

# TIDES - TU INTERDISCIPLINARY EXPERIENCE (TIDE)

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## **TIDE 1000 NOLA Cities of The Dead (1)**

Students will be introduced to the history and cultural folkways of New Orleans through the study of historic figures, cemetery architecture, monument construction and funerary symbolism reflected in stone and iron. Why are above-ground tombs more prevalent in New Orleans? What are the different tomb types and their architectural styles? Why do families in Louisiana visit cemeteries on All Saints Day? What symbolism does funerary art in stone and iron reveal? This TIDES course will provide several informative field sessions to local cemeteries combined with class lectures.

## **TIDE 1003 Happiness & Human Flourishing (1)**

What can scientific research tell us about practices and perspectives that lead to a happier life? What can psychology do to help ordinary people to thrive and flourish? Which practices lead to greater fulfillment and life satisfaction? Positive psychology engages such questions by utilizing scientific research methods to identify practices which lead to greater happiness and human flourishing – a life rich in purpose, relationships, and enjoyment. Positive psychologists maintain that (1) flourishing requires more than curing pathology; (2) flourishing requires tapping human strengths and positive capacities; and (3) scientific research methods can help us to identify and refine strategies for flourishing. This course will provide a theoretical and practical introduction to applied positive psychology. Topics will include positive emotions, hedonic misprediction and adaptation, character strengths (and their application in academia), purpose, gratitude, kindness, meditation, nurturing social relationships, and more. Students will learn about the foundational theories and research of positive psychology and will also engage in experiential homework in which they will apply strategies for enhancing their own health and happiness and for positively impacting their relationships and communities. This course will also expose students to local wellness resources at Tulane and New Orleans and will offer opportunities to explore a variety of life enhancing practices through homework assignments and a few group activities such as attending a yoga class (exercise), a meditation class (mindfulness), and a field trip to the French Quarter exploring New Orleans architecture and history on a walking tour (engagement) and enjoying some local cuisine (savoring).

## **TIDE 1005 Mardi Gras: Greatest Free Show (1)**

### **TIDE 1010 Ldrshp, Pol, Powr,Change (1)**

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 TIDES class 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 course focuses on developing an interdisciplinary understanding of the theories and practices of organizational and community leadership. As a TIDES 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 1011 Exploring Russia (1)**

The war with Ukraine has brought Russia's relationship with its former imperial realm (as well as its own internal minorities) into sharp focus, prompting the scholarly community to examine our prior biases and prejudices. Russia's aggression has intensified calls for a decolonization of our thinking, writing, and teaching about the former Soviet space. Scholars of Ukraine, the Baltics, the Caucasus, and Central Asia, among many others, have called to reappraise prior historiography's Russo-centrism and the often-neglected implications of Soviet nationality policies; the lingering Russian/Soviet imperial legacy. This course will introduce students to the multiplicity of perspectives and experiences of the ex-Soviet nationalities and Russia's ethnic minority groups. A variety of readings, film screenings, musical videos, and guest lectures will be part of the class. No knowledge of Russian is needed or required.

### **TIDE 1013 The Architecture of Place (1)**

How can architecture define a place? How do buildings support social constructs and cultural patterns? How do spatial relationships, proportions, and forms shape how we move through and experience places? How do the lines, curves, textures, and colors of walls, roofs, railings and other built elements impact our senses, emotions, and memories? All of these questions will be explored as students learn about the particular built environment that makes New Orleans so unmistakably New Orleans. Students will be encouraged to think critically about built environment and to communicate their ideas effectively through writing, visuals, and speech.

### **TIDE 1014 Cultivate Resiliency Self Care (1)**

Health in college is so much more than avoiding pizza every night and occasionally going to the gym. Health is multifaceted and is pivotal to your ability to thrive during the next four years. This course will examine the most relevant health topics for college students from a public health perspective, integrating theories and practices relevant to your life. In addition, this course seeks to cultivate leadership skills as an element of being healthy and successful in college.

### **TIDE 1015 Cultivate Inner Changemaker (1)**

Cultivate your Inner Changemaker is devoted to exploring the skills, strategies, and ideas of effective social change advocates in the 21st century. Students will be learning about some of the essential skills of effective changemakers, including leadership, optimism, resilience, risk-taking, luck, relationship building, conflict resolution, creativity, and innovation. Throughout the course, students will practice these skills, both in class and through assignments.

**TIDE 1016 Tolkien as Translator (1)**

While many have enjoyed J.R.R. Tolkien's *The Lord of the Rings* as an epic novel, few readers are aware of the fundamentally linguistic and anthropological nature of Tolkien's writing. As Oxford Professor of Anglo-Saxon, Tolkien was intimately familiar with the Germanic languages, their history, and their epic literatures. Because of his background, he went far beyond the invention of a few strange-sounding names for the characters and places of his world, instead developing a detailed proto-language (Common Eldarin) and following its development into two distinct but related Elvish tongues, Quenya and Sindarin. He also invented Khuzdul (Dwarvish), the Black Speech, Adûnaic (Númenórean) and Sôval Phârë (The Common Speech). Importantly, he assumed a role of translator of *The Lord of the Rings*, employing English archaisms and dialects to reflect the varying speech styles of his characters, their relative social status, and their complex interrelationships. Old English, Old Norse, and Gothic were all employed to accurately reflect the degree of kinship characters, places and languages had to the 'Common Speech'. In this course, we study the role of language in *The Lord of the Rings*, applying concepts and perspectives from linguistic anthropology to shed light on Tolkien's methods and purpose as the 'translator' of Middle-earth. Students are introduced to Tolkien's invented languages (and their real-world inspirations) and two of his invented alphabets. An appreciation of the linguistic foundations of Middle-earth greatly increases one's understanding of Tolkien's achievement, and provides insights into one linguist's view of the intricate and interdependent relationships of language, culture, and society.

**TIDE 1017 Changemakers in NOLA Education (1)**

This one-credit course is designed for those interested in social innovation and social entrepreneurship. In addition to exploring design thinking, social and emotional learning, and health and wellness, students will explore the innovative initiatives currently shaping the landscape of education in New Orleans.

**TIDE 1018 Case Studies in Leadership (1)**

This 1-credit course will utilize a variety of cases which highlight a real-life example of a challenge in leadership. Fields covered will include business, politics, non-profit work, and social movements - all highlighting decision making in New Orleans following Hurricane Katrina. In most class periods, you will be asked to "inhabit" the case and take up the dilemma of its protagonist. I may assign class members roles to prepare and play in the class discussion spontaneously or in advance. None of the cases have right answers, although we may have an epilogue that tells what actually happened (the historical outcome). You are asked to wrestle with the problem as if it were your own and bring your experience and classroom learning from Tulane University and elsewhere to bear on the questions. The Harvard Business School originated and developed the phenomenon of the teaching case to simulate business experience in novices, to create a concrete vehicle for applying abstract theories to real-world situations, and to engender engaged classroom discussion while fostering critical thinking skills as students were forced to wrestle with actual business dilemmas that had no easy answer. It is no accident that professional schools were drawn to case teaching—Law, for obvious reasons—but also schools of public affairs and public health whose missions are to utilize the best thinking of the disciplines to prepare students for careers as practitioners. Cases marry learning about real world policy and organizational problems with critical thinking, abstract reasoning, and theorizing valued in all academic disciplines. In particular, this course will offer you a chance to get to know New Orleans as a resilient city with monumental challenges left to tackle.

**TIDE 1019 Crime and Criminal Justice of New Orleans (1)**

This course is an exploration of crime and the criminal justice system in New Orleans. With New Orleans as its case, this course will examine why people commit and the conditions that foster crime, policing, the courts, jail/prison, and local movements and organizations seeking to create different criminal justice institutions and practices. It will examine the criminal justice system critically, considering questions of race, class and power as these structure how the CJ system operates as a whole. It will examine the New Orleans police department, the District Attorney and Orleans Public Defenders, the Sheriff and city jail, and advocacy groups such as the Orleans Prison Reform Movement. It will involve field trips to some of these locations, or representatives from the New Orleans CJ system visiting class or for online discussion should physical meetings be hindered.

**TIDE 1020 Cities & Urban Environmt (1)**

Focusing on selections from the seminal work "The Death and Life of Great American Cities" by Jane Jacobs, we will explore and discuss its relevance to the city of New Orleans. We will also look directly at what is currently happening in the city of New Orleans via field studies, guest presentations and movies. Selected neighborhoods of New Orleans will be explored as vehicles for looking at the social, political, and economic life of cities. By focusing on particular and local examples we will, in effect, also address urban issues that are both more general and global. You will be invited to learn 'how to see' (observe) the many aspects of the city, be introduced to tools for the analysis of city form and city behavior, and be asked to draw conclusions from what you read for this class as well as your experiences.

**TIDE 1023 Reproductive Politics in NOLA (1)**

From sex education for middle and high schoolers to nutrition assistance for impoverished new parents, the phrase "reproductive politics" encompasses far more than debates over abortion and contraception. This one-credit first-year course explores American studies scholar Laura Briggs' claim that "all politics [are] reproductive politics," with a particular focus on the political and legal realities of reproductive life in the city of New Orleans.

**TIDE 1026 Superheroes: Race, Gender, and Orientation (1)**

This course examines the construction of race, gender, and orientation in several popular cultural ideological mediums. We will examine the construction and representation of race and gender in the superhero genre. We will discuss the intersection between the ideas of gaze and perspective. We will examine the representation of race and gender in the superhero cinematic genre. We will examine the intersections and relationships between race, gender, and economic class. We will theorize the economic impact of race and gender in the superhero film genre. We will consider the construction of the idea of the exceptional as it relates to the representation of race and gender in the superhero film genre. We will also include consideration of race, gender and orientation in a larger and more broad television audience.

**TIDE 1027 Social Media Cuts Both Ways (1)**

Over the several years, widespread concern about the effects of social media on democracy has led to an explosion in research from different disciplines and corners of academia. In the class, students will look at issues like information and disinformation, online hate speech and free speech, political advertising and messaging, and personal privacy rights and assess both sides of the topic for good or bad engagement.

**TIDE 1028 Masculinities, Femininities & Sexualities on Campus & Beyond (1)**

This course will introduce students to social science academic studies and critically engaged scholarship that explore how men's and women's shifting social roles around sex, gender, and sexuality binaries intimately shape young people's sense of self in emerging adulthood. College, particularly a residential college experience, can be very destabilizing as gendered constructions of young adulthood, typically rooted in the media and popular culture, shape how young men and women explore their identities and sexualities within the context of campus cultures. These cultures are not inevitable or natural, but their impacts are very real and reverberate through young people's lives. Some examples include: the pressure to fit into normative binary identities and organizations, strict gendered appearance standards, hooking up, drinking, partying, and having fun, picking a college major and a career path, starting and ending friendships and romantic relationships, and learning what it means to belong to the social category "man" or "woman" in our contemporary world. By exposing the often-invisible web of culture, hegemony, and power that shape our feelings, our identities, our opportunities, and our constraints, we can better locate ourselves within their impacts and to forge more conscientious and engaged relationships with ourselves, with our environment, and with others.

**TIDE 1030 Music & Culture of Nola (1)**

The Music and Culture of New Orleans introduces the newcomer to New Orleans to the diversity of culture in the city and region. The 11-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. This TIDES course includes general lectures by experts in the various aspects of the culture of New Orleans. Interspersed and alternating are small sections where these experts converse directly with the freshmen, helping each individual explore the city. Students are directed to the most important music venues in the city, as well as to the best Creole and Cajun restaurants. In addition to the class meetings, each student is expected to join in at least two field trips to witness the culture first hand.

**TIDE 1031 Ideology & Belief Everyday Life (1)**

The course looks at the main beliefs and ideologies prevalent in our culture. Ideas like the entrepreneurial self, celebrity, pleasure-seeking, economic man, techno-optimism, God, nation, race, and family. These ideas are constantly hammered into us by the media, our friends, family and institutions, motivational speakers, business gurus, films, but also in the actions we take in our everyday lives and even more deeply in the experience of who we are. We will look at the origin of these ideas, their often-adverse societal effects and why they sometimes make us feel dis-empowered, anxious, and depressed. The course thus attempts to do two things at the same time. First teach students to critically think about their society and culture, and second help them achieve more personal freedom and well-being.

