attention paid to how this food helps them evoke their own culture, and makes survival in a foreign land an easier affair. Many dishes and cooking methods of Latino food in New Orleans have survived with little modification since pre-Colombian times, while others had to be adapted to fit the culture of the region.

The course will explore the influence of cultural practices on the specific ways in which food is prepared, the use specific of ingredients (non-native to New Orleans or the United States) in search for a more "authentic" dining experience, and how food delivery, locale, and ambience are designed to closely replicate cultural experiences of Latin American settings while, at the same time, trying to appeal to an American audience. In-class discussions, examinations of classic recipes from many of the countries, visits to restaurants and Latino groceries, as well as documentary screenings will complement the readings and lectures on the cultural aspects of Latino food in New Orleans.

**TIDE 124 Sex, Drugs, Rock and Roll & Disease**

*Reginald Parquet.* Over the course of the next year students will develop an understanding of why young adults engage in high-risk health behaviors. During the course, attention will focus on the social processes thought to underlie young adults' uptake of behavior patterns which expose them to unnecessary health risks. Among the wide range of high risk behaviors to be covered over the course of the year will be drinking, drugging, smoking, eating, speeding, unsafe sex, and other risky choices. Participants will develop an understanding of how one's family, friends and peers come to shape high-risk health behavior patterns. New Orleans provides an excellent vantage point from which to scientifically explore a culture in which exhibiting high risk health behavior patterns is almost normative. Students will work up epidemiological comparisons between their hometowns and New Orleans based on a wide range of available Internet databases. Students do no direct observations or participation in any high-risk behavior patterns as part of the course.

### **TIDE 125 Visual Arts of New Orleans**

*Laura Richens.* This TIDES class has been put together by a team of university art professionals with the intention of introducing students to the breadth of the visual arts scene in contemporary New Orleans. The course will include field trips to and visits from artists, curators, critics, collectors, private gallery owners, and public museum professionals offering a behind-the-scenes look at the vibrant cultural life of the city. Ideally students will come away from the class with an appreciation of the richness of the visual arts in New Orleans, the ability to discuss and write about the visual arts, and some insights into the nuts-and-bolts activities of the individuals and institutions that define the visual arts in New Orleans.

(This is a TIDES course with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.)

### **TIDE 126-01 Disasters, Diseases and Development: Global Health and the Big Easy**

*John Hembling.* This course introduces students to critical global health issues and concepts in the context of post-Katrina New Orleans. Specifically, we will compare and contrast the impacts of infectious diseases, natural disasters and migration on health in the developing world and the Crescent City. From the yellow fever epidemics and malaria of the 19<sup>th</sup> century to the consequences of Hurricane Katrina, New Orleans provides a unique setting in which to examine international health and development. We will utilize movies, online presentations, podcasts and interactive websites to travel the world virtually and introduce new global health topics and concepts. Through multiple field trips, we will explore these topics further in our city's bayous, levees and immigrant communities. This course is for any student interested in examining the health issues facing the developing world and especially those students eager to discover New Orleans and gain a better understanding of the health issues facing the city.

### **TIDE 126-02 Environmental Literacy**

*Elizabeth Davey.* The lands and waters of Louisiana have tremendous ecological and economic importance, but also are particularly vulnerable to environmental damage. It's a very exciting and challenging place to study environmental issues. During this semester, we'll consider two environmental issues that affect the very survival of the city of New Orleans: the loss of the wetlands of the Mississippi River delta, and global climate change. We'll consider some contemporary efforts to create a more sustainable society, including efforts here on the Tulane campus. Along the way, we'll introduce you to Environmental Studies and the approaches of different academic disciplines to the study of the environment and the creation of solutions to environmental problems. Environmental faculty from across the university will give guest lectures throughout the semester. Environmental Studies is a field that is exceptionally interdisciplinary: solutions are created through the collaborations of scientists, engineers, social scientists, managers, entrepreneurs, designers, educators, artists and well-informed citizens. We hope that the many people you meet this semester, in person and in print, will help you develop your own personal plan for your Tulane education, as well as a sense of how you might contribute to a more sustainable future.

### **TIDE 127 Psychology in the Movies**

*Julie Alvarez and Carrie Wyland.* In this course, we examine current cutting-edge theory and research in social and clinical psychology and use films to assist in provoking thought and analysis of the theory and research. Films are a powerful medium for teaching students of psychology about normal social interactions as well as psychopathology. We will spend time in class viewing scenes from several different movies and applying concepts from the fields of social and clinical psychology to explain behaviors portrayed by Hollywood films. We will address questions such as "What attracts us to our mates?" "How effective is psychotherapy in treating mental illness?" "How accurate are the movies in portraying psychological concepts and mental illness?" This course is different from most in that we are not interested in how well you remember material, but rather in how well you think and in how well you articulate your ideas.

### **TIDE 128 Detecting Crime**

*Anna Duggar.* Do you want to try your hand at being a CSI crime scene investigator? How about learning to investigate and solve crimes--common as well as genocidal? In this TIDES, taught by a forensic scientist and a sociological criminologist, we will investigate the realities and fictions, the scientific challenges and rewards, and the ethical and legal issues surrounding CSI forensics. Students will use deductive and inductive reasoning, employ laboratory techniques to discover and dissect evidence, and confront the ethical and legal issues surrounding forensics.

### **TIDE 130 The Haunting of Louisiana**

*Alexandra Reuber.* In this course "The Haunting of Louisiana," I will focus on the perception and representation of supernatural manifestations and practices in Louisiana in general, and New Orleans in particular. Special consideration will be given to the discussion of the following topics:

- voodoo practices,
- ghosts,
- vampires,
- cemeteries and haunted houses.

In using an interdisciplinary approach to the topic, the course will discuss these manifestations of "The Haunting of Louisiana" from a folkloric, historical, literary, and cinematographic point of view. We will try to find answers to questions, such as: Why has Louisiana become such a haunted state and New Orleans such a haunted city? Why is the beautiful antebellum home *The Myrtles* defined as one of America's most haunted homes? What is the remaining attraction of Marie Laveau, New Orleans's voodoo queen? How has Anne Rice kept New Orleans' vampires alive?

### **TIDE 131 College Women: Images in Film & Historical Realities**

*Charlotte Maheu.* This course will examine the role of women in higher education and the transformation of women and the college landscape from the 1950s to present day. With some references to women in higher education in the early 20<sup>th</sup> century to establish a foundation of knowledge, this course will provide students with an opportunity to study the images of college women in film and the social and political culture of the 1950s to present day. In addition, students will explore the history of Newcomb College so they are able to obtain an understanding of the first degree-granting coordinate college for women in the United States and its connection to the present day Newcomb College Institute, Tulane University and women on campus in the community.

This study of Newcomb College will be incorporated in the tours of the campus and areas of New Orleans and the discussions with Newcomb alumnae. Finally, the course will have an on-going discussion of the images of college women in film given the historical context of each time period, which will lead the class to a better understanding of the roles and expectations of college women today.

### **TIDE 132-01 Design-it-Yourself NOLA**

*Emilie Taylor.* The culture and tradition found in New Orleans has a long been defined by passionate independent designers. From jazz musicians to Creole craftsmen, the do-it-yourself ethic has created our physical fabric and our more ephemeral culture. From second lines to festivals, floats to films, this course is a sampling of the different crafts, traditions, and individuals that shape the culture of New Orleans. While the course will look at historical examples of homegrown design, it will also look at the 'new wave' of socially conscious designers working to revive and celebrate the city. The 10-week course is designed for students looking to explore the city and will include lectures, guest speakers, and field trips. Topics include mobile design, creative collaborative and adaptive disaster response.

