TIDES - TU INTERDISCIPLINARY EXPERIENCE (TIDE)

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 seminar will introduce students to various aspects of Russian culture, history and life, including food, music and visual arts. In an informal and relaxed atmosphere, students will get a “taste” of a little bit of everything that Russia is famous for: from icon paintings to onion domes; from the times of Ivan the Terrible to Putin’s Russia. A variety of readings (mostly short articles), 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 Residence 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 Police 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 Environment (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 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 disempowered, 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 explore 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 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 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 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 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 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 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; benefitting 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 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 and does not have pre-requisites.

TIDE 1070 Nola Musuems & Communiti (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 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 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 Peel 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 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 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 1095 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 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 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 on “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 1145 Committed to Cultural Diversit (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 Americans, a local brewery, and the Tulane Maker Space will expose students to real-world applications.

TIDE 1190 Introduction to Yoga (1)

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 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. No prerequisites.
TIDE 1230 Latin American Infusion (1)
TIDE 1235 Memory & Negot of 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 the define the visual arts in New Orleans.

TIDE 1255 Literature in New Orleans (1)
In this course, students will explore a wide range of literature written in and about New Orleans, “the last frontier of Bohemia,” according to Mark Twain. Readings of literary works associated with the city will form the basis of group discussions about how literature can illuminate a sense of place, along with other themes such as race, gender, and existentialism. Works covered will range from the late 19th century stories of George Washington Cable to the 20th century works of Walker Percy, Tennessee Williams, and John Kennedy Toole. We will also read some of the most recent literature published by contemporary New Orleans authors. Students will keep weekly journals, in which they will compose either (1) a literary analysis of the reading assignment, (2) an autobiographical response to it in essay form, or (3) a related piece of creative writing. They will also write one short paper analyzing a local literary work of their own choosing. A field trip to the French Quarter to visit literary sites, and guest lectures by local authors will provide students with first-hand knowledge of the city and the literary imagination inspired by it. This course will help students to begin experiencing their new city 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 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 produces, 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, implored 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 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 modern practices of surveillance. This course will introduce students to the interdisciplinary theories of surveillance studies such as discipline, control, capitalism, and privacy, as it relates to race, class, and gender. Students will examine readings related to enslavement, prisons, police violence, reality television, workplace surveillance, domestic violence, media, big data, travel, and drones. 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 use rapid response research strategies to design and produce a digital media project that uses technology tools such as maps, visualizations, textual analysis, and/or audio-visual production. These products will use New Orleans as a case study to analyze how surveillance technology is used as a form of social control or counter-surveillance tactic as it relates to concepts of race, gender, class, and power. Digital media skills will be taught in this course. All technical skill-levels are welcome. Course is taken with mandatory Tier-1 Service Learning.
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)
From Ruby Bridges' role in the desegregation of New Orleans schools in 1960 to Mari Copeny's (Little Miss Flint) present-day push for clean water in Flint, Michigan, the efforts of youth activists illuminate them as political actors and change agents who seek to create an equitable world. With the influx of student-activists comes the development of distinct fields of inquiry that analyze their experiences and motivations. This course explores youth activism situated between the "angry decades" (60s & 70s) and "age of rage" (present). While investigating the ways students participate in and construct movements, we will examine how they encourage policy change. As the course centers youths' voices, we will analyze speeches and written work (e.g., statements, petitions, credos) of activists and place their ideas in conversation with scholarship, popular texts, and media about the myriad ways youth insert themselves in social justice efforts. The course engages youth studies, girlhood studies, and history to develop greater understanding of student activism related to, education, environmental justice, and civil and human rights. As we learn, research, and analyze, we will consider our roles in resistance work on local, national, and global levels and discuss the world(s) that 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 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)

TIDE 1700 Myth&Real Nola Food/Drnk (1)
As the concept of local foodways becomes entrenched in the growing “foodies” 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 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 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 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.