**TIDE 1032 Jazz and New Orleans (1)**

Jazz is often called "America's Classical Music." It is the only global art form invented by Americans, as created and developed by African-Americans in New Orleans. Jazz began life as "emancipation music," according to clarinetist Sidney Bechet. This class will draw a straight line from the New Orleans jazz of Bechet and Louis Armstrong to the contemporary brass-band funk of Rebirth, Trombone Shorty, and the Soul Rebels.

**TIDE 1033 Taylor Your Tulane (1)**

Taylor Your Tulane is a 1-credit TIDES course that applies human-centered design (design thinking) mindsets and tools to support first-year students in designing a fulfilling college experience. Students in this course will build an understanding of how they can be designers in their own lives and prototype different "investments" in the college experience by building a diversified college portfolio that includes their education, and relationships and experiences on campus and in New Orleans. Topics include the purpose of college, major selection, educational way finding, and interest exploration outside of the classroom, all applied through an introduction to Design Thinking (the course is offered through the Taylor Center for Social Innovation and Design Thinking). This seminar class incorporates small group discussion, in-class activities, field exercises, personal reflection, and individual coaching.

**TIDE 1034 NoLa - The Lay of the Land (1)**

This course explores the geography of New Orleans and coastal Louisiana, with a focus on forces that created and threaten the river delta on which the city sits. The course examines the levee system, climate change, sea level rise, industrial impacts to coastal wetlands, along with measures to promote a resilient city in the face of environmental and other threats. The course will also explore these issues in the context of social equity and environmental justice. Students will hear from a coastal specialist, learn about the city's resiliency efforts, visit areas of the city that experienced the most devastation following hurricane Katrina, and tour a levee adjacent to a cypress swamp.

**TIDE 1035 Introduction to Yoga (1)**

Yoga is a practice that offers many tools for living skillfully. This class will arm first year students with tools to help ground, calm, and focus them. The best part is that these lessons come from sweating, moving, going upside down, chanting, breathing, talking, listening, and having fun. The Sanskrit work Kula means a community, and we will create a Kula in our class, as well as connect with the New Orleans yoga community. This course is for anyone who loves yoga, or is just interested in learning more about it.

**TIDE 1036 Sexuality, Knowledge Production, and Education (1)**

The goal of this course is to introduce students to the various ways that the pursuit of knowledge is carried out within and across scholarly disciplines. Grounded in an interdisciplinary exploration of sexuality, knowledge production, and education, students will learn about the purpose and processes of academic research; examine various forms of academic research to appreciate the similarities and differences in questions and methods of scholarship; and study the organization of knowledge and the role of the scholarly communities. In so doing, students will analyze research across disciplines relating to human sexuality, as well as the effects and implications of research on policy and practice related sexuality education. This course meets once a week through the entire semester.

**TIDE 1038 Beyond Orgo: Becoming a Good Dr (1)**

Gen Chem, Bio, Orgo, Physics, the MCAT: every premed student knows the prerequisites for medical school. But becoming a good doctor takes much more than lab time and formulas. It requires critical thinking, teamwork, communication skills, resilience, adaptability, emotional intelligence, cultural competence, a capacity for improvement, a desire to serve others, and a strong moral compass. In this course, you will examine the human-centered skills necessary to become the good doctors our world needs. Through readings, guest lectures, reflections, and collaborative projects, you will evaluate your personal strengths and weaknesses, identify helpful role models and resources, and discover the ways you can develop these essential skills at Tulane and beyond.

**TIDE 1039 Design for Pollinators (1)**

In this course, students will learn the basic principles of beekeeping and work in groups to design and construct beehives for honeybees and other pollinators. These designs will be released as open access designs for anyone to use. Course discussions will cover the basics of pollination and ecological hive management, hive designs around the world according to community needs and local plenty vs material scarcity, hive designs tailored to specific pollinators, and principles of open access and inclusive design. We will work in Tulane's MakerSpace.

**TIDE 1040 Religion Media Politics & Food (1)**

From the influence of the religious right to the impact of gay marriage on the social fabric, religion is moving front and center in our culture. But so is food. Religion and food are often thought as distinct, separate. But in fact religion, cuisine, sexual orientation, the media, and way of life issues strongly impact politics. In this class we will discuss the relationships of these factors on present-day consciousness. This will be a student-centered class, so come ready to share your thoughts.

**TIDE 1043 LGBTQ+ New Orleans (1)**

This seminar explores LGBTQ+ life in New Orleans from an interdisciplinary perspective. It focuses on the LGBTQ+ history of the city, narratives of personal experiences, cultural representations and expressions, and current research on discrimination and on social and health programs.

**TIDE 1044 Gender & Sports Through an Intersectional Lens (1)**

The US sports industry is a highly gendered social institution with a long history of reproducing gender inequality. This course invites students to reconsider sports and the idea of athleticism through the lens of intersectional feminism. Over twelve weeks, we will look at sports from several different angles: as proof that gender is a social construct, and that men and women are more alike than different; as an important site where cultural understandings of masculinity and femininity are constantly being redefined; as a source of case studies for examining social problems like sexual violence and the wage gap; and as a medium for exploring our campus, our health and well-being, and the city of New Orleans.

**TIDE 1046 Think Like Leonardo da Vinci (1)**

This course introduces you to college study and research through emulation of the Renaissance genius Leonardo da Vinci (1452-1519). To coincide with the 500th anniversary of his death, you will be invited to keep notebooks just like he did. We will examine Leonardo's artworks as a way to investigate Renaissance ideas of nature, its transformative potential, and the natural and built environment. Each week you will be tasked with a theme to explore that relates to one of his fields of interest. After viewing his drawings and writings (in English!), you too will investigate subjects that interested Leonardo and his peers—such as botany, anatomy, machine design, and flight—and learn to articulate in your notebooks your own insights and approaches to studying these topics. You'll have ample opportunity to get to know New Orleans through prompts that invite you to study in New Orleans like Leonardo might have done: you'll be invited to visit the New Orleans Museum of Art, the Pharmacy Museum, and Audubon Park. Weekly discussions will discuss the artist's approaches and your own. For your notebooks, you will not be assessed on artistic merit, but rather for the depth of your engagement with the assignment.

**TIDE 1047 Exploring Creole New Orleans: Three Centuries of Creole Culture in the Crescent City (1)**

New Orleans is a city celebrated for its vibrant and diverse cultural heritage, and inextricably intertwined with its 300-year history is the concept of "Creole." This course offers an interdisciplinary journey into the multilayered world of Creole politics, culture, and artistic expression in the Crescent City, exploring the complexities of Creole identity, its rich culinary traditions, distinctive architecture, aspects of Creole languages, and the importance of Creole music. Readings, discussions, guest speakers, and field trips will encourage students to gain a deeper appreciation of the city's Creole heritage and foster critical thinking about historical events and their impacts on the city's different social and ethnic groups.

**TIDE 1048 AI Unleashed: Mastering ChatGPT for Success (1)**

This course empowers students to ethically harness ChatGPT, an AI-driven conversational agent, to supercharge their skills in research, creativity, writing, time management, critical thinking, and career exploration. By blending human ingenuity with AI-sourced information and efficiency, students will become early adopters of AI technology and responsible AI citizens.

**TIDE 1049 Challenging American Cultural Myths (1)**

This seminar is meant to develop students' critical thinking skills by revisiting and challenging commonly accepted American cultural myths, such as the myths of justice, of education and empowerment, of progress on the tech frontier, of individual opportunity, of gender, and of race. Students will acquire the methods to read written texts, analyze visual documents, and write critically through discussions around thought-provoking issues.

**TIDE 1051 German Heritage in the Crescent City (1)**

This seminar will introduce students to various aspects of German culture in New Orleans. We will explore how German immigrants helped shape the cultural, social, and political structure of the Crescent City. Today, New Orleans is primarily known for its French and Spanish influence, but in the years before the American Civil War, the German population of New Orleans made up the largest German colony south of the Mason-Dixon line. German settlers dominated the local beer industry, supplied New Orleans with food harvested in the outlying parishes, and were an integral part of the local cultural scene. With the advent of World War I, Anti-German sentiment in Louisiana grew, and by the end of the war all expression of German culture was prohibited by law. Gradually, the German language disappeared, and German traditions were forgotten. However, if we dig a little deeper, we will find ample evidence of a once vibrant German culture, remnants of which survive to the present day. Students will have the opportunity to enjoy traditional German food, go on field trips to German sites, and meet with people from the German community. A variety of readings (excerpts from books and short articles), documentaries, as well as guest lectures will be part of the class. Knowledge of German is not required.

**TIDE 1052 Climate Changes Solutions (1)**

The course is a global examination of human adaptations, resilience, technologies, and indigenous/traditional culture responses to climate change challenges. We will learn about climate science, climate change challenges, and societal and community responses to these challenges.

**TIDE 1053 Horrific Monsters (1)**

This course will engage in a critical and historical exploration and analysis of the horror genre in film. In due course we will discuss the origins of horror as a film genre; the definitive characteristics of horror, both formally and narratively; horror's intersections with major critical and social themes and issues; the monster as the definitive characteristic of horror films; and the various ways in which the monster is imagined.

**TIDE 1054 Navigating American College Culture (1)**

This seminar explores American college culture from an intercultural perspective. Students will acquire the tools to cope not only with the specificities of American college culture and expectations, but also with issues related to interpersonal relations and the diversity of identities and cultures in the US.

**TIDE 1056 Ancient Magic, Modern Witchcraft (1)**

For the inhabitants of the ancient world, magic and witchcraft were part of everyday life. In modern-era New Orleans, magical practitioners have also found a home and a place in the local culture. This course will explore magical literature, rituals, and beliefs in two ways: first as they existed in ancient Near Eastern civilizations (such as Mesopotamia and biblical Israel), and how these beliefs continue into modern America (especially locally in NOLA). Students will learn the skills necessary to succeed at a rigorous university (such as close reading, academic writing, and class participation) while exploring topics such as demonology, illness, prayer, exorcism, and witchcraft.

**TIDE 1057 Ancient Greece in New Orleans (1)**

This course will take you through a journey that explores how the culture of Ancient Greece has been incorporated and displayed in New Orleans. Working as a group, we will discover how Ancient Greek culture has permeated the fabric of the city, from architectural choices to Mardi Gras krewes. Through this unusual and engaging journey, we will build a new appreciation for the composite world that is New Orleans, where ancient and modern blends, and where different cultures, including ancient ones, become a distinctive identity. All the while learning the skills necessary for a successful college experience.

**TIDE 1058 Comedy! (Or 19 Ways to Analyze a Joke Until It Isn't Funny Anymore) (1)**

This 1-credit course fulfills the First-Year Seminar requirement as a Tulane Interdisciplinary Experience Seminar (TIDES). In this course we will discuss how to deconstruct standard comic format, read and discuss five different comic theories, look at 19(+) different comic structures to create a final project.



**TIDE 1059 Fundamentals of Traditional Martial Arts Training (1)**

This dynamic course offers students a comprehensive introduction to the world of Traditional Martial Arts with a focus on Taekwondo, Krav Maga, Boxing, and general fitness. Designed to accommodate all levels of experience, from beginners to seasoned practitioners, the course provides an in-depth exploration of each discipline's historical roots, philosophical underpinnings, and cultural significance. Students will learn the foundational movements of traditional martial arts. Instruction will emphasize the artistry of martial forms, the tactics of sportive engagement, and the practicalities of self-defense, all while improving overall physical fitness. Classes are conducted in a safe, non-contact setting to ensure a learning environment that is both challenging and supportive. Through collaborative assignments, students will engage in group activities that encourage peer learning and teamwork, fostering an environment of mutual respect and camaraderie. The curriculum is designed to challenge students' perceptions and encourage growth in both martial arts proficiency and personal development. Through written and oral assignments, students will reflect on their experiences and articulate their understanding of the material covered. As an added value to this course, students who fulfill the requirements will have the opportunity to be awarded international rank recognition by a global traditional martial arts association. This distinction not only celebrates the skills acquired but also connects students to the larger martial arts community worldwide.