### **TIDE-132-02 The History & Chemistry of Food**

*Scott Grayson.* Food is arguably the most essential need and basic desire for humans. The course will begin with a description of the chemistry behind taste and smell, and then survey some of the major food types, highlighting their chemistry and history. The history portion will demonstrate the importance of food during the evolution of human history, for example the major role of the spice trade in bringing about the “age of discovery” in Europe. The chemistry portion will focus on both the biological and nutritional importance of foodstuffs, as well as how modern analytical techniques can be used to elucidate their history.

### **TIDE 133 A Cabinet of Curiosities: Collections in New Orleans & American Culture**

*Meghan Freeman.* What is the difference between a valuable object and a collectible object? What kinds of psychological or emotional needs are satisfied by collecting, be it of butterflies or Bentleys? What kinds of ethical and political issues are raised when individuals or larger institutions (such as museums or galleries) try to amass a collection?

This course asks these questions, among others, and encourages students to bring in their own ideas about collections. We will spend some time exploring New Orleans collecting culture, visiting museums and antique stores alike. Part of the class will also be devoted to viewing cinematic and televisual representations of collectors, from the stuffy appraisers of *Antiques Roadshow*, to the macabre collections of horror movie icons. Students are encouraged to share parts of their own collections with the class and to bring in recent news and entertainment items pertinent to the idea of collecting.

### **TIDE 134 Making a Difference with Children and Adolescents**

*Carol Whelan and Jerome White.* This course examines the historical, philosophical, sociological, psychological, organizational and multicultural bases of American education and the political influences as they relate to contemporary issues in education in New Orleans. It is designed to assist students in determining if they want to pursue teaching as a career and it helps prospective teachers to gain an introductory understanding in what is involved in working with children and adolescents. Emphasis is placed upon reflection, inquiry and personal involvement in the educational landscape.

Students visit schools in the New Orleans area while exploring various interpretations of multi-cultural education both in and out of class. Topics are explored through site visits, readings and discussions, and interaction with area experts in the field. Students will develop an understanding of the many possibilities there are to make a difference in the lives of children and also learn about opportunities to become a certified teacher through Tulane’s Teacher Certification Program.

### **TIDE 135 Mysteries of the Quantum World**

*Dmitry Uskov and Lev Kaplan.* Introduction to quantum theory with an emphasis on conceptual understanding. Examples will focus on interdisciplinary contemporary research in quantum information, computation, and communication. Superposition principle, bits and qubits. Quantum measurement, indeterminacy, and the riddle of the Schrödinger cat. Einstein-Podolski-Rosen paradox, entanglement, and spooky action at a distance. Quantum teleportation and quantum code breaking. Chaos and unpredictability. Classical and quantum error correction. DiVincenzo criteria for building a quantum computer. Copenhagen, many-worlds, and consistent histories interpretations. Students will participate in building toy models and implementing them using modern computer software.

### **TIDE 137 Adventure, Discipline, Obsession: A Running Conversation**

*Sam Landry and Thomas Langston.* Running may have begun as an evolutionary adaptation (Saber Tooth Tigers were fast), but what is the point of running today? This TIDES course, conducted on the run, explores the city while exploring running from a variety of perspectives. In each class session, instructors and students will cover three to seven miles (building up from the first class) at a conversational pace. Guest speakers/runners will join the class to share their expertise and experience on a variety of aspects of running—from physiological adaptations and the mythical (or not) “runner’s high,” to the philosophy and history of running. Students will learn about the local off-campus running community and be encouraged to participate in local races. All classes will start off campus, in locations such as Audubon Park, City Park (end of the streetcar line), and the French Quarter (end of the streetcar line in the other direction). So, lace up and run to this TIDES.

### **TIDE 138 Media Cultures of New Orleans**

*Vicki Mayer and Teresa Parker Ferris.* This TIDES seminar explores how representations of New Orleans in audiovisual media reflect and help construct public perceptions of the city. Examining both historical and contemporary films, videos, music, and news accounts, we will ask how various media forms and contents provide us with materials for thinking about cultural identities, political and economic history, and social change. We will meet commercial and independent media producers to discuss the challenges and strategies for representing New Orleans, and work collaboratively to produce our own media representations of the city.

(This is a TIDES course with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.)

### **TIDE 139 Africans in Film**

*Elisabeth McMahon.* This course will introduce students to Africa through the medium of film. Students will explore a range of topics from the production aspects of African films to audience response to films. We will consider the ways that African and western films differ in their methods of storytelling and de-exoticize the continent and its people. The films we will watch explore the political, social and economic realities of African lives. These films explore a variety of themes including the challenge of maintaining “tradition” in the face of modernity and gender issues in patriarchal societies. Most importantly the course will introduce the concepts of diversity as students watch individual Africans make choices for their lives in the films. From the story of Faat Kine, about a successful Muslim businesswoman negotiating single motherhood and life in modern Senegal to a one-legged ex-fighter coping with peace at the end of the civil war in Angola in *O Heroi*, we will focus on how the lives and choices of Africans parallel our own.

### **TIDE 140 Being an Advocate for Women**

*Catherine Hancock.* The premise of this course is that anyone can “act like a lawyer” – and that no knowledge of law is required to do so. Everyday opportunities may arise for anyone to act as an advocate for another person who needs help, and we can think of “lawyering” activities as “actions taken by advocates for others.” This course will focus on the needs of battered persons in the legal system, especially battered women, as the subject for class discussions about the ways in which lawyers and non-lawyers alike can become agents of social change while serving as advocates for others. The reading material for the course will cover such topics as: 1) the difficulties that a battered woman may encounter in her effort to enforce various legal rights, such as her right to seek legal custody of her children and her right to obtain a judicial order of protection against her batterer, and 2) the difficulties that lawyers face in representing battered women clients who are parties in civil or family court proceedings or defendants in criminal prosecutions.

The teacher for this course is a law school professor who teaches courses related to criminal justice, constitutional law, and law and gender. During four class sessions she will be joined by guest speakers who are faculty members in the Tulane Law School Domestic Violence Clinic. These lawyers are experts on DV law, and their knowledge and courtroom experiences will add a real life perspective to the class discussions. This TIDES course will be valuable for students who are interested in the interdisciplinary connections among the fields of psychology, sociology, gender studies, civil rights history, social work, feminist theory, law and the art of advocacy.

#### **TIDE 142 The Myth of Popular Culture**

*Todd Kennedy.* This course will examine the means by which western civilization tends to elevate certain art forms while denigrating others, claiming that forms such as literature, opera, painted art, and “classical” music are somehow innately more intelligent than forms such as film, television, photography, and “popular” music and culture.

The course will attempt to deconstruct such a dichotomy as I argue that cultural artifacts can be judged based upon their own merit (and participation within a larger intellectual tradition) rather than by virtue of their medium. I will engage in an interdisciplinary approach that looks at these issues not only within the United States as a whole, but also locally, within the wide array of cultural artifacts present in New Orleans. Through readings, screenings, and a field trip to hear local music, students will be asked to engage with the culture that surrounds them in a critical way that requires them to evaluate the very cultural assumptions academia has taught them.

