Draft Inventory of Sustainability Courses

School of Science and Engineering

Courses Offered Fall 2012-Spring 2014

Tulane University

“Sustainability education” engages students in the work of building healthy, lasting communities. In sustainability courses, students develop the capacity to critically theorize, analyze and communicate about interconnected social, economic and environmental issues. Students learn to work in collaboration with members of the larger community and to help create solutions in the long-term public interest.

We have attempted to identify both courses in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge, and courses that are primarily focused on a topic other than sustainability but incorporate sustainability as unit, module or activity. We have included all courses with a service learning component.

Draft list compiled by Colleen Large, SLA – 2016, by reviewing the Tulane Course Catalog posted at http://catalog.tulane.edu/content.php?catoid=41&navoid=1639. Some definitions were found in the schedule of courses through Gibson. Service Learning courses added by Colleen Large from lists obtained from Center for Public Service. The draft list was sent by Dean Altiero to SSE Chairs for review in June 2014.

• Biological Chemistry
  o Sustainability Courses: no sustainability courses offered
  o Course that include sustainability: no courses that include sustainability offered

• Biomedical Engineering
  o Sustainability Courses: no sustainability courses offered
  o Course that include sustainability:
    ▪ BMEN 2310 Product & Experimental Design (Service Learning, Optional, Fall 2013)
    ▪ BMEN 2311 Product & Experimental Design Lab (Service Learning, Optional, Fall 2012)
    ▪ BMEN 4031 Team Design Project I Lab (Service Learning- Optional, Fall 2012)
    ▪ BMEN 4040 Team Design Project II (Service Learning- Mandatory, Spring 2014, Spring 2013)
    ▪ BMEN 4890 Team Design (Service Learning, Optional, Fall 2013)
- **SCEN 1010 Communicating Science** (Service Learning- Mandatory, Spring 2014, Fall 2013, Spring 2013)
- **SCEN 302 Leadership in Lego Robotics** (Service Learning- Mandatory, Fall 2012)

- **Cell and Molecular Biology**
  - **Sustainability Courses:** no sustainability courses offered
  - **Course that include sustainability:**
    - **CELL 1010 Intro to Cell and Molecular Biology** (Service Learning- Optional, Fall 2013)
    - **CELL 3210 Cellular Physiology** (Service Learning- Optional, Fall 2013, Fall 2012)
    - **CELL 4340 Neurobiology of Disease** (Service Learning- Optional, Spring 2014, Spring 2013)

- **Chemical and Biomolecular Engineering**
  - **Sustainability Courses:** no sustainability courses offered
  - **Course that include sustainability**
    - **CENG 3020 Neurobiology of Disease** (Service Learning- Mandatory, Spring 2013)

- **Chemistry**
  - **Sustainability Courses:** no sustainability courses offered
  - **Course that include sustainability:**
    - **CHEM 1080 Chemistry Outreach in New Orleans** (Service Learning- Optional, Spring 2014, Spring 2013)
    - **CHEM 2500 Environmental Chemistry:** An overview of the many aspects of environmental chemistry. Topics include: aquatic chemistry, including water pollution and water treatment; atmospheric chemistry, air pollution and major threats to the global atmosphere; geochemistry and soil chemistry; nature, sources, and environmental chemistry of hazardous wastes; and toxicology chemistry.
    - **CHEM 3915 Chemistry in the Community** (Service Learning- Mandatory, Spring 2014, Spring 2013)

- **Computer Science**
  - **Sustainability Courses:** no sustainability courses offered
  - **Course that include sustainability:**
    - **COSC 3000 C++ Programming for Science and Engineering** (Service Learning, Optional, Fall 2013)

- **Earth and Environmental Sciences**
Sustainability Courses:

- **EENS 1300 Earth as a Living Planet**: An introduction to the interaction of earth systems and man; anthropogenic impacts of population growth and economic development; renewable and non-renewable resources, air, water and soil pollution and mitigation; ecosystems and biological diversity; and environmental problem solving using the scientific method. Students develop a holistic understanding of environmental science using class discussions and laboratories to reinforce basic scientific principles. (Service Learning- Optional, Spring 2014, Fall 2013, Fall 2012)

- **EENS 3600 The Science of Climate Change**: This course emphasizes the scientific basis for anthropogenic climate change. Students will learn the physics behind the climate system, how climate has changed in the past and reasons why contemporary climate change is different, the scientific basis for anthropogenic climate change theory and how scientists use models to predict future climate. The course will also provide an overview of the physical, ecological, biological, social and economic impacts of climate change. Finally, students will examine various mitigation and adaptation strategies which society can employ in a warmer world.