**TIDE 1060 NOLA Global at the Local (1)**

Open only to Altman Scholars, this TIDES experience plays an important role in the 4-year curriculum of the Altman Program in International Studies and Business. The students that make up each Altman "cohort" will take one class together each semester that they are on campus during their studies. Altman TIDES will kick off these courses during the Fall of their Freshman year. With an eye towards producing exceptional global citizens, Altman TIDES introduces students to the rich cultural fabric of New Orleans by examining past and present contributions made by peoples of different ethnicity and race. The cultures of French, Spanish, Italian, Creole, African, Latino, Jewish and Vietnamese residents, both past and present, have shaped New Orleans into the vibrant city that it is today. Specifically, we will discuss each group's impact on New Orleans' history, culture, economy and business and the challenges each faced in the process of social and cultural integration. Along the way, students will be exposed to some of the finest food representative of each group that makes New Orleans one of the greatest cities in the world – and an interesting place to directly study international influences at a local level. For Altman Scholars Only.

**TIDE 1061 Learning Through Discovery (1)**

Welcome! As a member of the Tulane community, you are part of a diverse and developed scientific community. In this course we'll work on developing ways of learning and basic scientific skills that will aid you if you are interested in getting research experience and help you in succeeding in your coursework. This course is designed to teach you new thinking and learning skills, and to apply those skills to develop and run an iterative hypothesis-driven experiment. You will experience the collaborative nature of science by working in groups and receiving feedback on your work from your peers.

**TIDE 1062 Calm the Wave: Being in NOLA (1)**

The transition to university life can present challenges, as you juggle less structure, more demands, new roles, and increased pressures. The purpose of this TIDES course is to help you develop social and emotional skills; benefitting you in academic and work contexts, interpersonal relationships, and overall well-being. Explore the tranquil side of New Orleans and discover your best self through mindfulness and self awareness activities. This course is designed to help students develop strengths and assets that promote their social and emotional well-being as they transition to a higher education setting in New Orleans. Such settings typically present students with less structure, more demands, new roles, and increased pressures which may contribute to struggles with stress and adjustment difficulties. The purpose of this course is to help students develop social and emotional skills; benefiting them in academic and work contexts, interpersonal relationships, and overall well-being. Students will explore tranquil locations throughout the city of New Orleans. Along the way, they will be introduced to social and emotional competencies that can help promote their personal and interpersonal awareness and competence which will help students navigate new and challenging academic, social, and emotional terrain. These competencies include: self-awareness; self-management; social awareness; relationship skills; and responsible decision making.

**TIDE 1063 Tell Me More About It: Paths to Improving Mental Health (1)**

Using readings, discussions, interactive group interviews and field trips, students will learn about different career pathways to engaging others in improving mental health. Students will meet different professionals in the city, hear about their paths, learn about their theoretical orientation, and reflect on the experiences they will pursue while at Tulane relevant to this career choice.

**TIDE 1064 What is a Book? (1)**

This 1-credit Tides course introduces you to research through a historical and experiential engagement with the myriad forms and aspects of one of the oldest and most ubiquitous communication and information technologies: the book. Rather than consume books for their content (text), in this course, our concern will be with the whole book (from cover to binding, to page design and marks left on margins) as a material object. From scroll to codex, to e-book, and from manuscript tradition to print, we will learn the books' anatomy and how to read and interpret those physical features as evidence. In the process, students will gain a deeper appreciation for the book as an object as they explore the book form alongside its text. Each week we will explore the history of book making processes including letterpress printing, book binding, papermaking, and various 20th c printing and duplicating technologies. We will learn about appreciating books as objects through lectures, discussions, and hands on experiments with bookmaking. The class will culminate with each student creating their own book object. In addition, we will enjoy visits with local printers and book makers and virtual visits from book artists and book historians. The course is ideal for students considering majors in art history, art, English, history, archeology, media studies, science, or any subject that requires reading or using books.

**TIDE 1066 Media and Narrative in Modern U.S. Presidential Campaigns (1)**

This course explores the development of the modern United States presidential campaign, with an emphasis on mass media. Considering the development of new communications technologies, how has the presidential campaign changed over the last six decades? How has it remained the same? The class will consider the creation of narrative across radio, television and social media outlets. Various forms of mass communication, including radio, television, and social media networks, will be considered as channels for political campaign development. The development of emerging technologies and media landscapes will be contextualized.

**TIDE 1067 Nazism Fascism & the Alt-Right (1)**

This course is inspired by current events, including the rise of alt-right, populist, and authoritarian parties and governments across the globe. Its aim is to use the tools of media analysis and social and literary theory in order to deepen our understanding of where and how these movements arose, how neo-fascism appeals to voters in different places and contexts, and, crucially, how leaders have harnessed popular sentiments to their own end. Readings and discussions are based on contemporary media as well as classical historical sources. Important themes in the course will include roots and causes of fascism, fascism as imperialism and racism, fascist attitudes toward gender and class, theories of totalitarianism, the psychology of fascism.

**TIDE 1068 The Pluto & Charon System (1)**

This TIDES course explores the Pluto-Charon system, the public's perception of Pluto, its history, and its science. Students will learn about the search for 'Planet 9', the discovery of Pluto and objects beyond, as well as the recent exploration of the Pluto-Charon system and Ultima Thule by the NASA New Horizon's mission. In addition, students will explore and discuss the elusive questions: What is a planet? Is Pluto a planet? The course will include one field trip to Gretna Observatory one evening during the semester. This course is 1 credit hour.

**TIDE 1070 Nola Museums & Community (1)**

Get to know New Orleans through an exploration of its museums, from art museums to contemporary galleries to house museums and beyond. Students will seek to understand how museums in New Orleans serve diverse communities in the city. To understand museum practice more generally, we will also explore past and current methods in museum curation and education, ethical issues museums face, and how museums respond in times of war and natural disasters. Ideal for students considering majors in art history or history.

**TIDE 1071 Running and Imagination (1)**

This course explores running as an activity of the embodied imagination—through reading, discussion, and running. When we run, our minds work with and against the body's limitations. Those limitations can be viewed as obstacles to be overcome, but also as constructive forms of resistance that give meaning to our activities. To run a certain distance at a certain pace gives shape to the activity just like paragraphs shape prose or form and meter shapes poetry. Running can also be a way of exploring difference and resisting social constraints; it can also be used as an expression of those constraints. Class meetings will alternate between discussions of texts—fiction and non-fiction—that explore the relationship between the physical activity of running and human imagination and identity, and clinics and practice sessions on various aspects of running as a physical activity for health and competition. We will occasionally run together, at whatever pace suits the members of the class. Students in this class should be interested in running and willing to run. But being a fast or accomplished runner is not a requirement!

**TIDE 1072 Object(ive) Data: Collections, Databases and Museums (1)**

Museums and galleries can inspire awe with the objects and materials they put on display. From the histories of their making, through their preservation over time, objects in museum collections tell stories and reflect larger legacies of movements and change. It is the role of museum staff to extrapolate themes and concepts from their collections, collating information and different interpretations which are recorded in museum databases. Databases allow museums to document objects, but what more can their data do? Can data help museums reevaluate the significance of their objects and collections as a whole? Does the data alone tell a story? And does it come with its own limitations and biases? In this TIDES course, students will have the opportunity to investigate the benefits, challenges, and constraints of managing museum's collection data. Following a brief grounding in the history of museum collections from both an art historical and a collections management perspective, students will progress through weekly conversations and site visits that illuminate the practicalities, perks, and pitfalls that can emerge at the intersections of historical materials and data analysis. Alongside these components, students in this course will gain "hands on" access to a selection of objects from the Newcomb Art Museum (NAM) as they work to research and draft thematic object checklists as a capstone to our course that can potentially be published as a resource for others on campus.

**TIDE 1073 Artists Respond: NOLA Through Visual Culture (1)**

Art is a conversation that takes place over time and space. It is a response to events past and present, and an invitation to discuss how we shape our future. Art creates community, but it also reflects the communities it is created out of. This course will provide an understanding of New Orleans through the lens of Visual and Performing Arts. The course will introduce students to the rich cultural heritage of New Orleans while gaining insight to how history, environment, politics, socioeconomic conditions, and diversity has shaped life in the city, and how the art of the city responds to help define its culture. Through numerous artists, artworks, cultural traditions, and temporary exhibitions, students will learn how art can provide a reflection on where we've been, alternatives to where we are, and opportunities for ways forward as a city or a community.

**TIDE 1074 Foodways in Asian American New Orleans (1)**

You already know that New Orleans is famous for its food, but how much do you know about its Asian American foodways? The seminar employs food and foodways as an analytical framework to explore issues of identity, migration, imperialism, race, gender, and sexuality. Through a diverse range of texts including short stories, films, documentaries, menus, cookbooks, and blogs, we will consider what food reveals about cultures, relations, and identity in Asian diasporas with a focus on locales and traditions in New Orleans. Along the way, you will have the opportunity to reflect on your own relationship to food as a first-year student at Tulane University.

**TIDE 1076 Visualizing Justice: Urban Environments, Climate Challenges, and Just Sustainable Futures (1)**

This course combines practical skill building, active learning, and engagement activities to support local communities around issues of environmental and urban justice, climate challenges, and sustainable futures for New Orleans and the surrounding Gulf Coast. While examining the fields of data literacy and interpretation, artificial intelligence (AI) and algorithmic bias, and the ethical considerations about how data is collected, interpreted, and used for policy decision making and community engagement (data justice fields). The substantive emphasis of the course will be on the use of data for advocacy and support of communities involving urban justice (e.g., inequality, policing, carceral rights, poverty, housing, etc.), environmental justice, (e.g., polluted neighborhoods, indoor and outdoor air pollution, water and soil pollution, etc.), all in an effort to move New Orleans and surrounding communities from their climate challenges to just sustainable futures. The course will also explore community empowerment through the instruction of techniques of data advocacy, citizen science, political activism, etc.

**TIDE 1077 When Empire Does Not Atone: The Case of Russia (1)**

The seminar will introduce students to the imperial legacy context of Russia's aggression against its neighbors that culminated in an all-out invasion of Ukraine attempted in February 2022 and now transformed into the largest-scale war on Europe since WWII. -The mainstream media discourse about the motives for the ongoing atrocities evolves between the (Kremlin's) narrative about NATO's expansion, ethnic rights for self-determination, and the war as a tool to perpetuate the usurpation of power by Putin's "elite" in Russia and its neighbors. This discourse overlooks the role of failure to fully admit and qualify the crimes that the Soviet Union (and the Russian Empire before it) committed against the people that inhabited the lands it captured and controlled during its reign. There were several attempts to rectify the imperial legacy and to atone for them. Yet all of them eventually failed. One manifestation of the latest failure is the obstruction of access to swaths of state archives even at peaks of the brief democratization of Russia during the 1990s. The implications of that failure are profound. They yield fertile grounds for distorted beliefs about "historical justice" across the world and facilitate the effectiveness of a fascist-style propaganda in nowadays Russia.

**TIDE 1078 Donald Trump's America (1)**

This seminar will introduce students to the state of American politics and society surrounding the presidency of Donald Trump. It is not designed to be solely a look at his election in 2016 and his administration; instead, it is a broad exploration of the factors that lead to his election and the resulting "state of the union." Through readings and discussion of current events, we will explore the history of our current state of public opinion, issues regarding polarization, race relations, and gender dynamics, and the prospects for forming a "united" country in the midst of a divisive era.

**TIDE 1079 Haiti and New Orleans (1)**

Haiti is inexorably tied to New Orleans through historic and contemporary through lines beginning with the only successful rebellion by enslaved people in the Americas that eventually led to independence of Haiti and to this small island nation becoming the first free Black country in the entire world in 1804. As a result of the defeat of the French army in St. Domingue, Napoleon yielded the French territory to the U.S. government in the form of the Louisiana Purchase. Throughout the late 1700's and early 1800's, the revolution's impact was felt throughout the U.S. South and by 1809, 10,000 Haitians arrived in New Orleans, doubling the population. There are parallels between New Orleans and Haiti in the areas of architecture, cuisine, cultural celebrations, and music that emerge to even the casual observer. Even though a majority of Haitian settlers from the early 20th century in the New Orleans Ninth Ward area were displaced by events surrounding Hurricane Katrina, immigrant communities of Haitians, particularly on the West Bank of New Orleans have grown due to the contemporary political and natural disasters within the island country. This first-year seminar course will examine the fascinating history and contemporary landscape of the connective tissue between Haiti and New Orleans through a range of readings, reflections, class discussions, as well as through experiential elements including field trips.