#### **TIDE 143 Writing in New Orleans**

*Beau Boudreaux.* A kept journal is a treasure of not only personal day-to-day musings but a harbor for memories that can be expounded upon in letters, memoirs, and group creative writing. The students will write in a journal to chronicle their initial semester at Tulane. One of the goals of the course is to provide social atmospheres and activities where the students are comfortable writing on and around the Tulane campus. The students will use these experiences as a tool for creative and collaborative writing. Group activities such as field trips and writing workshops will foster discussion and community among blooming writers. The class will share particular journal entries in a collaborative environment of peers.

This workshop setting will produce poetry, song lyrics, stories, and most importantly explore the individual talents of the students that provide a forum for critique. Students are encouraged to write often and share in the classroom dynamic. Portions of each class require in-class writing assignments and revision. The required reading will be Rainer Rilke’s *Letters to a Young Poet* and *A Streetcar Named Desire* by Tennessee Williams. Students will participate in a series of written workshops. There will be a research presentation and an essay on a chosen poet using library sources.

#### **TIDE 145 Grand Challenges in Science & Engineering**

*Cedric Walker.* This TIDES class is highly recommended for students who are considering a major in the Sciences or Engineering, but haven’t yet chosen a major. Faculty experts will share their views about the big and important research problems that need to be solved in a 25-year time frame, and they’ll reveal efforts underway in Tulane labs to address some of these challenges. All of the faculty participants will be taking students to lunch so that every student can start to become acquainted with their future mentors while beginning to hone in on a potential major field of study.

(This TIDES course is graded on an S/U basis. No letter grade is given.)

**TIDE 148 Greening the Media: Environmentalism, Media and Spin**

*Vicki Mayer and James Mackin.* This course explores the ways that we communicate about the environment. What is good information and what is just spin? Complicated terminologies, political agendas, and market forces sometimes make it hard to answer this question.

This TIDES class examines these issues and makes them accessible by creating an environmental newsletter for Bayou keepers, a grassroots nonprofit in Louisiana. Learn about the effects of wetlands loss on the environment and local communities and then learn skills to communicate these issues to a larger public. This course requires travel to Lafitte and Barataria and work on a newsletter to satisfy your first service learning component at Tulane.

(This is a TIDES course with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.)

**TIDE 149 Religion in a Free Society**

*Bruce Brower.* This course examines the role of religion in a liberal western democracy. After introducing students to two branches of western liberalism, one of which understands liberty in terms of impartiality between various ethical and religious perspectives, and the other of which views liberty as grounded in a particular ethical view that promotes personal autonomy, the class addresses four areas of concern. First, we examine the nature and grounds of the right to religious freedom. Second, we consider the limits of tolerance in response to religious groups that promote or threaten violence. Third, we investigate the appropriate role of religious reasons in public policy discussions. Fourth, we ask when, if ever, citizens should constrain their own activity out of respect for others' religion. Course discussion, which is always robust on these issues, will cover many recent public events and debates. Students will meet with several local religious leaders or representatives, at a minimum from Christian, Jewish, and Islamic groups.

**TIDE 150 Irish in New Orleans**

*Laura Kelley.* This course aims to introduce students to the Irish influence in shaping New Orleans' development as well as character. Antebellum New Orleans held many attractions for Irish immigrants and they came to this city by the tens of thousands. Upon arrival the Irish immediately set about creating their own communities. Strong familial ties denoted these neighborhoods as did the Churches they built to serve their needs. Life was not easy in New Orleans as epidemics were rife, however, the Irish managed successfully to carve out a life for themselves, one that added yet another colorful dimension to the complex multi-faceted spirit of New Orleans.

(This is a TIDES course with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.)

**TIDE 151 Mathematics in the Media**

*Michelle Lacey.* The public's perception of mathematicians and mathematical concepts is shaped by the ways in which they are presented in the news and entertainment media. The portrayal of mathematics in the media raises many questions: What level of mathematical detail is deemed acceptable for the general public? What makes mathematics newsworthy? How are mathematicians portrayed in films, novels, and television programs? In this interdisciplinary course, students will explore the techniques used by reporters, writers, and filmmakers to illuminate abstract ideas for a general audience while gaining a deeper understanding of the underlying mathematical theory. Topics will include mathematical newsworthiness, media stereotypes of mathematicians, and the entertainment value of mathematical ideas as well as the various ways in which the news and entertainment media presents mathematical ideas to general audiences through the study of newspaper and journal articles, novels, television programs, and films. This TIDE is appropriate for students interested in mathematics, communications, or literature.

### **TIDE 152 Medieval New Orleans**

*Michael Kuczynski.* This TIDES Seminar will explore, largely by way of class trips around campus and the city and discussions based on selected readings, the influence and ongoing presence of medieval material culture and medieval ideas and attitudes in New Orleans (and, to some extent, in Southern culture in general).

We'll be looking at--and handling--real medieval manuscripts housed in the Rare Books Room, Jones Hall, discussing medieval architectural styles revived in Tulane buildings, experiencing medieval music by New Orleans' Musica de Camera in the setting of faux medieval chapel, pilgrimaging around the city in search of actual relics (the bones of saints), and delving into medieval influences on pre-Lenten festivals such as Mardi Gras and on such distinctively New Orleanian foodstuffs as gumbo and "turduckin."

We'll also read excerpts from two novels that, respectively, "recovered" the Middle Ages in the 19th c. and then satirized the influence of romantic ideas about the period on Southern culture: Sir Walter Scott's *Ivanhoe* and Mark Twain's *A Connecticut Yankee in King Arthur's Court*. And if we have time, we'll watch films of these two novels, which suggest how America Hollywood-ized medieval experience, to bring it in line with the kind of 19th c. survivals of the Middle Ages typical of New Orleans itself.

(This is a TIDES course with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.)

### **TIDE 153 Folk Traditions of New Orleans**

*Teresa Parker Farris.* "In other places, culture comes from on high. In New Orleans it bubbles up from the street." -Ellis Marsalis.

This TIDES seminar explores the diverse folk traditions that have historically defined and continue to profoundly shape New Orleans' cultural landscape. Using an interdisciplinary approach, we will look at traditions from distinct ethnic, racial, and socioeconomic groups and assess the role they play in affirming community identity.

The course draws from documentary films, field trips to folk environments, and class presentations by New Orleans tradition bearers to explore the dynamic cultural processes that are a viable, evolving part of the city.

### **TIDE 154 New Orleans Architecture & the Movies; The City, Architecture & Film**

*Ginette Bone.* How did you first 'see' New Orleans? Medieval Europe? The Death Star? Was it conjured in text? A photograph? Or, most likely, a Motion Picture? Our favorite movies usually haunt us with their sense of architectural space and place. From an early age we reference scenery, culture and environments beyond our physical experience, both geographical and temporal. Places at the other side of the world, universe, or century become familiar, imbibed with a particular personality. The mood of a scene is reinforced, even suggested by its setting while, conversely, the emoted character can become pervasive.

Students will discuss the ideas suggested in this quote from Jeff Hopkins " *The power of the film image to (mis) represent the material and social world lies in its ability to blur the boundaries of space and time, reproduction and simulation, reality and fantasy . . .* " This TIDES class will explore the relationship between the built environment and movies. Through film and architectural design we will study the authority of an image to signify time, place and society. Students will critique the screen portrayal of New Orleans and the South, investigate the cinematographic aspects of specific buildings and experience set design and art direction in "Hollywood South".