- **EENS 3720 Infrastructure of Sustainable Urban Environments**: Selected elements of the urban physical infrastructure serve as starting points to illustrate concepts from underlying science fields. The central question is “What makes a sustainable city work?” Specifically, the course introduces and reinforces key concepts from physics, chemistry, microbiology and environmental science. The course is divided into four segments, each including a field trip to a site in the New Orleans area that will provide opportunities for experimental learning and first-hand observation of relevant physical phenomena. (Service Learning- Optional, Spring 2013)

Course that include sustainability:

- **EENS 2020 Environmental Geology**: The interaction of humans and their geologic environment. A study of Earth processes and their action on rocks, soil, fluids, and life in ways that either affect or control the human environment. The effect of humans on their environment with consideration of the feedback between Earth processes and human activities. Lectures and field trips.

- **EENS 2070 Weather and Climate**: An introduction to the Earth’s atmosphere with particular emphasis on weather and climate. Topics covered include: heating and cooling of the atmosphere; atmospheric circulation and wind; air masses and cyclonic storms; tropical weather and hurricanes; and global climates and climatic change.
- **EENS 2080 Extreme Weather:** This course is designed to give students a fundamental understanding of severe weather and its impact on man and the environment. Students focus on life cycles of thunderstorms, tornadoes, hurricanes, blizzards, and ice storms, as well as the impacts of temperature and precipitation extremes.

- **EENS 3050 Natural Disasters:** An examination of the causes and effects of natural disasters, such as earthquakes, volcanic eruptions, landslides, subsidence, coastal erosion, flooding, severe weather (including hurricanes), and meteorite impacts. Also includes a discussion of options available to mitigate disasters.

- **EENS 3550 Shark Paleobiology** (Service Learning- Mandatory, Fall 2013, Fall 2012)

- **EENS 4040 Coastal Marine Geology:** Geomorphic features of estuarine, coastal, and continental shelf environments: erosional, depositional, and geochemical processes; field and laboratory methods; emphasis on dynamic coastal environments of the northern Gulf of Mexico. Offered summers only.

- **EENS 4260 Paleoclimatology:** Understanding past climate change is necessary to effectively predict the future of our planet, which is currently in a state of rapid transition. The main focus of the course is on the reconstruction and modeling of climates of the Quaternary, the past two million years of Earth’s history. (Same as EBIO 6260).

- **EENS 4270 Major World River Systems:** Major rivers are important environmental features on Earth’s surface in terms of their impact on humans and their vulnerability to negative impact by human activities. This course will explore natural river and watershed processes and how humans affect and are affected by these processes. Case studies from across the world will be explored.

- **EENS 4800 Air Pollution:** Provides both a conceptual and qualitative understanding of meteorology with major emphasis on air pollution. Overview of major air pollutants, including their sources, sinks, transformation, effects and related control technologies. Exploration of the meteorological basis for pollutant dispersion/transport.

- **EENS 6060 Natural Disasters:** An examination of the causes and effects of natural disasters, such as earthquakes, volcanic eruptions, landslides, subsidence, coastal erosion, flooding, severe weather (including hurricanes), and meteorite impacts. Also includes a discussion of options available to mitigate disasters.

- **EENS 6210 Global Biogeochemical Cycles:** An introduction to the global biogeochemical cycles in fresh water, marine, and terrestrial ecosystems. Emphasis will be placed on key environmental issues as they relate to perturbations of these global cycles.
- **EENS 6260 Paleoclimatology:** Understanding past climate change is necessary to effectively predict the future of our planet, which is currently in a state of rapid transition. The main focus of the course is on the reconstruction and modeling of climates of the Quaternary, the past two million years of Earth’s history.

- **EENS 6270 Major World River Systems:** Major rivers are important environmental features on Earth’s surface in terms of their impact on humans and their vulnerability to negative impact by human activities. This course will explore natural river and watershed processes and how humans affect and are affected by these processes. Case studies from across the world will be explored.

- **EENS 6800 Air Pollution and Fundamentals of Modeling:** This course presents fundamental concepts associated with air pollution, its modeling and its control. The course discusses major air pollutants and their effects and provides insight into the meteorological basis for pollutant dispersion. In a core portion, pollutant transport and dispersion modeling are introduced and students gain hands-on experience conducting their own air dispersion modeling with state-of-the-art software. Finally, major types of control devices are discussed with regard to their scientific basis and operating principles.