**TIDE 1081 The History and Rituals of Voodoo in New Orleans (1)**

This 1-credit course fulfills the First-Year Seminar requirement as a Tulane Interdisciplinary Experience Seminar (TIDES). In this course we will discuss the history, culture, misconceptions, pop allure, rituals and rites of Voodoo (Vodou) in New Orleans.

**TIDE 1082 Crescent City Conundrum – How do we build a healthy New Orleans? (1)**

Health is influenced by factors beyond one's genetics. The social determinants of health - where we are born, raised, work, and play - contribute to our overall health. Inequities in these determinants lead to inequities in health. In this TIDES course we will look at New Orleans through the lens of social determinants of health and the health care institutions that have served the people in this community. We will explore the history of New Orleans to understand the social, economic, and racial disparities that impact our residents' health and wellbeing today. Finally, we will look to the future and see what's on the agenda for improving the health of New Orleanians.



**TIDE 1083 Cultural Heritage, Social Change: The Activist Archivist (1)**

Activist Archivist, noun. Meaning 1: An archivist who strives to document the underdocumented aspects of society and to support political and social causes through that work. Meaning 2: An archivist who seeks to move the archives profession, archives workplaces, and society in general toward social justice. Howard Zinn coined the term “activist archivist” in his seminal 1970 address to the Society of American Archivists, in which he challenged cultural heritage professionals to disrupt the status quo and confront social injustices through their work. This class introduces students to the fundamentals of archives and cultural heritage information management, with special attention to the role record-keeping plays in both reifying and dismantling systems of power and how activism can take the form of memory work. Students will develop knowledge of major theories and practices of cultural heritage information management by interacting with primary source materials during visits to the various and eclectic archives of Tulane University and New Orleans. They will apply a critical, investigative lens with consideration for how collective and individual memory is produced and preserved, and whose stories get told. Students will also engage with alternative, activist forms of memory-keeping, including zines, oral histories, craftwork, tarot and oracle decks, and other art forms, through class visits with local memory workers and field trips to explore New Orleans memory work that blurs the lines of art/archives/activism. The class will culminate with a group project: the creation of a zine, a scrapbook, or a documentary product of your group's own design, as a tangible record of your semester experience. This class is ideal for students interested in anthropology, history, studio art, or those considering future work in Public History or the GLAM (galleries, libraries, archives, museums) sector.

**TIDE 1084 New Orleans in Film and Literature (1)****TIDE 1086 Engineering New Orleans (1)**

In this course, students will explore engineering projects local to the New Orleans area. From the St. Louis Cathedral to the Superdome, the Crescent City Connection to the Causeway, the Lapeyre Shrimp Peeler to Mardi Gras Megafloats, Oil & Gas to Wind & Solar Energy, NASA Rockets to Nerves-On-A-Chip, New Orleans has a wide array of engineering interests. These projects, advancements, and industries will be introduced and put into perspective with discussions of their technology, histories, economic impacts, and cultural influence. The topics will be brought to life by local guest speakers and trips to one or more of the following: NASA Michoud, Mardi Gras World, the Superdome, and the French Quarter.

**TIDE 1087 Science, Technology, and Society (1)**

Those interested in and pursuing STEM fields have often felt like they were exempt from the conversation on society. They have often been excluded from discussions regarding the ethical implications of the progress that they play a key role in. In this class, we will use various lenses to view the technical advancements in big data, science and engineering, including those that you may be working on in the coming four years. We will examine the global, societal, economic, and environmental implications of subjects such as ethics of big data, AI, social media, digital media, large scale engineering projects, scientific research, medicine and big pharma, and more, focusing on examples found in the NOLA area. The topics will be brought to life by local guest speakers from local organizations such as Glass Half Full or Green Light NOLA as well as trips to one or more of the following: NASA Michoud, Mardi Gras World, the Superdome, and a Flood Abatement Pumping Station.

**TIDE 1088 The Artful Leader (1)**

The course will focus on exploring questions on leadership from non-theoretical lens by emphasizing manifestations of leadership in different forms of art (poetry, fiction, painting, sculpture, film, etc.). Using the medium of art, the students will be able to access and distill their own observations about leadership throughout time, which we will then compare to contemporary theories from the fields of organizational psychology and leadership studies.

**TIDE 1089 New Orleans Through a Paranormal Lens (1)**

New Orleans is a city rich in history, culture, and spirits. Some of that history and culture has been responsible for events associated with hauntings and other paranormal/supernatural occurrences (and vice versa). Using the haunted history of the city as a touchstone or lens, we will explore the non-paranormal history and cultural make-up of New Orleans from before its founding to modern times.

**TIDE 1090 Who Dat, Fan Up & Geaux (1)**

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' heroic revival of the city post-Hurricane Katrina, sports has been as integral to the area as food, music, and Mardi Gras. Sports have made an enduring impact on the social world in which we all live. It is a taken for granted aspect of our everyday lives – whether that entails watching “Sportscenter” or noticing that every single major newspaper contains a “Sports” section that is as long if not longer than any other section. Yet there is more to sport than just what we see on a daily basis. 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 TBD. Their after-school programs promote development in boys and girls through activities that build character, cultivate new skills, and create a sense of belonging – in this case a place where kids can express themselves, play together and get fit. By participating in activities with NFL Youth Education Town 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.

### **TIDE 1091 Representing Minorities in Spanish Cinema (1)**

"-Borja, where are you from? -I am Spanish -Oh great, which country?" (question that your professor has been asked many a time). What is being Spanish? There is a misconception in the US about what this word means. Spanish refers to a person born and raised in Spain, so, what is Spain? Spain is a predominantly white country situated in the south of Europe who has enjoyed an ethnic, racial, gender, and religious diversity since very early in history. Therefore, the aim of this course is to study the representation of ethnic, racial, gender, and religious minorities through Spanish cinema in the late 20th century and the early 21st century. Despite advances in integration in the last twenty years, the underlying racism, xenophobia, homophobia, and transphobia from certain sectors of society is still palpable in different areas of this society. We will address questions of diversity, inclusion, discrimination and (lack of) opportunity. In the last section of this class, we will also examine the representation of Spanish people in US American cinema, sometimes taking them as exotic or even having white Spanish actors playing roles from people in Latin America. By the end of the course, students will have a space to compare the situation in Spain with their own country and seeing the parallels in diversity and discrimination between the two countries, probably, reaching the conclusion, that the situation is not that different. Similarly, we will also delve into the idea that a Spanish person automatically becomes a minority in the US imaginary due to their Hispanic origins and the fact they speak Spanish.

### **TIDE 1092 Latinx in Hollywood (1)**

For over a hundred years, cinema has played a key role in shaping your social imaginaries and in creating types and stereotypes. Different national cinemas have their own lists of typical characters that speak eloquently of the economic, political, and cultural structures of their societies. Mainstream American cinema, arguably, exceeds the constraints of a national cinema and has become your conscience of the global subject, but it still formulates ideas and builds subjectivities that are deeply ingrained in your American imagination. Among these constructions is the portrayal of 'Latin America' and, more specifically, 'Latin Americans.' In this course, you will explore, analyze, and question the constructions devised by mainstream Hollywood films around Latin America and its characters. From studio recreations of South American cities in classic films (Gilda, Charles Vidor, 1946) or the US-Mexico border (Touch of Evil, Orson Welles, 1958) to solemn reflections on colonial history (The Mission, Roland Joffé, 1986) to enchanted versions of Mexican traditions (Coco, Disney-Pixar, 2017), American cinema has consistently imagined Latin America. In discussing six films and key critical readings, you will identify, describe, and critique this process. You will also reflect on its connections to current debates in the US.

### **TIDE 1093 Afro-Brazilian Resistance:Contesting Racism and Discrimination through Popular Culture (1)**

This course examines the racial history of Brazil and how it compares and contrasts with other regions in the Americas. Students will engage in weekly discussions about topics in Afro-Brazilian popular culture and will analyze the political resistance inherent in so many of these art forms. In addition to readings and films depicting the Afro-Brazilian experience, students will be collaborating with a local organization as part of their tier one service commitment. Our partner - Capoeira New Orleans - creates educational programming for New Orleans residents to practice and learn more about the Afro-Brazilian martial art capoeira.

### **TIDE 1094 Leading w/ Empathy: Cultivating Relationships, Building Community, and Navigating Conflict at Tulane (1)**

This course offers an introduction to the foundations of empathy and the role it plays in relationships and addressing conflict. Topics covered will include the primacy of empathy in addressing conflict, community building, active listening, and techniques to hold conversations among people in conflict or that disagree with each other. Students will gain an understanding of the role that inclusion and equity play in developing empathy and will learn, through personal reflection, guest lecture, and in-person experience, the skills and techniques necessary to manifest empathy in their own lives, relationships, and conflicts as well as various resources within the Tulane and Greater New Orleans community available for support when they run into problems within these areas.

### **TIDE 1096 Latin American Dance Cultures (1)**

This course examines issues of Latin American race, class, gender, nationality and global belonging through dance cultures. Students will learn how chosen dances, songs and rhythms are conveyors of cultural tenets, regional variations, and national trends. Since culture is made visible to us through its representations, students will learn to read and analyze Latin America through ethnographic texts about performance. Over the semester, students will learn through both theory and practice the techniques and philosophies of dance in selected Latin American performance circles. We will analyze Latin American festivals, stage/commercial performance and everyday cultural performance. As part of student training in ethnographic participant observation, students will also learn the basic steps of these studied dances and contextualize their work within the cultures of Latin American dance communities in New Orleans. In doing so, students will learn to think critically about the relation between text, ethnography and the body by paying attention to the demands that performance places on us as participants, spectators, scholars and commentators where we may be/act, see/hear, feel/sense, and think/evaluate within a world different from our own and understand its implications in governance, policy, and practice. No dance experience required!!!

### **TIDE 1097 Drugs in Music and Literature: Morocco, Spain, and New Orleans (1)**

"Drugs in Music and Literature: Morocco, Spain, and New Orleans" explores the historical and contemporary significance of cannabis as a countercultural and political resistance symbol, particularly within the realm of music, across diverse regions. Students analyze the cultural, social, and political contexts surrounding cannabis use, considering race, religious practices, and the influence of Islam and Sufi rituals. The seminar delves into the evolution and transculturation of musical genres such as Flamenco, Rock & Roll, Sufi- Trance Rock, and Jazz, examining how these genres have been shaped by the intersection of cannabis culture, race, hippie values, and religious traditions. Assessment is based on class participation, written assignments, and a final presentation or creative project, fostering critical thinking and interdisciplinary perspectives. This seminar aligns with the TIDES' goals of promoting active learning, intellectual challenges, and social co-curricular activities, providing students with a transformative interdisciplinary learning experience.

**TIDE 1098 "We Didn't Start the Fire" - Examining how Memory, History, and our Current Experiences Interact (1)**

In a global connected world where what happens on the other side of the planet is live streamed in real time, the experience of being a person living today can feel overwhelming. It can be argued that this is the worst time in human history. Is the world worse today than at any other time? What does our knowledge of memory and perception contribute to the understanding of the contemporary global context? In Billy Joel's song, "We Didn't Start the Fire" over 100 cultural, social, political, and economic events which took place between 1948 and 1989 are highlighted. A recent remake by Fall Out Boy updates Joel's song using events since 1989. The suggestion in these songs is that human history has been plagued with catastrophes and heralded with triumphs. In this course, students will identify the historical references in both songs comparing them to our current context. Students will study the scientific literature on memory and how memories impact people's current view of the state of our world. The course will culminate in students creating a survey to learn more about how people perceive the historical and current world contexts, and how these ideas interact with each other. Survey results will be analyzed to share findings and develop conclusions. Throughout the course, students will have the opportunity to shape their own learning experience and development of critical thinking skills by contributing to each class session content, course materials, questions to discuss, and practicing research skills. This co-creation of the course between the professor and students is uniquely suited to the TIDES program and supports its objectives and outcomes.