**TIDE 155 The Good Life**

*Chris Surprenant.* What would it mean to live in a world where we got whatever we wanted, whenever we wanted? Is such a world possible? Is it desirable? What is required for human flourishing? Why, if at all, it is better to live in the real world than to live in a virtual world or utopia where all of our needs and desires are satisfied? What kind of society provides us the opportunity to build good lives? These and related questions will be considered by examining works of philosophy, literature, and film.

**TIDE 156 Nobel Laureates & the Behavioral Sciences**

*Terry Christenson.* Designed to introduce important contributions in the scientific study and understanding of behavior through an examination of seminal work by Nobel Laureates in the fields of Physiology & Medicine and Economics. Contributions to be explored: the neuro-scientific bases of behavior, including the building blocks- neurons, ions, and synapses; interaction of cerebral hemispheres and complex human behavior; visual form perception; memory; treatment of psychopathology; game theory and human decision making; and ethology or comparative animal behavior. Readings of the laureates, discussion of their contributions and various application of their work, guest lectures and trips to local laboratories and zoo.

**TIDE 157 Going Green in New Orleans**

*Linda Baynham.* This course is designed to expose students to various renewable and non-conventional energy sources for electricity production, as well as green building practices, in the U.S., with emphasis on New Orleans and rebuilding efforts. It will include major renewable energy sources for electricity generation (wind, solar, hydroelectricity) covering the technology, best U.S. resources and applications, and costs and key factors for implementation, such as state and local policies. Special emphasis in the TIDES course will be put on resources local to New Orleans (solar) and will include a field trip to view solar installations, a green rebuilding construction project, a building re-use center, and a green building resource center.

**TIDE 158 Donnie Darko and Philosophy**

*John Howard.* This course is a philosophical exploration of Richard Kelly's film *Donnie Darko* (2001), which has attained "cult" status and an extraordinarily devoted following due in part to its exploration of themes such as self-identity, self-knowledge, moral responsibility, love, metaphysics, time travel, the existence of God, and the meaning of life. Viewers of the film have been inspired to advance their own explanations and explorations of the dark, mythic, and deeply ambiguous messages of the film, resulting in a creative explosion of commentaries, websites, artwork, and cinematic innovation inspired by the film.

This course is for any students interested in the film and its themes but especially for students already familiar with it who crave a deeper understanding and a prolonged discussion of its varied elements. We will view both versions of the film, the original theatrical release and the director's cut, as well as reviewing individual scenes and cast and crew commentaries. We will also read the original shooting script for the film and explore various internet discussion sites devoted to developing and exploring the themes presented in the film.

**TIDE 159 Introduction to Research:****What Your Professors are Doing When They Are Not Teaching Class**

*Gary Talarchek.* This interdisciplinary TIDES course introduces students to the research enterprise and specific research projects at Tulane University in the natural sciences, engineering, the social sciences, and the humanities. Students will read actual research publications, meet with the authors and engage in a discussion of topics, methods, findings and implications. Students will also learn how they can be participants in research at Tulane.

As a necessary prelude to reading and discussion of specific research topics, the course will begin with an examination of science and the conduct of science. Issues in the philosophy of science will serve to define scientific research and open a discussion on the ways in which scientific research in the natural sciences differs from research in the social sciences, as well as scholarship in humanities disciplines. In addition, a consideration of ethical issues in the use of humans in research will help frame the discussion. Practical issues in seeking funding and placement in research projects will introduce students to the grants marketplace and a method for planning their future research participation.

In order to graduate students who will be interested in graduate education and competitive for admission to the best programs, prior research experience is necessary, especially in the sciences and medicine. Stimulating student interest in research during the freshman year will allow them to progress through increasingly responsible and sophisticated research participation through working with Tulane faculty, participating in summer research programs at other universities, or engaging in community-based research.

**TIDE 160 Introduction to Clinical Medicine, Ethics in Medicine & Current Issues in Medicine (Locally and Globally)**

*Jagan & Neel Gupta.* The purpose of this seminar type class is to offer those students interested in the field of medicine an early introduction into the field of clinical medicine, the ethics of medicine, and to challenge one to learn about both the local and global healthcare systems with emphasis on helping strengthen the New Orleans Post-Katrina healthcare model.

Round table discussions will stem from a variety of pre-assigned articles and will be facilitated by medical experts. Topics such as Medical Ethics, Life as a Physician, Alternative Medicine, Choosing a Career in Medicine, Healthcare in New Orleans (Pre and Post Katrina), Household Medicine and Travel Medicine are some of the topics that will be discussed. A variety of field trips including a tour of the downtown medical facilities, Covenant House Community Clinic as well as participation in health fairs and learning basic training skills have been planned. Students will turn in three short papers on a variety of topics of interest based on class discussion over the course of the semester. Selected articles from medical journals and chapters will be assigned prior to class to help facilitate group discussion. Students will be asked to help lead certain class discussions.

**TIDE 161 Understanding the Persistence of Social Problems in America**

*Fred Buttell.* The purpose of this course is to examine the persistence of social problems (e.g., poverty, substance abuse, criminal activity, chronic community violence) in America. Students will learn that we typically single out individual social problems for study but that this parceling out of problems one at a time is an artificial distinction and does not mirror reality. Specifically, students will learn that social problems tend to co-exist in the same family systems and that people who are indigent also tend to live in neighborhoods that are characterized by substance abuse, crime, violence, gangs and prostitution and have schools that under perform. Students will visit two community-based social service agencies in the New Orleans community to meet and talk with community residents to discover first hand what it is like to live in these New Orleans neighborhoods.

### **TIDE 162 Flora & Fauna of Louisiana: Landscape and Identity Formation in the South**

*Agnieszka Nance and Sarah Andert.* This TIDES course, which includes a mandatory public service component, will be structured around themes drawing from popular flora and fauna of New Orleans, and the various aspects of local culture that they represent. The course readings will include examples of the ways in which these iconographic images have been used throughout history in literature, film, music and other cultural products of New Orleans and the surrounding region; they will be accompanied by analytical readings and critical essays on identity formation, social iconography, and the use and meaning of landscape imagery and symbolism in cultural works. Additionally, students will engage in reflection on the role and meaning of these flora and fauna in present-day New Orleans and the South, drawing upon class material as well as their own experience to chart a narrative of these native plants and animals over time. The service learning component will engage the student in 20 hours of service, over the course of 10 weeks, with a variety of Tulane community partners working directly with the types of flora and fauna represented in the course units, such as Parkway Partners or the Gulf Restoration Network.

(This is a TIDES course with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.)

### **TIDE 165 The Life of a Child in New Orleans**

*Marva Lewis.* The goal of this course is to expose students to the diverse sociocultural contexts that young children live and grow up in the urban setting of the city of New Orleans. We will examine the lives of children who live in intense poverty, and children who live in comfort and wealth. We will observe children in their naturalistic settings which include very difficult circumstances as well as rich cultural practices.

During the semester, the focus will be on learning an ecological, relationship-based approach to children's development, and provide the student with an opportunity to reflect on their own childhood experiences using these concepts. The balance of the semester will be spent observing young children in the natural settings of their distinct sociocultural developmental niches.

The students will be required to sign-up for one TIDES sponsored field observation trip. The final teaching tools that will be used are two short videos; *Treavor* an 18- minute video about a young gay adolescent's coming-out experience, and an episode of the television series, "*Everybody Hates Chris*" about the African-American comedian growing up in the seventies.