- **Ecology and Evolutionary Biology**
  - **Sustainability Courses:**
    - **EBIO H1040 Global Environmental Change:** An introduction to the physical and biological processes that regulate the function of the Earth system. The composition, formation, and stabilization of the Earth’s atmosphere and ecosystem will be examined, emphasizing biological processes and ecosystem ecology. With an understanding of the historical rates and mechanisms of natural global change, the means by which human activities alter Earth system function at local to global scales will be explored, along with the consequences of and solutions to human-induced global change. Note: This course meets the college non-laboratory science requirement, but it cannot count toward any major or minor requirements in ecology and evolutionary biology. Students may receive credit for only one of EBIO 1040, 1050, or 2050.
    - **EBIO 1040 Global Environmental Change:** An introduction to the physical and biological processes that regulate the function of the Earth system. The composition, formation, and stabilization of the Earth’s atmosphere and ecosystem will be examined, emphasizing biological processes and ecosystem ecology. With an understanding of the historical rates and mechanisms of natural global change, the means by which human...
activities alter Earth system function at local to global scales will be explored, along with the consequences of and solutions to human-induced global change. Note: This course meets the college non-laboratory science requirement, but it cannot count toward any major or minor requirements in ecology and evolutionary biology. Students may receive credit for only one of EBIO 1040, 1050, or 2050.

- **EBIO 2050 Global Change Biology:** This course explores the biological basis of environmental issues and the changes occurring at a global scale, divided approximately into halves. The first half will provide a strong foundation in the interactions among biological and physical systems. The second half will be devoted to specific issues including global climate change, atmospheric pollution, community stability, habitat fragmentation, and loss of biodiversity. Changes that have occurred over geological time will be compared with changes in the modern industrial era. Note: Students may receive credit for only one EBIO 1040, 1050, or 2050.

- **EBIO 2040 Conservation of Biological Diversity:** A consideration of biological diversity and its persistence, threats, human value, conservation efforts, and biological bases. Specific topics include extinction, global change, population viability, habitat loss and degradation, ecosystem management, restoration, agricultural ecosystems, economic and legal considerations, and the human population. (Service Learning- Optional, Spring 2014, Spring 2013)

- **EBIO 3580 Urban Ecology:** Urban Ecology is the study of cities, including human inhabitants, as functioning ecosystems, supporting a complex web of life. In this course students will learn how basic ecological principles can be applied to the study of urban ecosystems and the effects of cities and urbanization on regional and global environments. Through a combination of lectures, readings and discussions, site visits and service learning, this course will provide an overview of interactions, at multiple scales, between the built environment and the natural environment with particular focus on New Orleans and the Gulf coast region. (Service Learning- Optional, Fall 2012)

- **Course that include sustainability:**
  - **EBIO 1010 - Diversity of Life:** Co-requisite: EBIO 1015. A survey of plant and animal life emphasizing the diversity among individuals, population, species, communities, and ecosystems.
EBIO 2010 Evolution in Human Health and Disease

EBIO 2060 Case Studies in Environmental Science: This course uses case studies to introduce students to interdisciplinary aspects of environmental issues. Emphasis is placed on environmental topics along the Gulf Coast region; past topics have included wetland loss, mercury contamination, and hypoxia events in Louisiana coastal waters.

EBIO 2120 Climate Change, Biodiversity, and Tropical Forests: This course is offered as part of the Stone Center for Latin American Studies’ Summer in Costa Rica Program. Students may not register online for this course; they must register directly with the Stone Center Summer Program office. The course will introduce students to the structure and ecology of tropical forests. Students will be expected to integrate what they learn about the real social and economic causes of deforestation and grass roots efforts to revert it with the social, political, economic and biological logic of world climate change agreements and disagreements.

EBIO 2210 Insect Biology (Service Learning- Optional, Fall 2013)

EBIO 2330 Natural History of Louisiana (Service Learning- Optional, Spring 2014, Spring 2013)

EBIO 2600 Natural Resource Conservation Theory and Practice: This course examines the theory and practice of natural resource preservation in the United States, and the agencies and organizations involved in this endeavor. Note: Students may not apply this course and EBIO 3600 toward the course requirements for the EE Biology major. (Service Learning, Mandatory, Spring 2013)

EBIO 3180 Plants and Human Affairs: Since ancient times, people have relied on plants for food, clothing, shelter, medicines, and more. This course investigates some of the ways in which plants support and shape human life. Topics include: early ideas about plants and the origin of plant lore; plant domestication and the rise of agriculture; plant products in commercial economies; cultural uses of plants; plants and the future of civilization.