**TIDE 1101 Environmental & Climate Diplomacy (1)**

Diplomacy is defined as "the profession, activity, or skill of managing international relations, typically by a country's representatives abroad." This course will consider our role as members of a global society, and as guardians of a complex solid Earth-oceans-atmospheres system, and introduce concepts of circular economy, nature-based solutions, climate mitigation and adaptation, as well as the alphabet soup of global organizations, and U.S. diplomacy.

**TIDE 1102 Talking New Orleans (1)**

Do you know how to pronounce New Orleans the right way? Do you make groceries or wrench your dishes in the sink? You'll learn to talk like an insider in this class that looks at the history, development, and current diversity of New Orleans English! We'll start by taking an overview of the New Orleans (and by extension Louisiana's) linguistic history, starting with the indigenous people who occupied the place called Bulbancha at the time of European arrival. We'll then examine the arrival of Europeans and Africans: the languages they brought with them and the new one(s) they created here. You'll get hands-on experience collecting and analyzing linguistic data as you explore modern New Orleans, talking to locals, attending festivals and participating in the exciting culture this city has to offer. By the end of the semester, you'll be able to say what it really means to sound New Orleans!

**TIDE 1103 The Art of Management (1)**

Management is the coordination and administration of tasks to achieve a goal. The functions of management are planning, organizing, leading, and controlling. In the Art of Management, we will review and discuss these four functions using text, case studies, and simulations. We will explore companies that are run well and those who messed up along the way. Learning from the mess ups has the best growth opportunities.

**TIDE 1105 Cultural Nutrition & Wellness (1)**

Welcome! As a member of the Tulane community, you are also now a part of the larger New Orleans community. In a city with such rich history, there is a vast divide of health and wellness options among the diverse cultural groups. Whether we are talking about access to nutritionally complete foods or more esoteric resources, such as mindfulness training, there is a long-standing disparity in our community. This course is designed to introduce students to overall health and wellness needs and availability among various communities in and around New Orleans.

**TIDE 1107 Bioethics at the Movies (1)**

Movies and the stories they tell are a fantastic way to examine the issues in bioethics, as they allow us to extract, debate, and discuss abstract concepts and ideas with concrete cases and indepth contexts. We will look at interesting and challenging questions in bioethics using movies as the focus. In this class, we will watch mainstream films that address issues in ethics and health care, then explore some of the issues in those films in a little more depth. No prior experience in bioethics or study of film is required. We are going to explore and have fun.

**TIDE 1113 Mindfulness: Self & Emotion (1)**

This class introduces different mindfulness techniques, application of mindfulness practices in understanding destructive emotions and cultivating positive emotions. Mindfulness techniques cover intentional cultivation of non-judgmental, non-reactive, present-moment awareness, bare attention and concentration. Concentration and mindfulness exercises will be practically studied and evaluated. Students will enhance their experience of awareness, clarity, and empathy. Students will also learn coping skills for emotional regulation, distress tolerance, depression, anxiety, stress, and insomnia. Students will be required to participate in daily mindfulness practices: self-awareness, identification of destructive emotions, logical and mindful responses, and compassionate living. The course will critically analyze mindfulness-based research articles and introduce to how to integrate different mindfulness techniques in research applications. Information will be based on recent scientific research and ancient Tibetan contemplative practices.

**TIDE 1117 N. O. Performance Culture (1)**

There will be two primary goals in this course. The first will involve introducing students to New Orleans's history, culture, and literature. The second will entail an interdisciplinary introduction to a wide array of influences with the effort of showing how New Orleans's turbulent history of changing possession, immigration, and migration have contributed to a "performance" of various versions of "New Orleansness." The course will focus specifically on the presence of French, Spanish, African, and a brief overview of the various immigrant communities in the city's history and the various ways in which these groups have performed their own version of New Orleans for the city itself, the United States, and the world. In addition, the students will use the maps found in *Unfathomable City: A New Orleans Atlas* to look at how maps are constructions of authenticity.

**TIDE 1122 Our Changing Ocean (1)**

In our terrestrial lives, the ocean may seem distant, daunting, even dreary. Yet, we live on a water planet. The ocean controls our climate, feeds us, contains vast mineral reserves, and harbors spectacularly diverse ecosystems like coral reefs. It is so vast that the Pacific Ocean alone covers nearly one third of our entire planet. We have mapped the moon to greater detail than most of the seafloor! From tiny gobies hiding amongst corals to critters lurking in the deep dark ocean interior, new ocean species are discovered all the time. The sheer size of the ocean almost makes it seem unchangeable, beyond our reach. But our ocean is changing, and it is changing rapidly. Fish stocks are depleted. Seawater is warming and acidifying. Corals are dying. Plastics are found from Antarctic penguins to deep ocean sediments. Despite the peril, all is not lost and there is still time for scientists, policymakers, engineers, lawyers, and entrepreneurs to work together to conserve all that the ocean provides us. This course will provide students an overview of spectacular ocean ecosystems, foster discussions about our changing ocean from legal, ethical, and scientific viewpoints, and explore the role the ocean will play in our future economy and climate. Beyond regular seminars, this course will include a field trip to the Audubon Aquarium and a day out on the ocean.

**TIDE 1123 Freshman Fictions (1)**

This course invites students to explore the diverse experiences of the first year in college through fiction and creative storytelling across various formats, including prose fiction, graphic novels, podcasts, films, TV shows, songs, and plays. Throughout the semester, sessions will alternate between analyzing selected works of fiction and participating in creative workshops. During discussion sessions, students will examine how different media reflect and shape narratives about college life, from the challenges of new environments to personal growth. In workshop sessions, students will have the opportunity to share and workshop their own creative endeavors, inspired by either personal experiences or imagination. By the end of the course, students will have developed a deeper understanding of the role fiction plays in interpreting formative life experiences and will have produced their own creative works reflecting a personal or imagined first-year journey.

**TIDE 1124 Archives in New Orleans and Beyond (1)**

Have you ever wondered what people two hundred years in the future will know, or think they know, about our society today, and how they will come to those conclusions? Undoubtedly (unless we have been replaced by omniscient robots by then), they will have to consult archives. What they find there depends on what those archives contain and how they are organized. This course is designed to get students thinking about what archives have been, are, and can be, as well as introduce them to a diverse selection of on-campus and New Orleans-based archives they might want to work with during their time at Tulane. Co-taught by a historian and a librarian, students will have the opportunity to think about archives both from the perspectives of researchers and archivists. We will be looking at "traditional" archives as well as the new possibilities for organizing, preserving, displaying, and curating knowledge that have been born with the digital revolution. We will think about archives that preserve documents, images, sounds, and even species. The course will culminate in the opportunity for each student to imagine an archive of their own—it could be of their own life, their family, school, home town, or any community they belong to—and present it to their classmates.

**TIDE 1125 New Orleans as a D&D Campaign (1)**

The central conceit of this course is that all participants build characters for, and participate in, a Dungeons and Dragons (styled) adventure that is based around collaborative storytelling, problem solving, the building and development of critical analytic skills, and the discovery of identity. This course will employ the city of New Orleans – and the Tulane Campus – as the "world" in which these new adventures discover themselves. The students will begin this course by building "character sheets" based on who and what they are (Identity location markers) and what they bring to the adventure. This part of the class will encourage students to articulate their own strengths and – areas of themselves upon which they are working. We will partner with The Office of Multicultural Affairs to engage these students in a discussion of identification (self-identification and how we identify others). The students will be sent on an adventure during which they will have to learn to use the resources available to them in the Tulane University Library System. The students will be asked to go through Audubon Park (and Audubon Zoo) to find creatures and treasures. The students will be asked to go to the French Quarter and have specific foods that are specific to New Orleans Culture and listen to music that was created here in New Orleans. The students will be asked to take pictures and sample sounds as "proof" that they have completed their quests. The students will be asked to "scribe" and reflect upon their adventures. The students are going to be asked to consider the relationship between "game" and "real-life" when we talk to local New Orleans Health and wellness programs (CrescentCare). This course will be rooted in the concepts of discovery, and gaming, and responsibility for choosing one's own adventure. We will also read at least one "fantasy" novel and discuss the nature of the narrative itself. We will discuss how the idea of women and female characters function in the book. We'll talk about how the book depicts the idea of the protagonists, as well as, the "traditional" trope of male as default in much of fantasy fiction – and what that means. We will discuss how the novel utilizes and incorporates the concept of "race."

**TIDE 1126 Self Defense: Aikido – The Art of Peace (1)**

This course introduces the principles and techniques of Aikido for self-defense. Students will engage in physical practice, complemented by writing assignments and reading materials to deepen their understanding of Aikido's philosophy, techniques, and applications. The course aims to equip students with practical self-defense skills while fostering physical fitness, mental discipline, and an appreciation of Aikido's ethical dimensions.

**TIDE 1127 Introduction to Arab Cinema (1)**

This course explores Arab cinema as a gateway to understanding the rich cultural landscape of the Arab world. While the region shares many commonalities, each Arab country has its own distinct traditions, values, and social dynamics. We will examine how these differences and similarities are reflected in the films of the region, covering topics such as cultural norms, the role of women, freedom of expression, and other significant social issues. By analyzing key films, students will gain insight into the diverse experiences and complexities of life across the Arab world.

**TIDE 1128 For the Love of New Orleans: Compassion in Action through Art, Medicine, and Community Care (1)**

Tulane and New Orleans are both famous for their community-centered engagements, but what does “community” really mean? Why is it so important to Tulane and to the city of New Orleans? How can each of us support our community, and why does it matter in the end? This course will explore these questions by introducing you to the basic skills of compassion and care for the community. This course invites you to engage with these questions by introducing the basic skills of compassion and care for the community. You'll connect with nonprofit organizations and initiatives, visit nursing homes, explore music therapy programs for children and adults, discover the Louisiana Endowment for the Humanities' community projects, and step into the unique world of the Museum of Death—an institution dedicated to making people happier. Through active engagement with the city's colorful neighborhoods and diverse cultural spaces, alongside readings and discussions on compassion and care, you'll gain a deeper understanding of what it means to serve and support a community. This immersive learning experience will challenge you to see, listen, and feel as you learn, showing that education is not just about studying and assignments—it's about embracing experiences that shape who we are, how we connect with others, and what truly matters. And along the way, you'll get a good dose of life—and some of the best sips of NOLA coffee!

**TIDE 1145 Committed to Cultural Diversity (1)**

In 2016, Tulane University President Mike Fitts established the Race Commission composed of students, staff, faculty, and board members to address issues related to campus diversity. Join this TIDES course as an early step in becoming a student leader committed to this and other diversity initiatives at Tulane. You will learn about the array of programs offered by the Office of Multicultural Affairs. Activities will include academic and social events that bring together TIDES students and members of various student organizations involved in promoting intercultural exchange and understanding. We invite you to become a part of this group of change-makers.

**TIDE 1165 Blurring Lines Tulane & NOLA (1)**

Congratulations - you're officially a Tulane student! As part of the Green Wave, you'll be living both on the St. Charles campus and in a city whose future is as exciting and complicated as its past. In, “In” or “Of” New Orleans, students will have multiple opportunities to blur the lines between Tulane University and New Orleans, Louisiana while considering their own social identities as a member of these two communities. Through readings, guest speakers, as well as explorations of current events, festivals, and cuisine, this course will make clear what it means to be “in” AND “of” New Orleans.

**TIDE 1185 Innov in Chemical Engineering (1)**

This course will introduce students to the modern approaches chemical engineers employ to solve real-world problems. Topics will emphasize engineering design and innovation. Students will learn through relevant readings, discussions, and guest lectures from leaders in the field. Fieldtrips to the NASA Michoud, Assembly Facility, Aquarium of the Americas, a local brewery, and the Tulane Maker Space will expose students to real-world applications.