### **TIDE 166-01 The Literary Architecture of New Orleans**

*Elizabeth Burns Gamard.* Voodoo, jazz, ghosts, decadence, pathos: New Orleans is a muse for various and sundry writers. Architecture frames the settings and scenes of many of these experiences. Narratives-scenes of events-surrounding New Orleans often remark on the architecture of the city. The writing of architecture-describing a place, a vision, a set of rooms, a landscape--can be a way to give life to these experiences. Students in the course will read numerous articles and stories about New Orleans, its founding, location and the various episodes that make up both the larger atmosphere and the smaller experiences of the city and its former and current inhabitants.

Readings will be approached from an architectural point of view--foundational narratives, landscape, buildings, streets, neighborhoods and cityscapes-but will also entail eclectic subject matter such as mystery, romance, surrealism and prose poetry as well. As noted by many, New Orleans is a unique city with a unique identity, one in which writers from the 18th- through the 21st centuries regard as their muse. Through these rich voices, students will gain added insight into what makes the City of New Orleans such a exceptional place to get to know. Course books will include *New Orleans Stories* by Andrei Codrescu and John Miller and *French Quarter Fiction: The Newest Stories of America's Oldest Bohemia* by James Nolan and Joshua Clark. Through reading and creative writing about spatial and temporal events-architectural scenes-students bring their own views of the city to life.

### **TIDE 167 The Omega Point Theory: Integrating Science and Religion**

*Frank Tipler.* The future evolution and final state of the universe in modern cosmology. Penrose's completion of spacetime: the Omega Point. The Mind-as-Computer-Program idea and the Turing Test of personhood. The universe as a computer simulation. Why is there something rather than nothing? What is "free will" and is it consistent with physics? Resurrection vs. soul immortality in religious eschatology. Heaven, Hell, and Purgatory as a "virtual reality" in the computers of the far future. A personal God and individual immortality as implications of reductionist scientific materialism.

### **TIDE 168 The Role of the Commissioner in Professional Sports**

*Gabe Feldman.* This course will explore the authority of commissioners in the major professional sports leagues to discipline players, owners, coaches, and others for conduct deemed injurious to the interests of the league or the sport. Students will explore the origin and evolution of the office of the commissioner, tracing the development of the position from Judge Kenesaw Mountain Landis to Bud Selig, Paul Tagliabue, and David Stern.

Students will focus on and discuss actions taken by commissioners in specific cases involving gambling, performance enhancing and recreational drug use, brawling during games, mistreating game officials and opposing players, and other types of misconduct both on and off the playing field. Students will be asked to think critically about the scope of the commissioner's power to act in these situations and the propriety of the actions taken by the commissioner. The course will also analyze the commissioner's regulatory authority to take action "in the best interests of the game," and will look at notable cases where this authority was challenged by players and owners.

### **TIDE 169 Community Engagement in Urban Design**

*Grover Mouton and Nick Jenisch.* The course will focus on the concept of community design within our southern region. Students will explore the relationship between design and the public sector, including the guidelines one is allowed to work within when developing new buildings and larger developments.

For nearly 20 years, the Tulane Regional Urban Design Center has engaged local and regional governments and communities in order to help improve our built environment. Implementing design guidelines to control the quality of development and building interpretive centers to tell the stories of these cities have been the hallmarks of the TRUDC. Students will learn how each project seeks to bring quality design to small communities that do not have the funds to develop such programs on their own.

In Natchez, MS, students will visit the site of the second largest slave market in the deep south, where nothing but a kiosk stands to remind us of its incredible and dark history. We will study ongoing work to create a museum or interpretive center on the site, and visit some of the magnificent historical homes and sites throughout Natchez.

In Mandeville, LA, students will visit the oldest unaltered Jazz Hall in the world, constructed in 1895: the Dew Drop Inn. They will attend a special concert at the Dew Drop, learn of the building's history, and discover methods used to tell the story of such a historic place.

Students will also be introduced to public sector design through the presentation of larger scale projects we have directed in Shanghai, Nanjing, Zhenjiang, and Beijing, China. A comparison of concepts and issues at both scales will be developed in open discussion format.

**TIDE 170 Cocktails, Cayenne & Creoles:****The Myths and Realities of New Orleans Food & Drink**

*Amy George-Hirons and Todd Price.* New Orleans is a tourist town, and food and drink are two of the ways the city markets itself to the world. What effect do celebrity and media have on the creation of a local identity? What does that tell us about how the media creates the reality of a place for outsiders? In this course, we explore the myths and realities of three iconic elements of that marketing machine: cocktails, Cajun cuisine and gumbo. New Orleans has the (probably incorrect) reputation as the birthplace of the cocktail. How much did the sugar and rum industry in the region contribute to the cocktail's development? And is that early history of sophisticated drinking responsible for the nightly daiquiri-fueled bacchanal on Bourbon Street?

Before Paul Prudhomme became America's first celebrity chef, Cajun food was nearly impossible to find in this city. Today, it's still a rarity beyond the tourist restaurants of the French Quarter. How did the city of New Orleans become synonymous with Cajun food? And how did Cajun food come to mean any dish with too much cayenne (for example, the Cajun chicken sandwich at Chili's)? The word "gumbo" derives from an African word for okra. How did this African dish earn a place on every table in the city, from the humblest lunch joint to the most elegant restaurant? And is New Orleans' Creole culture really more a gumbo pot than a melting pot? And what exactly does that oft-used metaphor mean?

**TIDE 172 The Military in American Society**

*Captain Colin Chisholm and Lieutenant Michael Goldston.* \*This course will introduce students to their American military with active duty military officers, guest speakers, and current event discussions. We will begin with a historic understanding of the role of the military as it evolved from the minutemen of the revolution to the professional all-volunteer force of today. A dissection of the department of defense will be followed by an introduction to each branch and discussion of each respective mission. The big picture will wrap up with a debate on current events and the use of military in international policy.

The intent is not to explain or defend the politics behind current operations but instead to simply explain where the military is operating and how. The course will then turn to the smaller picture of life in the military and its footprint in American society. We will debate military training and leadership techniques as they compare to those in civilian society. Discussion will include military life, roles in disaster relief, and charitable contributions to communities.

The overall goal is to provide the student with a better understanding of the unique position of their military as an organization of Americans serving under the Constitution and the guidance of civilian leadership.

\*Open to Non-ROTC students only

**TIDE 173 Reading & Writing Women: Zale Writer-In-Residence Program**

*Crystal Kile and Charlotte D'Ooge.* In addition to exploring the work of the Zale Writer and considering the theoretical and political issue of "the woman writer," this TIDE will encourage students to become sophisticated and flexible readers who easily shift gears from reading for pleasure, to reading literature critically, to "reading like a writer." Students will have formal and informal opportunities to meet with the Zale Writer, and will help serve as Program hosts during "Zale Week." First-year students with strong interest in contemporary literature and creative writing are especially encouraged to enroll.