EBIO 3290 Behavioral Ecology (Service Learning- Optional, Fall 2013)

EBIO 3690 Experimental Animal Behavior (Service Learning- Optional, Spring 2014)

EBIO 4230 Molecular Evolution and Ecology: Molecular ecology employs principles of population genetics and phylogenetics to answer questions about organismal diversity, population dynamics, community assembly and macroecology. Having a foundation in molecular evolution and
genomics allows for broad topical applications, including the study of infectious diseases, conservation of endangered species, organismal responses to global environmental change, and the evolutionary origins of biological diversity. Students will first learn the principles of molecular evolution, after which they will be introduced to the core techniques used to generate molecular data. Students will learn how molecular data can be developed and analyzed to address questions in ecology and evolutionary biology.

- **EBIO 4270 Population Ecology**: Principles of population dynamics in space and time, population regulation, and population interactions as determined from an integrated study of plants and animals, followed by exploration of the applicability of these principles to an understanding of the contemporary growth and control of the human population.

- **EBIO 6180 Plants and Human Affairs**: Since ancient times, people have relied on plants for food, clothing, shelter, medicines, and more. This course investigates some of the ways in which plants support and shape human life. Topics include: early ideas about plants and the origin of plant lore; plant domestication and the rise of agriculture; plant products in commercial economies; cultural uses of plants; plants and the future of civilization.

- **EBIO 6260 Paleoclimatology**: Understanding past climatic variation is necessary to fully comprehend present and model future climate. The focus will be on climate change during the late Quaternary Period, with special emphasis on climate reconstruction methods. (Same as EENS 6260.)

- **EBIO 6270 Population Ecology**: Principles of population dynamics in space and time, population regulation, and population interactions as determined from an integrated study of plants and animals, followed by exploration of the applicability of these principles to an understanding of the contemporary growth and control of the human population.

- **EBIO 6580 Urban Ecology**: Urban Ecology is the study of cities, including human inhabitants, as functioning ecosystems, supporting a complex web of life. In this course students will learn how basic ecological principles can be applied to the study of urban ecosystems and the effects of cities and urbanization on regional and global environments. Through a combination of lectures, readings and discussions, site visits and service learning, this course will provide an overview of interactions, at multiple scales, between the build environment and the natural environment with particular focus on New Orleans and the Gulf coast region.
• Engineering Science
  o Sustainability Courses: no sustainability courses offered
  o Course that include sustainability:

• Environmental Science
  o Sustainability Courses: no sustainability courses offered (no courses listed)
  o Course that include sustainability: only course listed is offered by another dept.

• Mathematics
  o Sustainability Courses: no sustainability courses offered

• Neuroscience
  o Sustainability Courses: no sustainability courses offered
  o Course that include sustainability
    ▪ NSCI 4130/6130 Applied Neuroscience: Sport Related Brain Injury
      (Service Learning- Mandatory, Spring 2014)
    ▪ NSCI 4530/6530 Psychopharmacology (Service Learning- Optional, Fall 2013, Fall 2012)
    ▪ NSCI 4060/6060 Endocrinology (Service Learning- Optional, Spring 2013)
    ▪ NSCI 6150 Neuroscience Methods (Service Learning- Optional, Fall 2012)
    ▪ NSCI 6910 Neuroscience Capstone Seminar: Applications of Neuroscience
      (Service Learning, Optional, Fall 2013)

• Physics and Engineering Physics
  o Sustainability Courses: no sustainability courses offered
  o Course that include sustainability
    ▪ ENGP 2310: Product and Engineering Design The objective of this course is to
      introduce students to the design process as they are starting their engineering studies. Through team projects
gearied toward translating bench research into product development, students will be challenged to begin thinking
critically and applying physical fundamentals to complex systems. Weekly lectures will highlight phases of the
design process, including problem identification, conceptual design, and early prototyping. Additionally, in the
context of product and experimental design, students will gain experience with computer aided design and be
provided an introduction to statistics. Course restricted to ENGP and PHYS majors, or by permission of the
instructors. Note from instructor: In this course, we discuss sustainability as one of the important factors in engineering a
new product. There are definitely societal benefits and applications of the work discussed in the class, even if the course is not
primarily about sustainability. We also discuss many research areas related to sustainability as examples.
ENGP-3910 Materials for Energy (also PHYS 3910 and PHYS-7310) Lecture topics include Introduction to Energy & Power: Wide Range of Materials Applications; History of Energy: From Aristotle to Einstein; Review of Thermodynamics; Introduction to the Different Forms of Energy; Nanotechnology and Energy; The Sun: Photosynthesis, Geothermal and Photovoltaics and more.