**TIDE 1190 Introduction to Yoga (1)****TIDE 1206 Sports Head Injuries and Concussions (1)**

Sport-related concussion (SRC) in professional, college, and youth athletes has received more attention in the media over the last decade. Although national attention to this topic began 20 years ago with the publication of Omalu et al.'s landmark 2005 paper (“Chronic Traumatic Encephalopathy in a National Football League Player” in the journal *Neurosurgery*), clinical neuropsychologists have been leading clinical and scientific advancements in the area of SRC for the past 30 years. The field of clinical neuropsychology has been involved in the development, implementation, and evaluation of protocols for managing SRC and determining when an athlete has recovered and is ready to return to play. Over the past decade, research on SRC has exploded with hundreds of studies relating to the neurobiology of the injury, biomechanics, epidemiology, risk factors for slow recovery or poor outcome, and methods for improving assessment, treatment, and rehabilitation services for athletes. The breadth and depth of these research efforts likely will result in better health outcomes for future athletes. The primary goal of this Tulane Interdisciplinary Experience Seminar is to introduce first year students to the study of SRC. Students will be expected to read, analyze, present, and discuss peer-reviewed empirical journal articles on this topic.



**TIDE 1210 Art Meets Physics (1)**

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 in science lead to dramatic changes in our perception of the world clearly reflected in artists' creations. 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's 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 art forms and historic periods. The course includes trips to New Orleans Museum of Arts and Laser Interferometer Gravitational Wave Observatory (LIGO-Livingston).

**TIDE 1224 The Art of the Modern Archive: From Making Memories to Self-Fashioning (1)**

What is an archive, and how do we make them? From the selfies we take or the ticket stubs we treasure to the cultural institutions we visit, we are surrounded by different means of documenting our past and present for the future. This TIDES course investigates the concept of the archive through a wide array of archival networks available from personal, local, and even global perspectives. Following a brief grounding in the history of collecting artifacts/art as a means to fashion the self or formulate an identity, we will focus on how subsequent archival spaces are created –from the intimate to the expansive, from the tangible to the ephemeral/digital –and the issues at stake when developing the narrative that an archive relays. We will question the voices both resonant and silent in archival practice through guided reading and discussion as well as through visiting speakers and corresponding visits to local institutions to make connections across campus and across the city of New Orleans. Students will be encouraged to consider their own voice in this documentary process as they develop their own personal archive in a capstone project woven through the course.

**TIDE 1225 Women in STEM (1)**

This course covers the challenges facing women pursuing degrees and careers in STEM. Many of these challenges are institutionalized barriers that still exist, creating a system in which it is harder for women to thrive in comparison with their male peers. Other minority groups in STEM face many of the same challenges as women, and the additional and different barriers for other underrepresented groups will also be discussed. The course will cover strategies for success in STEM and becoming an ally and advocate for other traditionally marginalized groups in STEM. One credit hour.

**TIDE 1230 Latin American Infusion (1)****TIDE 1235 Memory and Public Space (1)**

In this course, we will come to a better understanding of the articulation of public space in its relationship to history and memory. We will first discuss a number of paradigmatic cases in the battle for the public expression of national, regional, or group trauma in the form of monuments, memorials, or sites of commemoration: the Holocaust memorial in Berlin, the Vietnam memorial in DC, the "Parque de la memoria" in Buenos Aires, and the alternative ways of remembering the totalitarian period in Indonesia. Next, we will focus on these negotiations in the recent history of New Orleans: the marks of Katrina in the city today, the ways New Orleans chooses to remember it, and the controversy about the removal of confederate monuments in the city.

**TIDE 1240 Sex/Drugs/Rock'nRoll & Disease (1)**

Over the course of the next year students will develop an understanding of why young adults engage in high-risk health behaviors. During the first semester 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 1245 Sports Med: The Team Approach (1)**

The TIDES course Sports Medicine, The Team Approach is a one credit course. This course will explore current topics of sports medicine and how the topics influence practice within the field. Through the guidance of a team physician, students will gain perspective on how sports medicine professionals care for athletes of all ages, with an additional emphasis on collegiate athletes. Students will learn through relevant readings, discussions, and guest lectures from leaders in the field. Fieldtrips to the Professional Athlete Care Team Clinic, Tulane Institute of Sports Medicine, Tulane Athletic Facilities, and an inside look into a sports game will expose students to the interactions of healthcare professionals involved in the continuum of care for athletes.

**TIDE 1250 Visual Arts New Orleans (1)**

This TIDES class was 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 includes 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.

**TIDE 1251 Medieval Women Writers and Subversive Literature: Radical Women Past and Present (1)**

This course explores the connections between gender and literary expression with a focus on medieval women writers from late antiquity to the fifteenth century. We will examine the social, cultural, and literary patterns linking the lives of medieval women writers with their works. Medieval women writers tend to express different attitudes and concerns than those associated with medieval European literature and culture, nevertheless, their attitudes and concerns parallel ideologies expressed by modern women writers. The course aims to introduce medieval women writers by juxtaposing their medieval texts with modern texts written by contemporary women that express similar themes in a more contemporary setting. Some of these themes are art and freedom, importance of community building miracles, prophecies, and body politics. We will discuss the ways these themes have changed from medieval times to the present and the ways in which women continue to face similar struggles. The medieval women writers include: Marie de France, Hildegard of Bingen, and Catherine of Siena; the modern women include the visionary girls in Garabandal and Ana Castillo. Ana Castillo, in particular uses the stories of medieval women writers and rewrites them for a contemporary US Latina audience.

**TIDE 1255 Creative Writing and New Orleans Literature (1)**

Explore New Orleans through sampling its literature while developing your creative writing skills. We will read selections from various genres of New Orleans literature as well as works about the craft of writing, and spend time inside and outside of class on our own creative writing pursuits. We'll discuss where writers lived and wrote in the French Quarter, attend readings together, and learn about the craft of writing from New Orleans authors. These activities, along with hearing each other's pieces read aloud, will help us discover how literature can illuminate a city. Discover the literary imagination of New Orleans, and begin to experience your time at Tulane as "a little piece of eternity dropped into your hands" (Tennessee Williams).

**TIDE 1265 Indian Tribes on the Bayou (1)**

Want to explore the wilds of Louisiana outside of New Orleans? Try some alligator meat, shrimp caught fresh from the sea or, in general, explore another side of Louisiana's rich cultural heritage- then this class is for you! The far-reaching impact of Native American Tribes of the lower Mississippi Valley on shaping Louisiana history is among the least explored subjects among the otherwise well-documented rich history of Louisiana. Recent and ongoing research shows that without the "Petit Nations", as some of the Tribes were called, the history of this region would have been quite different. This course offers students the rare opportunity to participate in on-going, important research that entails working directly with Tribal members. In addition, students will have the opportunity to take a trip conducted by Tribal members down the bayous as they give a tour of their ancestral lands as well as explore other areas of Louisiana outside of New Orleans while also tasting some of the food native to Louisiana. An experience not to be missed!

**TIDE 1275 Hullabaloo Excell at Tulane (1)**

"A Helluva Hullabaloo: Learning How to #BeExcellent at Tulane" introduces students to developing life skills that will be useful not only in college, but also will help prepare them for the "real-world." The broad-reaching goal of this TIDES course is to offer students the opportunity to gain valuable skills and lessons that can be used to succeed during their career at Tulane.

**TIDE 1285 Crafting & Comm in New Orleans (1)**

Ever wondered about the distinction between arts and crafts, why crafting is popular, or how many beads are in a Mardi Gras Indian costume? Whether you do crafts, buy them, use needle and thread, hammer and nails, or scissors and glue, you are involved in crafting. We'll learn about crafting as a hobby and a profession and look at local craft culture in New Orleans. We'll explore assorted craft practices and communities, through creative workshops, guest speakers, and fieldtrips to local craft centers or markets. No experience necessary – but if you've ever wanted to learn a craft, this is your opportunity!

**TIDE 1295 Inside the Ivory Tower (1)****TIDE 1305 Different Pictures-New Orleans (1)**

This TIDES course we will address the question, "What constitutes the heart and soul of New Orleans?" The most common answers are, great restaurants, Mardi Gras, Jazz Fest, French Quarter Festival, Voodoo, Ghosts, the Blue Dog, and of course, the Saints. Throughout the semester, we will study and discuss the city's cultural fabric from a folkloric, historical, artistic, literary, and cinematographic point of view. Students will assess the different facets and components that build our great city and contribute to its unique culture through the analysis of assigned text and film material, the participation in class discussions, team presentations, and field trips, as well as in the format of a reflective final paper.

**TIDE 1315 Making New Orleans (1)****TIDE 1317 Sports as a Leadership Model (1)**

This course uses a sports lens to introduce Tulane students to what character traits have made sports figures, coaches, teams, and organizations successful as well as aided in turning sports from recreational fun to a multi-billion-dollar global industry juggernaut. This class will introduce students to several different valuable life skills and lessons to aid them in them in their academic endeavors and professional journey. The goal of this class is to see what transferable skills those in the world of sports use in their respective venues to help them become success stories and pass those qualities along to you to aid you in achieving success in life during and after Tulane.

**TIDE 1325 Organizing Society (1)**

This course will explore how various societies, past and present, have been organized. From small tribal societies that practice communism to large industrial societies that foment capitalism, the mechanisms by which society is organized are intentional and deliberate. Anthropological, sociological, political, economic, and historical perspectives will be considered throughout the course. Special attention will be given to how inequality manifests itself within societies. This course will require students to select the societies we will study and to actively participate in researching these societies. The course will culminate in student groups designing a society according to goals and outcomes they set by applying the knowledge they have gained over the course of the semester.

**TIDE 1335 Art On and From the Margins: Questions of Race, Class, and Gender (1)**

This course investigates practices in New Orleans art that interrogate dominant systems of representation. It examines how artists in New Orleans rely on and devise strategies that confront, appropriate, subvert, and queer the meanings, aims, and experiences of conventional art practices. These may include shifts in the content of a work and its audience to methods by which it is produced, its formal properties, and its reception. The focus of the class will include analyses of practices of documentation, re-appropriation, abstraction, mining the archive, and camp (among others). Directly connected to questions of marginalization of certain artistic voice and art practices are—of course—inquiries into whether attempts to dislodge and reconfigure dominant systems results merely in the consumption of those works and their integration into larger system or whether they have the potential to destabilize those systems. The class will include a number of talks by New Orleans artists, visits to New Orleans museums and other art spaces.

**TIDE 1345 Politics of the Past: Monuments and Social Conflict from the Ancient World to Modern New Orleans (1)**

This course addresses the impact of monuments, historical and archaeological sites, and cultural heritage management on local communities and the ethical and political dimensions of ongoing conservation, museum, and research projects. Recent protests over cultural heritage sites in places like Mexico, Turkey, and Jerusalem, the dramatic destruction of monuments at the hands of ISIS in Syria, and our own domestic debates about the Confederate monuments that dot many American cities have shown the potential for monuments to be at the center of complex political, ethnic, and religious controversies or to even become a sites of conflict and violence. The course will explore the use and abuse of material culture as a means of underpinning modern claims of nation and statehood and cultural superiority. At the same time, debates over monuments and historical sites provide a unique opportunity to give a voice to groups that fall outside of traditional historical sources, and it can provide a powerful means of opening dialogue about the past. Throughout the course, we will discuss the roles and responsibilities of governments, international organizations, museums, auction houses and galleries, private collectors, and tourism in the exploitation, preservation, and presentation of monuments and material culture. Students will put the historical perspectives of the course into practice by a series of field trips to public and private museums and historical sites in and around New Orleans, and they will address how our own contemporary debates might be informed by wider attention to historical and global issues of cultural heritage management.

**TIDE 1355 Art, Place, and Community in New Orleans (1)**

This 1-credit TIDES course introduces students to college study, discussion, and research through the topic of art, public space, and community in New Orleans. We will look at histories of placemaking, the role of monuments in public space, and art that has emerged out of engagement with local communities. In the course Art, Place, & Community in New Orleans, students will learn about historical and contemporary New Orleans through its art in public spaces, historical monuments and community-based art. We will think about the history of art in public spaces of New Orleans, grapple with debates about the legacy of historical monuments; and ask how art plays a role in the history and future of New Orleans, as a geographical place and as a constellation of communities. This TIDES Course is ideal for students considering majors or minors in art history, history, or urban studies.