### **TIDE 174 Citizenship and Healthy Communities**

*Christopher Lane.* The Classic Greek model of citizenship includes rights reserved by the citizen such as voting, and responsibilities demanded by the state such as conscription. Jeffersonian ideals of citizenship were constructed within framework with an implicit understanding that every citizen would be able to “pull their own weight” and that civic society would naturally exist among such citizens. However, the modern era has shown us that complications unforeseen by Jefferson and the Founders have created social environments where people are deprived of the opportunity to achieve at an equitable level while other people are able to live comfortable lives divorced from traditional modes of civic engagement. This class will explore Robert Putnam’s concept of “social capital” while asking students to consider whether modern citizenship may also include an optional set of responsibilities to share in a greater commitment to the society through civic engagement which builds a social capital which benefits all citizenry. Students will engage in a service-learning project at a local elementary school which will culminate in a basic public health education activity/presentation for school children. The instructor will join them during service dates.

(This is a TIDES course with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.)

### **TIDE 175 The Culture of Money**

*Dwight Codr.* In a nation ruled by “the almighty dollar” it is no surprise that we often approach money as though it were an inscrutable and even reverential entity. Money is, for many of us, a taboo subject of conversation (we refrain from sharing our incomes or the incomes of our families with others), a mysterious element of daily life (few can say what exactly entitles the bearer of currency to the commodities we buy with it), the end towards which our lives are directed (the so-called American Dream); and, the most prominent votaries of the dollar are heroic in the most epic sense of the word (is it not his triumph on the financial battlefield that entitles “The Donald” to a definite article?). This course will explore how money is approached in our culture: how we represent it in film, literature, and the visual arts, the places and times we encounter it in our everyday lives (from electronic banks to piggy banks), and how we talk about it with friends, parents, and investors.

### **TIDE 176 Narratives of New Orleans: A Storytelling Project**

*Mike Griffith.* Participants in this TIDES course, which includes a mandatory public service component, will work with students from Banneker Elementary School to create a digital storytelling collection. The story web will include the Banneker students’ personal narratives as well as images and audio slide shows. The course readings will include essays on the history and culture of New Orleans, including several on the topic of Hurricane Katrina and its aftermath; personal narratives of New Orleanians taken from the Neighborhood Story Project books; and essays about civic engagement and diversity. There will be three writing assignments, each a 3-page essay responding to the reading selections. We will take a tour of the city’s neighborhoods and sample New Orleans music and food.

The service learning component will involve the student in 20 hours of service over the course of 10 weeks – half of that time spent with Banneker students on our campus in the English Department’s Media Lab in Norman Mayer and the other half at Banneker School, which is within a mile of Tulane’s campus (Center for Public Service provides van transport). We will work with a non-profit agency, the Kedila Family Learning Center, which provides enrichment and tutoring services for the school. A staff member from Tulane’s Innovative Learning Center will assist me to giving the TIDES students a primer in digital production before the project begins.

The service learning component will require students to keep a journal (1-2 pages per week for 8 weeks). Students will collaborate in groups of three, with each Tulane student paired with a Banneker student to produce a web of their written stories and audio slide shows of photos and oral storytelling. This TIDES course content should appeal to students interested in literature, history, sociology, anthropology, communication, education, creative writing, and digital media design.

(This is a TIDES course with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.)

### **TIDE 177 LIVE: Performance Culture in New Orleans**

*Betsy Weiss.* In his book *The Predicament of Culture*, James Clifford writes, “Twentieth-century identities no longer presuppose continuous cultures or traditions. Everywhere individuals and groups improvise local performances from (re)collected pasts, drawing on foreign media, symbols, and languages.”

According to author Elizabeth C. Fine, “Performance is basic to humanity, and nowhere is it more highly patterned and charged than in the ritual.” Much of what makes New Orleans unique is its thriving culture which bolsters its citizens in their efforts to reemerge from the aftermath of Hurricane Katrina. The ritual of performance here surfaces in numerous art forms and venues, including live music, theater, performance art and spoken word poetry, performed in churches, bars, restaurants, private homes, art galleries, on the sidewalk and in the streets. This course will introduce students to the live performance culture that makes this city so special.

In addition to reading about music, theater, performance art and spoken word performances in the city, students will visit music venues, see live theater and spoken word performances, as well as attend a musical interfaith church service at Saint Augustine's Church. Students will also earn service learning credit by volunteering at The Big Top, the performance space for 3 Ring Circus Productions, a non-profit (and smoke-free, all ages) organization which has many live music, theater, and spoken word performances each month.

(This is a TIDES course with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.)

### **TIDE 179 An Introduction to Akira Kurosawa Cinema**

*Antony Sandoval.* This course will be an investigation of the cinema of fame Japanese Movie Director Akira Kurosawa via research on his work and his life. It will be achieved by watching some of his movies, reading about his life and looking at his impact on the world of cinema. World renowned director Akira Kurosawa was born March 23<sup>rd</sup>, 1910 in Tokyo, Japan. After art training, he apprenticed at a film studio in 1936 and began directing during the war years. It was not until the post war years that his films began to be hailed as masterpieces of actions, insight and style in the West.

*Rashomon* (1950) was awarded the Best Foreign Film Oscar, and four years later the international success of *The Seven Samurai* propelled Kurosawa to the forefront of filmmaking giants for decades to come. These and his later films have inspired numerous Hollywood remakes and imitations, the most famous example being 1960's *The Magnificent Seven*, a Western remake of *The Seven Samurai*. His later works include *Yojimbo*, *Dersu Uzala*, *Kagemusha* and *Ran*. Kurosawa was awarded an Honorary Oscar in 1990 and died in Tokyo in 1998.

### **TIDE 180 The Sweet Life**

*Michelle Kohler.* The central subjects of this course are pralines, beignets, bread pudding, bananas foster, gâteau de sirop, red velvet cake, molasses, sno-balls, and rum. Through a study of these regional sweets the course will unpack the complicated and sticky ways in which the agriculture and politics of sugar underwrites the economic and epicurean fabric of southern Louisiana. As the name of the brand Dixie Crystals suggests, in the south sugar is bound up with a particular regional fascination with sweetness, which belies its troubled heritage.

This TIDES class will look at the ways Louisiana's sweet life is a story of highs and lows, decadence, excesses, temptation, greed, pleasure, and delight. Recognizing that much of New Orleans was built on sugar money, we will examine the ways in which the history of sugar production in Louisiana scripts a regional history of slavery, plantation life, and antebellum prosperity. Louisiana's economy continues to be served by sugar: we will consider the challenges and complexity of today's sugar market in the context of alternative sweeteners, the obesity crisis, and questions of sustainability. Additionally, we will analyze how rum, which is distilled from sugarcane byproducts, underwrites the cocktail culture associated with New Orleans. The course will involve a series of field trips – to Laura Plantation; renowned New Orleans bakeries, confectioners, cafés; and the oldest rum distillery on the US mainland.

### **TIDE 181 Non-Profit Organizations and Katrina Recovery**

*Dennis Kehoe.* Hurricane Katrina brought unprecedented damage to the city of New Orleans and to the Gulf Coast region. The response to the disaster on the part of federal, state and local governments has been criticized in many quarters, with a great deal of justification. At the same time, thousands of volunteers have come to New Orleans in the past 3 years to perform critical services in the city's recovery, from building housing to offering mental health counseling. Of course, these volunteers would have little to do without the organization provided by the many non-profit agencies in the city that have responded to the crisis.

In this course, we will examine how the non-profit community has sought to help in the recovery from Hurricane Katrina. We will focus on the goals of non-profit agencies, learn about their sources of funding and volunteers, and also examine the degree to which their goals are supported by state and local government.

(This is a TIDES course with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.)

### **TIDE 182 Socrates & You**

*Jane Carter.* Plato's dialogue, the *Gorgias*, is about how to decide what is right and what is wrong. It is also about how we talk about right and wrong. As we read the *Gorgias*, we will examine both how we decide what is right or wrong and how we talk about it. Our investigation will consider contemporary, historical, and philosophical points of view. We will meet with a reform-oriented member of the New Orleans City Council, and we may attend a meeting of the City Council. We will attend a play at the Southern Repertory Company to experience how a dramatist handles speech about right and wrong. To gain an historical perspective, we will consider U.S. entry into the second World War, and we will visit the World War II Museum. We will talk about the ethics of abortion with a philosopher and a professional soldier. And, of course, we will attempt to discover how Plato thought and spoke about right and wrong.

Plato was one of the world's first ethical philosophers and one of the most profound ethical thinkers of any time. He explored ethical problems through dialogues between his mentor, Socrates, and various prominent people of the time. Using the famous Socratic Method, Socrates interrogates his contemporaries and gradually leads them to question their own beliefs. In Plato's dialogue *Gorgias*, Socrates questions a famous teacher of political oratory and explores the relationship between ethics, speech, and power.

### **TIDE 183 Loot, Plunder and Pillage: Ethics in Archaeology and the Art Markets**

*Susann Lusnia.* Several internationally publicized incidents – e.g., the looting of the National Museum of Iraq in 2003 and the 2007 trial of former Getty Museum curator Marion True in Italy – have brought the issue of culture heritage and its protection to the world's attention in recent years. In this course, we will explore topics such as the definition of culture property and how the illicit antiquities trade affects the work of archaeologists, as well as debate the issues surrounding the repatriation of cultural artifacts.

Students will consider the role of governments, international organizations, museums, auction houses and galleries, private collectors, and tourism in the exploitation and preservation of art and artifacts. Readings & discussions, field trips, and guest speakers will aid students in understanding the dilemmas faced by modern archaeologists, museum curators, and art dealers. Students will also participate in a service learning component aimed at introducing them to the collection development, education, and/or conservation issues faced by museums.

(This is a TIDES course with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.)

### **TIDE 184 Object-Oriented Programming Through Video Games**

*Harry Howard.* This TIDES teaches the basic principles of object-oriented computer programming using the is an innovative *Alice* 3D programming environment that makes it easy to create an animation for telling a story, playing an interactive game, or a video to share on the web. *Alice* allows students to learn fundamental programming concepts in the context of creating animated movies and simple video games. 3D objects (e.g., people, animals, and vehicles) populate a virtual world and students create a program to animate the objects.

In *Alice's* interactive interface, students drag and drop graphic tiles to create a program, where the instructions correspond to standard statements in a production oriented programming language, such as Java, C++, and C#. *Alice* allows students to immediately see how their animation programs run, enabling them to easily understand the relationship between the programming statements and the behavior of objects in their animation. By manipulating the objects in their virtual world, students gain experience with all the programming constructs typically taught in an introductory programming course.

### **TIDE 185 The Interpretation of Dreams**

*Thomas Hebert.* This course presents the history of dream interpretation from our initial thoughts that dreams reflected Divine intervention or some type of supernatural phenomena to current thinking that dreams reflect random activity in the brain. The course begins with discussions of the early sleep temples of Egypt and Greece and the first published work on dream interpretation. The Freudian and neo-Freudian theories of dream interpretation are then discussed, followed by discussions of daydreaming and the biological basis of sleep and dreaming including REM sleep and the activation synthesis hypothesis. The course concludes with student presentations of dream logs which were kept during the course. This course includes discussions supplemented by readings, presentations and guest lectures.

### **TIDE 187 World Dance**

*John Allen.* In this course, students will be exposed to dances from around the world both in practice and theory. The main emphasis will be in actually dancing and learning steps from a selected number of world cultures. We will also look at and discuss other related aspects of said cultures such as music, costume, ritual/ceremony, etc. and the role that dance plays in each. Field trips to different culturally-based dance activities will also be included in the semester's activities (e.g. Cajun dancing at Tipitinas, Latin dancing at Ray's Boom Boom Room, or attendance at local Greek Festival are all possibilities).

### **TIDE 188 Martial Arts for the Performing Arts**

*Lorenzo Gonzales-Fontes and Kyriakos Papadopoulos.* The objective of this course is to expose students to the art of staged combat for film, theater and dance. Students will be taught basic combat forms used in performing arts and will physically participate each week in a series of exercises used in combat routines. Each class will consist of lecturing by the instructors, as well as practicing certain body movement skills that will culminate in a final performance at semester's end.

The staged combat will involve unarmed as well as armed sequences, though no real weapons or firearms will be used. Techniques taught will draw from a variety of martial arts, and there will be selected readings that relate to movement, both from the classical martial-arts literature and from staged-fight literature. Students will be requested to view selected scenes in movies on file and/or available on the internet. Final performances that are suitable for high-school and/or elementary-school audiences will be presented to a local public school (Lusher). Students who are martial artists and/or actors, as well as those with no such experience may take this course.

### **TIDE 190 The Metaphor of Chess**

*David Kaufmann.* "Life is a kind of Chess, with struggle, competition, good and ill events" (Benjamin Franklin). Chess has been used as a metaphor for many aspects of life: from business to war; it has been compared to art and science. Prowess at chess indicates intelligence, discipline, willpower, cunning and many other attributes. Chess has been used in many different venues as a metaphor for life because what takes place on the chess board reflects, in a well-defined manner, many of the processes of life. By studying the chess decision-making process, scientists have improved the calculating ability of computers; chess classes have significantly improved the social and academic performance of traditionally underprivileged students. It is, like life, a struggle, but unlike life, a place where "lies and hypocrisy do not survive" (Emmanuel Lasker).

In this course we will examine, briefly, how chess has been used to explain and illuminate other areas of human endeavor, from literature to education to war and computers. We will look at the unique chess history of New Orleans, which produced the first American considered, unofficially, world champion, Paul Morphy. Students will interact with Grandmaster Boris Gulko, whose struggle for freedom against the former U.S.S.R. was a real life chess game.

### **TIDE 191 Soviet Comedy Movies of the 1960s and 1970s**

*Alexandra Raskina.* The course is dedicated to a special genre of Soviet comedy movies that were out during the last two decades of the USSR. These comedies used Aesopian language to satirize shortcomings of the Soviet system. The satire within these films was an important factor in eroding the overall legitimacy of the Soviet rule, thereby contributing in a serious way to the ultimate collapse of the USSR. Despite the country's severe censorship, the comedies found ways to address the troubled moral climate of the country and at the same time provided the needed entertainment. These comedies enjoyed broad popularity within Soviet society and became an indispensable part of the public discourse.

The course provides an opportunity for students to explore a body of rich and complex cultural problems under the guidance of a teacher who was an immediate witness to the process. At the same time, the organization of the course around comedic films provides an atmosphere in which students can both enjoy themselves and gain an important insight into the art and wit of the best Soviet comedy filmmakers of the period.