**TIDE 1365 @InstaNola: Curating Your Digital Self (1)**

@InstaNola: Curating Your Digital Self is a one credit TIDES course that looks at our relationship to social media, both real and projected, set to a New Orleans backdrop. The term “curation” has migrated from the physical world of art to the digital domain as we increasingly apply it in the context of our online activities. The images, songs, stories, locations, and people we interact with online shape the way we want the world to view us. But what happens if our digital self and physical self don’t align? We will look at our own relationships to social media, hear from local social media influencers, and visit some of New Orleans’ most ‘grammed spots all towards the question: How do we see the world, and how do we want others to see us?

**TIDE 1375 Gateway to the Americas: The Roots & Routes of Latinx New Orleans (1)**

For much of the twentieth century an enormous, iron sign spanned Canal Street celebrating New Orleans as the “Gateway to the Americas.” In recent years politicians have labored to swing this gate shut, imploring America to build a wall instead. Yet this open gate has made New Orleans the unique culture it is today. This TIDE approaches current immigration debates from a local perspective, examining New Orleans and Tulane University as vibrant sites of intercultural intellectual, economic and social collaboration and exchange with Latin America and more specifically, Central America. Readings and activities will complicate the rhetoric of “invasion”—which reduces immigration to one-way street—by acknowledging the multidirectional movement of people, goods, ideas and cultures to and from New Orleans and Tulane across the twentieth and twenty-first centuries. Toward this, we will examine policy, literature, art, film and food as they are affected by and effect the formation of culture and identity. You, as a student, are part of this and we will engage your American origins as well, toward developing an empathetic understanding of the immigrant experience and the responsibilities of citizenship. Finally, we will explore how students can be more involved in struggles for social justice and human rights at Tulane and beyond: A) Discussing the skills and experience needed for careers in advocacy, activism, social work, education, immigration law, public health and other professions related to the Latinx community that your education here can provide; and B) Examining opportunities for volunteer work, service learning and internships with organizations that serve New Orleans’ Latinx and immigrant communities while you are here. Toward these objectives, we will engage many voices across the New Orleans and Tulane communities, inviting activists, artists, and professionals into the classroom and venturing out of the classroom to experience people, places and life in New Orleans beyond our campus.

**TIDE 1385 Cultivating Connection (1)**

This one-credit course synthesizes theatre acting techniques and yoga to help students cultivate more presence and connection in their daily lives. The focus will be on calming the nervous system, developing adaptability, and learning to accurately read behavior and emotions in oneself and others.

**TIDE 1390 Silver Screen Shakespeare (1)****TIDE 1405 New Orleans on Stage and Screen (1)**

We will explore how the legend of New Orleans was created and reinforced by popular representation in theatre and film works from the 19th century through today. Students will investigate various signifiers of New Orleans through time, watching their rise (and sometimes fall) through performance pieces. We will explore home-grown myth-making as well as visions provided by outsiders, and also get out into the city itself, seeing what truth might lie within the narrative reductions of New Orleans that occupied audiences for the last two centuries.

**TIDE 1415 FEMtech: Gender and Technology Design (1)**

Since the industrial era, analog, digital, and medical products have been produced with the claim that certain technologies make women’s lives easier. This course examines the role that FEMtech plays in women’s lives and the role that product design plays in shaping discourse around women’s relationship with technology. Students will also explore the recent rise of the FEMtech app technology, a projected \$120 billion-dollar industry. Students will have the opportunity to learn about the technology and start-up industries from technology leaders in New Orleans. Students will use feminist technology design strategies to design and pitch a FEMtech product.

**TIDE 1425 The Archaeology of Mardi Gras (1)**

From Indiana Jones to Lara Croft to the guy in the “Ancient Aliens” meme, archaeologists are standard in pop-culture. But what do they actually do? In this course, we will explore the practice of archaeology through the lens of the “greatest free show on earth,” Mardi Gras in New Orleans. Archaeology is the study of humans through our material culture, the stuff we leave behind, and Mardi Gras brings plenty of stuff for us to examine. Working together each week, the class will complete readings, field trips, and hands-on projects, learning how to investigate Mardi Gras as an archaeological phenomenon. By the end of the semester, you will know more about New Orleans and its central tradition, and I promise, you will never look at a strand of beads the same way again.

**TIDE 1430 Writing In New Orleans (1)**

A student adopts and inhabits a new city, becoming native. Keep a journal of New Orleans. Write it down! Take moments, ideas to reflect the experience among peers living in the Crescent City. Write letters, poems, and lyrics, discussed during workshops in class and on excursions in the city. Become thoughtful...listen, read, write, converse through language. A journal may recollect moments in tranquility (Wordsworth) or may take the form of day-to-day experience (Bosworth). During particular classes the student will be asked to write while on a streetcar, in Audubon Park, and on the levee by the Mississippi river. Students will keep a journal, participate in a writer’s workshop, give a class presentation, and write a research paper. Participation is a must. There are no examinations.

**TIDE 1435 Ecology, Equality and Migration an Interdisciplinary Perspective Contemporary European Politics (1)**

The interdisciplinary course will examine three main political problems in Europe today; the environmental crisis, social inequality and migration from the Middle East. Prof. Ofengenden will begin with examining the ways of life and accepted thinking that these three problems undermine and challenge including consumerism, individualism, traditionalism, economic rationality, developmentalism, growth, globalization and nationalism. Prof. Ofengenden will survey the history of early challenges to accepted thinking including the challenges to exploitation and privatization of land argued by the thinkers of the Enlightenment (e.g. Rousseau) as well as early critics of industrialism. Prof. Ofengenden will use both literature and thought to show illuminate these critics. Prof. Ofengenden will then move to 20th and 21st European contributions to environmental thought and economic inequality as well as political movement and artistic expressions of both of these trends. These will include Martin Heidegger, Theodore Adorno, Arne Naess, Serge Moscovici, Bruno Latour, Thomas Piketty, Jacques Rancière, David Harvey. Finally this part of the course will look at two contemporary political protest movements the Yellow Vests in France and Extinction rebellion in the UK. It will look into how these movement were formed and the way they have transformed in the discourse around income inequality and environmental crisis in France and the UK. The second part of the course lead Prof. Nicosia by will look at the issue of immigration to Europe. After a first survey on the immigration phenomenon starting from the year 2010 through, course will pass to analyze social and political tensions caused by anxiety and phobias towards the Other, and the way it reshapes geographical spaces and cultural patterns of the hosting countries, with particular attention to the notions of borders (in the cities and the neighborhoods), citizenry (what and how to define a citizen at the margin), new ethics' parameters (e.g. religion, welfare etc...), and ultimately the ideas of nation, nationality and nationalism. The second part of the course will be dedicated on the voices of the migrants and their representation through the new artistic phenomena related to migration in the Mediterranean countries (Italy, Greece), with particular attention to literature, video, (photography, video installations), cinema, as well as music creations.

**TIDE 1445 Arts Around New Orleans (This Ain't Your Momma's Art) (1)**

This course is designed for those interested in exploring the immensely diverse arts scene in New Orleans. The purpose of the course is to introduce students to a variety of art forms. The course includes amazing field trips as well as guest artists in the classroom. Through readings, classroom discussions, meetings with local artists, reflective writing, and creating your own art project, you will gain a great appreciation for the arts scene in the great city of New Orleans! How does one give voice to creativity? Join us to find out!

**TIDE 1455 Sports and Culture in Spain: A Sociological Approach (1)**

The syllabus of this course has been programmed from a sociological approach to sport, so that the students can gain an overall view of Spanish culture, of the Spanish way of life, throughout the analysis of geographical, historical, cultural and literary factors in the make-up of the nation in the present-day, and in its diverse manifestations. Additionally, it will examine various aspects of the relationship between sport and Spanish society. The importance of sports goes beyond its obvious political significance. Indeed, sociologists and anthropologists have recently studied the interaction between sports and social and cultural dimensions. Nowadays, there is no doubt about the integrative and unifying strength which sports exhibit. It is a phenomenon that carries out an enormous social impact, interests the majority of the population and is practiced by a large part of the population. The course begins with a consideration of general theoretical questions on the idiosyncrasy of every culture by comparing U.S. and Spanish cultural trends and stereotypes. After that, it will examine the different cultures within Spain: Castilian, Catalan, Basque and Galician; focusing mainly on language, nationality, and political implications. Following the midterm, we will focus on the analysis of specific sports such as soccer, traditional sports of Spain, basque pelota, the controversial bullfighting and all their different social and political implications.

**TIDE 1465 Crafting Your Story (1)**

Compelling storytelling lies at the heart of success across fields. From a business person pitching a new product to a research scientist vying for a competitive grant, the ability to tell a captivating story gives you an advantage. Storytelling skills serve you when interviewing for internships or jobs, networking, or even just making new friends in college. Whether your ultimate goal is a TED Talk with a million views or just a kickass toast at your best friend's wedding one day, this class will give you concrete tools to improve your public speaking and storytelling skills. In this experiential class, we will create a supportive environment where you will discover your personal communication style and how to leverage your strengths to gain more confidence in your ability to tell a great story.

**TIDE 1475 For the Love of New Orleans: Entering Community Through Service (1)**

Many students have been drawn to Tulane for its heavily touted commitment to community, but what does this mean and look like in actuality and from the perspective of the New Orleans community? This course introduces students to concepts around community engagement at an individual level and at Tulane, the components of ethical service, the dynamics of entering a community that may be new to you, and an introduction to a specific community within New Orleans via service with a partner organization that will engage with the course throughout the semester.

**TIDE 1485 Surveillance, Data, & Society (1)**

This seminar examines the historical and contemporary relationships between race, gender, class, and sexuality and modern surveillance practices. Students will be introduced to the interdisciplinary theories of surveillance and data studies such as discipline, control, capitalism, privacy, and counter-surveillance. Students will examine and discuss materials related to enslavement, policing and prisons, reality television, workplace surveillance, domestic violence, reproductive rights, (social) media, travel, big data, and machine learning. Seminar discussions will include cases where patriarchal power and racialized systems were used to promote perceptions of security, fear, exposure, and control. As praxis, students will design and produce a data project that uses strategies such as data collection, management, analysis, and/or visualization. All data skills will be taught in this course and all technical skill-levels are welcome.



**TIDE 1500 Irish in New Orleans (1)**

This course introduces students to an unfamiliar part of New Orleans' history that is as defining to the city's character as her more familiar Spanish and French past: Irish New Orleans. For many different reasons, Irish immigrants were drawn to Antebellum New Orleans, and they came to this city by the tens of thousands. Contrary to still prevailing prejudice, the newly arriving Irish immediately set about creating their own communities, several of which we will explore in this course. Strong familial ties denoted these neighborhoods as did their Catholic faith and the extraordinarily beautiful churches these immigrants built to serve their spiritual needs. Life was not easy in New Orleans: frequent epidemics killed people by the tens of thousands. However, the Irish immigrants successfully carved out lives for themselves that gave the city a permanent Irish flavor which, to this day, is still defined by Irish customs and traditions and inseparable from the colorful, multi-faceted spirit of New Orleans.

**TIDE 1515 Voices of the future: Student & Youth Activism (1)**

This course explores youth activism from the "angry decades" (60s & 70s) to "age of rage" (present) and emphasizes South Louisiana as a hub for youth activism. From Ruby Bridges' and the "McDonough Three's" roles in the integration of New Orleans schools in 1960 to Louisiana youth playing critical roles in the current push for climate justice, youth activists illuminate themselves as political actors who seek to create an equitable world. Beyond discussions of Louisiana youth, this course invites students to learn about the ways student activists from colleges all over the United States emerged as change agents and shifted the state of higher education. With the influx of youth activists and social movements comes the development of distinct fields of inquiry through which scholars analyze youth activists' experiences and motivations. As the course centers youth voices, we will analyze speeches and written work (e.g., statements, petitions, credos) of activists and place their ideas in conversation with youth and movement studies scholarship, popular texts, and media about the ways youth insert themselves in social justice efforts. While investigating the ways students participate in and construct movements, we will also examine how they influence policy change. As we learn, we will consider our roles in resistance work on local, national, and global levels and how putting our knowledge into practice can help create the world(s) we imagine.