### **TIDE 192 Chinese Linguistic Politeness**

*Huimin Xie.* What is considered polite varies in different cultures. So does its linguistic manifest. For example, in western culture, such as in Anglo-American culture, "negative politeness" (Brown and Levinson, 1987) is emphasized; whereas, in Asian cultures, for example in Chinese culture "positive politeness" is stressed. Here, negative politeness refers to "negative face" wants - "the basic claim to territories, personal preserves, rights to non-distraction - i.e. freedom of action and freedom from imposition" (61); positive politeness refers to - "the positive consistent self-image or 'personality' (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants" (61). Throughout the course articles on the concept of politeness and face and the realization patterns of speech acts such as requesting, complimenting, and advising, etc., in particular those in Chinese will be read; student led class discussions will be conducted; and a group project, interviewing people from Chinese culture will be assigned. This TIDES course will help students learn social and linguistic conventions in expressing politeness in Chinese as well as reflecting those in their own culture. Chinese language knowledge is not required.

### **TIDE 193 Reality Journalism**

*Steve Majors.* From *Anchorman* to *Broadcast News* to *The Paper*, most people get a Hollywood perception of what life is like working at television station or newspaper. Reality Journalism will first expose students to the fictional view of journalism through in-class movies and clips. Then students will get the opportunity to learn the facts about working in journalism through guest speakers and field trips.

### **TIDE 195 ¡Salsa!**

*Javier Olondo.* To many it comes as a surprise that Salsa music was born in New York, but its emphasis on the rhythm of the music, its introduction of electronic instruments and other musical genres fundamentally changed the Cuban Son and Mambo on which it was based. In addition, early salsa was a product of the late 1960's and 1970's revolutionary politics and many of classic salsa from this period has complex and interesting critiques of Latin America and the United States. Salsa's introduction into an international media market was not the first: the Mambo and Chachacha's entry into American culture is portrayed in films like "Dirty Dancing," and it has been integrated into international ball room dance, like in the Japanese film "Shall We Dance."

¡Salsa! is comprised of two main approaches to understanding this complex and exciting musical genre. First students read critical texts about the evolution of the genre, some of its many polemics, and the themes that its songs express. The methodology of this course will focus on historical and cultural studies readings discussions, class presentations and short writing assignments. These are designed so that students will gain an understanding of the evolution of the respective genres and of the complexity of the themes that they address.

Salsa music frequently has a hidden beat that many Anglo listeners miss. Students will also be treated to music presentations by Giovanni Palacios and Javier Olondo in an attempt to engage their ears in active listening. Finally, salsa can only be understood through dancing it. Through four workshops with Cervantes instructor Aurelio and Linda of the Cervantes Institute, students will learn the basics, some turns and then will begin putting them together in an introduction to the Cuban Rueda, a circle dance where couples periodically change partners. The goal of these workshops is a bodily immersion into the cultures that they are studying, and to give students an opportunity to discuss their readings with master practitioners.

### **TIDE 196 Ecology of Absence**

*Carey Clouse.* Although Shrinking Cities have plagued the Rust Belt for several decades, the rise of natural disasters, growing foreclosures and a deepening economic crisis have fueled this effect throughout large and small American cities. This changing growth pattern calls for innovative design tactics; empty lots, forsaken buildings, a loss of density and irregular rings of development offer exceptional opportunities for meaningful design interventions.

As communities look for new ways to integrate food production and localized fuel sources, useful infrastructure and changing lifestyles, this drosscape offers itself up as a panacea to the problem. This class will look at innovative and sustainable design approaches for this new landscape, including topics that range from bioremediation efforts to re-casting the subdivision, the future of the strip mall to land banking efforts, scattered-site farming to local power generation strategies, and the changing nature of human relationships and community building to emergent ecologies.

This class references work from a number of different disciplines in an effort to cast a broad net around this diverse and multi-faceted issue. Architecture, Urban Planning, Community Activism, Ecology, Environmental Studies, Urban Farming, Landscape Architecture and Engineering are among the many disciplines that will inform this learning.

(This is a TIDES course with a service learning component. Completion of this course will satisfy the lower level, 100-300 level, Public Service Graduation Requirement.)

### **TIDE 198 Culture & Copyright in the City of New Orleans: Art, Music, Food, Parades & More**

*Elizabeth Townsend-Gard.* Interested in seeing what law school might be like? Want to learn more about Mardi Gras floats, jazz music, Mardi Gras Indians, beautiful architecture, and now, post-Katrina art? This course provides an introduction to the structure of law (and a glimpse into the law school experience) through the study of intellectual property law within the context of New Orleans culture. Students will learn to read law cases and statutes in the environment of the law school, to interact with law students, and to discover the culture of New Orleans and the ways in which that culture interacts with law. The course discussions will include conversations with local artists and lawyers, and will give students first-hand experience in how to legally protect artistic works. Fields that relate to this course include history, art, communications, anthropology, English, and any other fields connected to the arts and culture. The course will be taught by a law professor whose scholarship is focused on copyright issues, and she will be assisted by a 3L (senior) law student. Students will complete a project on some aspect of culture around the city – for example, the Sculpture Gardens, the Streetcar Art Initiative, Commander’s Palace, or even a local band could each become the focus of student projects. The final projects will be posted online and become part of the Tulane Center for Intellectual Property Law and Culture, thereby providing a writing/resume credit for each student.

### **TIDE 197 Simple, Effective, Clear and Inspired: Songwriting for an Audience**

*Mark Carson.* This course will explore what makes a successful and effective song and songwriter. Students will investigate the elements of a song: melody, lyrics, rhythm of both hit songs and songs they like. Guest speakers who are professional songwriters will appear to speak on inspiration, lyric writing, rhythm, and their careers. Students will also complete several exercises and techniques that would help their organization and effectiveness as a songwriter. They will also collaborate with one another in most of these exercises. By the end of the class, students will write a song and have it critiqued by their peers. No musical ability is required.

### **TIDE 199 Energy & The Environment: Meeting Future Energy Needs Locally & Globally**

*Russ Schmehl.* The course will involve discussions of energy production and consumption and the impact of various means of producing energy on the environment. A focus will be to understand how world energy production will be able to meet demand over the next 30 to 50 years. An analysis will be presented of potential environmental effects likely to result if consumption of coal, oil and gas remain the same or increase. In addition, the potential realistic contribution of various forms of renewable energy to the future world energy profile will be discussed. We will also address the issue of conservation, focusing on ways in which individuals, corporations and municipalities can decrease their energy footprint. The project for the course will involve developing a web resource to help the community understand and implement energy conservation measures.

### **The Physics of Baseball (Spring 2010)**

*Timothy Schuler.* While baseball can be summed up as a very simple game (“You throw the ball, you hit the ball, you catch the ball. You got it?”), there are numerous aspects that can affect the outcome of a game which requires precision at a level unknown to other sports. The unique symmetry of the field, the swooping bend of the pitched curveball, the timing and force of a swing, the collision between the ball and bat, the angle and distance of the projected ball, these are all examples of basic physical phenomena that can be isolated and discussed when describing baseball.

There is also no other American sport which relies as heavily on mathematical statistics and probabilities as baseball. Players’ abilities are described almost solely in terms of averages and percentages (batting average, on-base percentage, earned-run average, etc.), and then these numbers are broken down even further and used as probabilities for plotting game strategy by coaches and players (the mere appearance of a left-handed hitter may prompt a manager to change pitchers, based solely on probabilities).

This course will discuss the physics and mathematics behind the “Great American Pastime”, providing insight into the application of basic scientific concepts to everyday events through the frame of baseball. Topics will include forces and motion, fluid dynamics, momentum, energy, probability and statistics, and of course, baseball.

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