**TIDE 1525 Kindness in Action: Emotionally Intelligent Leadership (1)**

Over the course of the academic semester, this course focuses on developing an interdisciplinary understanding of the theories and practices of emotional intelligence as it applies to your transition and success as a first-year student at Tulane. As a TIDES member, you will actively study the theories that emerge from a variety of fields and reflect on their practical, social, and ethical assumptions as well as on their implications in a variety of settings. Through readings, classroom discussions, and episodes of Apple TV's *Ted Lasso*, you will gain a greater appreciation for the issues that affect all of us as human beings in relationship with each other. This course is designed around the three central themes of emotionally intelligent leadership: self, others, context. Each theme will be addressed individually but the course will also examine the interdependence between the three. Course sessions will be dynamic and include a variety of experiential learning, group participation, guest speakers, and activities designed to stimulate thinking and build our capacity and efficacy for affecting change in our own lives and within our community.

**TIDE 1535 Delta Clay - Environment & Art (1)**

New Orleans sits at the edge of the continent on layers of alluvial clays and sand, on a delta barely 5000 years old. The low elevation and shifting nature of the ground has influenced the growth and construction of the city, and provided a resource of clay for building and ceramic art. This class will explore the ground under our feet, examining the makeup of the geology of our city, the river that formed it and some of the ways geography and geology has influenced the growth and character of its neighborhoods. As climate change magnifies the forces that shaped the delta, the natural processes of flooding, erosion and subsidence are accelerating with serious consequences for the New Orleans and South Louisiana. Our environmental exploration will take us out to find and dig local clay, prospecting at the Studio in the Woods and the Carrollton river bank at the "Fly", experiencing the land in a direct way. The clay we dig will be refined in the ceramics studio and used it to make vessels and other botanical forms inspired by the historic enterprise of Newcomb Pottery. Founded within the Newcomb Art Department in 1896, the Newcomb Pottery enterprise utilized local clays and employed talented women graduates from the Art department, developing unique and beautifully crafted forms that emphasized designs drawn from indigenous plants. Special tours of the Newcomb Art Museum's collection of the historic pottery will provide models for our own works, made from the clays we dig and fired in the modern kilns of the Newcomb Art Department.

**TIDE 1545 Law & Order (1)**

In *Henry VI*, Shakespeare wrote, "The first thing we do, let's kill all the lawyers;" however, "all the lawyers" have avoided being killed since that line was written. Why? From the largest corporate mergers to simple adoptions, and from public policy to 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 the press might occasionally indicate otherwise, lawyers are members of a profession and they get respect, but is being a lawyer really like the popular portrayals on television shows such as *Law and Order* or in a John Grisham novel? This class will help you explore how one becomes a lawyer and what it is like to be a lawyer.

**TIDE 1555 The Entrepreneurial Landscape of New Orleans and How the City's Diverse Culture Influences It (1)**

In this course, students will be given a behind the scenes look at the entrepreneurial ecosystem in New Orleans –the lessons learned from Hurricane Katrina recovery efforts and what needs to happen to have a vibrant startup community that is equitable, accessible, and collaborative. From local entrepreneurs to community partners to support organizations to investors and more, this course will bring together some of the most important stakeholders in the New Orleans entrepreneurial ecosystem. We will also leverage our data from the Greater New Orleans Startup Report, hearing from our very own Lepage Center to present an in-depth overview of the current state of the early stage business economy in New Orleans.

**TIDE 1615 Positive Psychology and Successful Leadership (1)**

This course will introduce students to research, theories, and practices central to the field of applied positive psychology and the emerging subfield of positive leadership for the purposes of (a) increasing personal and interpersonal well-being and (b) developing positive leadership skills which can be applied within university, business, organizational, civic, and government spheres. Positive psychology is a relatively new field which asks questions such as: What can scientific research tell us about practices and perspectives that lead to a happier life? What can psychology do to help ordinary people to thrive and flourish? Which practices lead to greater well-being, fulfillment, and life satisfaction? Positive psychology engages such questions by utilizing scientific research methods to identify practices which lead to greater well-being (including positive emotions, engagement, relationships, meaning, and accomplishment). Positive psychologists maintain that (1) flourishing requires more than curing pathology; (2) flourishing requires tapping human strengths and positive capacities; and (3) scientific research methods can help us to identify and refine strategies for flourishing. Topics in positive psychology include positive emotions, hedonic misprediction and adaptation, character strengths, purpose, gratitude, kindness, meditation, nurturing social relationships, exercise, and more. Positive leadership studies focus on evidence-based approaches to successful leadership and draw on research at the intersection of positive psychology, leadership studies and organizational studies. Topics in positive leadership studies include approaches to well-being, strengths, leadership styles, problem solving (appreciative inquiry vs. pathologizing inquiry), meaning, intrinsic vs. extrinsic value, effective communication, and cultivating and maintaining positive relationships. This course will provide students with a theoretical and practical introduction to applied positive psychology with a focus on positive leadership. Students will engage in experiential homework in which they will apply strategies for enhancing their own well-being – and for positively impacting their own leadership initiatives. This course will also expose students to local wellness resources at Tulane and will include a walking tour of the French Quarter exploring New Orleans architecture, history, culture, and cuisine.

**TIDE 1680 Hot Topics in Sports Law (1)**

This course will explore the authority of commissioners as well as the rights and responsibilities of athletes and others in professional sports leagues and college sports. Students will explore disciplinary measures relating to on and off-field misconduct, performance enhancing and recreational drug use, and speech, as well as the impact of sports gambling, discrimination, and other issues with an emphasis on current events. Students will learn about the source and scope of a commissioner's power, player rights when faced with disciplinary action, league collective bargaining agreement rules, and the types of punishments available. Students will be asked to think critically about the scope of a commissioner's power in specific cases, to consider desired outcomes from multiple perspectives, and to discuss the propriety of various rules governing player, coach, owner, and fan conduct. Students will gain a basic understanding of the application of law to professional and college sports industries. Students will also learn the essential tenets of negotiation applied in a sports setting and engage in a mock negotiation.

**TIDE 1700 Myth&Real Nola Food/Drnk (1)**

As the concept of local foodways becomes entrenched in the growing "foodie" culture of the United States, local food and local dishes become an ever more important marker of place. Whether justified or not, Creole and Cajun food and, of course, the ubiquitous Cocktail, are perceived by many as synonymous with New Orleans. In this course, we will explore the myths and realities of these three key concepts as they apply to food and drink in New Orleans.

**TIDE 1713 Storytelling with Data – How Healthy Are We? (1)**

Storytelling through data visualization can dramatically enhance our ability to think about the meaning within data. The connection between vision and cognition is powerful. In this course we will explore the fundamentals of discovering and presenting the story that lies within the data that we wish to tell. We will do this in the context of health care and public health in the United States. Along the way we will explore some common data sets about health care and public health, and we will learn to recognize the strengths and shortcomings of current data visualizations we see in academic settings and the mainstream and social media.

**TIDE 1742 Shakespeare in New Orleans (1)****TIDE 1810 Non-Profits & Katrina (1)****TIDE 1880 Martial Arts For Perform (1)****TIDE 1890 Service Learning (0-1)**

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

**Maximum Hours: 99**

**TIDE 1891 Service Learning (0-1)**

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

**Maximum Hours: 99**

**TIDE 1892 Service Learning (0-1)**

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**TIDE 1893 Service learning (0-1)**

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**TIDE 1894 Service Learning (0-1)**

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**TIDE 1895 Service Learning (0-1)**

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**TIDE 1896 Service Learning (0-1)**

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**TIDE 1897 Service Learning (0-1)**

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**TIDE 1898 Service Learning (0-1)**

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**TIDE 1899 Service Learning (0-1)**

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**TIDE 1911 Ocean Health/Human Health (1)**

The United Nations designated this decade (2021-2030) as the Decade of Ocean Science for Sustainable Development to highlight the needs and mechanisms to reverse the decline in ocean health. This course will focus on the most pressing issues that intersect ocean health, human health, and local/global economics. We will explore, discuss, and debate the science and policies behind what led us to our current situation and what can possibly be done as the international community moves forward.

**TIDE 1915 Sicilian Jazz:Ital Cult NOLA (1)**

The Italian Culture in New Orleans" will focus on different facets and components of the Italians in the Crescent city. Special consideration will be given to the discussion of the following topics: New Orleans and the culture of the Italian emigrants, traditions, cuisine, music, fiction and movie rendering of the Italian emigration.

**TIDE 1925 Natural History of Louisiana (1)****TIDE 1950 Salsa! (1)****TIDE 1970 Songwriting For Audience (1)****TIDE 1975 Visual Pleasure & Photography in NOLA (1)**

The class is about visual pleasure and aesthetic beauty. What makes a picture or painting beautiful? We will examine this question through several disciplines including philosophy, art history and experiential artistic practice. We will consult short readings of the classics answer to this question (e.g. Plato, Kant, Schiller, Delacroix, Hegel, Marx, Heidegger, Freud, Vygotsky, Foucault, Gombrich, Susanne Langer, John Berger, Elaine Scarry, Boris Groys, Clement Greenberg, Laura Mulvey) At the same time we will also look at several distinct periods and ask what was beauty at these specific times. I have chosen four such times. The first period is the Northern Renaissance (e.g. Van Eyck, Bosch, Dürer, Bruegel) the second the Baroque (e.g. Velázquez, Rembrandt), the third the impressionists (e.g. Manet, Degas, Cassatt, Monet, Renoir, Toulouse-Lautrec) the expressionists (Franz Marc, Ernst Ludwig Kirchner) and fourth 20th century art photography. We will examine various concerns that we have with the beautiful. For example, the concern that the love of beauty is at best an evasion from the problems of social reality, at worst a way of legitimizing the status of the rich and powerful. That it is merely a marker of social class (e.g. Bourdieu). That beauty is frivolous, decadent, distracting, and unserious. That there is nothing to describe or to share or give account to this most subjective experience. We will attempt to answer this question by looking to both the experience as well as production of beauty as a kind of temporary emancipation from a life-world experience, a lifeworld that is limited by material conditions and social factors. We will also look at beauty as a transformative decentering of the self. We will examine deeply Kant's idea that true beauty is the free play of imagination and understanding in the mind of the audience and therefore can include any theme of topic.

**TIDE 1981 Frames Films & Femmes Fatales (1)**

This course is a critical survey of cinematic works by and about women, with examples drawn from different modes of cinematic expression (mainstream fiction films as well as alternative film and video [including documentaries, experimental, & narrative]) and from different historical periods (from the 1930s to the present). The course deploys feminist approaches to film criticism and applies these approaches to cinematic representations of women. Films illustrating particular genres, as well as feminist and "women's" films, are discussed and critiqued. We will consider the role of film in our understandings of sex, gender, and sexuality, as well as race, class, and disability. Through discussions and writing, we will work to discern relevant social, political, ideological, and aesthetic concepts in the media we examine. We will look at contemporary Hollywood and independent cinema, US and some international films by both established and emerging filmmakers. Corequisite(s): TIDE 1898.

**TIDE 1982 Contemporary Women Writers (1)****TIDE 1983 Us vs. Them (1)**

Black vs. White. Citizen vs. Immigrant. Transgender vs. Cisgender. Christian vs. Muslim. Gay vs. Straight. The list goes on. In recent years, the United States has become increasingly polarized. The most interesting and exciting aspects of human diversity are set against one another, in rigid opposing binaries. Through interactive workshops, cultural trips, discussions of texts and films, writing reflections, and guest speakers, this seminar will serve as an incubator for students from diverse backgrounds to develop their understanding of the complexities of cultures, identities, and power dynamics. We will simultaneously explore everyday practices for world building beyond "Us. Vs. Them."

**TIDE 1984 Identity, Power & Comm Engage (1)****TIDE 1985 Women Leading New Orleans (1)**

From non-profit organizations to government, from social movements to Mardi Gras, from restaurants to boardrooms, women have led New Orleans. Using an intersectional feminist lens, this course will explore how the personal, the organizational, and the institutional intersect to shape how women practice leadership. Students will be introduced to theories and research that address gender and leadership while focusing on historical and contemporary examples of women practicing leadership in New Orleans. The course will begin with a brief introduction to a sociological perspective on gender and intersectionality - foundational concepts of the course - and move into discussions of how and why women lead, as well as barriers they encounter to leadership. Guest speakers, field trips, and writing assignments will ask students to think broadly, but also analytically, about what leadership means, as well as about how identities and institutions shape the experience of leadership.