ENGP 3911 Kinetics of Material Systems (also PHYS 3911 and PHYS 7310) This course explores materials and materials processes from the perspective of thermodynamics and kinetics. The thermodynamics aspect includes laws of thermodynamics, solution theory, and equilibrium phase diagrams. Thermodynamics provides the driving forces and energetic considerations and there are no implied time or length scales. The kinetics aspect includes diffusion, phase transformations, and nucleation and growth, the development of microstructure, dislocations, and microstructure. The kinetics involves rates and time, transformations limited by the slowest step; length and time scales are critical.

ENGP 4320 Senior Engineering Design (Service Learning- Mandatory, Spring 2014, Spring 2013)

PHYS 2910 Introduction to Physics Pedagogy (Service Learning, Mandatory, Fall 2013, Spring 2013)

PHYS-3910-01 Materials for Energy

Psychology

- Sustainability Courses: no sustainability courses offered
- Course that include sustainability
  - PSYC 3200 Educational Psychology (Service Learning- Mandatory, Fall 2013, Fall 2012)
  - PSYC 3310 Introduction to African American Psychology (Service Learning- Optional, Spring 2013)
  - PSYC 6610 Culture, Social Identity, and Intergroup Relations (Service Learning- Mandatory, Spring 2014)
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We have attempted to identify both courses in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge, and courses that are primarily focused on a topic other than sustainability but incorporate sustainability as unit, module or activity. We have included all courses with a service learning component.

Draft list compiled by Jamie Garuti, SLA 2015, by reviewing the Tulane Course Catalog at http://catalog.tulane.edu/content.php?catoid=41&navoid=1639. Spring 2014, Fall 2013 Service Learning courses added by Liz Davey from lists obtained from Center for Public Service. Spring 2013, Fall 2012 Service Learning courses added by Colleen Large, SLA 2016, from lists obtained from Center for Public Service. The draft list was distributed by Dean Carole Haber to SLA Chairs and Directors for review in June 2014.

PART 1: Department:

- **African and African Diaspora Studies:**
  - **Sustainability courses:** no sustainability courses offered
  - **Courses that include sustainability:**
    - ADST 155 New Orleans Hip Hop (Service Learning- Fall 2012)
    - ADST 3200 Black Women’s Health (Service Learning-Mandatory, Fall 2013)

- **Anthropology:**
  - **Sustainability courses:** no sustainability courses offered
  - **Courses that include sustainability:**
    - ANTH 3140/6140 Primate Behavior and Ecology
    - ANTH 3190 Economic Anthropology: The study of economic behavior in band, tribal, and peasant societies. Emphasis on the impact of culture and environment on economic decision-making in the Third World.
Competing theoretical approaches, particularly evolutionary, ecological, substantivist and Marxist are critically reviewed.

- **ANTH 3360 Anthropology of Cities**: This course focuses on anthropological approaches to cities and urban life. Topics include the cultural meanings of public space and the built environment, processes of social differentiation and class formation, the role of capital, and the emergence of social movements. The second half of the course is organized around a comparison of four ethnographic case-studies of cities outside the United States and Europe. Throughout the semester, studies will also discuss how anthropological approaches may be applied to New Orleans.

- **ANTH 3395 Ethnography of Performance and Identity in New Orleans and French Louisiana**: This course focuses on symbolic meaning in the vernacular expressive culture or folkloric forms of community groups in New Orleans, French Louisiana, the Gulf South region and selected out migrant locations. It addresses differential identities of tribal, ethnic, regional, religious, linguistic, occupational, class and gender affiliations—and examines aesthetic forms as a primary means to do so. Some of these are largely intangible such as music and dance, ritual and festival, narrative and jokes; others are tangible or material culture to varying degrees such as the built environment (houses, boats, landscape use), crafts, costumes and cuisine. All are examined via ethnographic and historical writing, oral histories and documentary media as to how shared cultural knowledge is performed in an array of contexts. These include dancehalls, Carnival parades, second lines, work settings, festivals, neighborhood museums, sacred spaces and so on. Note: Capstone.

- **ANTH 3520 Diaspora Yoruba (Service Learning-Mandatory, Spring 2014)**

- **ANTH 3560 Environmental Archaeology**: The course examines the fundamentally important relationship between human behavior and environmental change in the past. It looks at both the ways in which humans have responded to their environmental circumstances and the ways in which human activities have influenced environmental conditions at various scales. The course explores methods for learning about environmental conditions in the past and the nature of human interaction with the environment. The course also presents basic information on some particularly important topics concerning past human/environment interactions, including causes of global climate change, the origins of agriculture and animal domestication, agricultural landscape modification
and environmental over-exploitation, and Holocene changes in human health, including the origins of modern disease epidemics.

- **ANTH 3700 Environmental Anthropology:** Critically reviews case studies of ecosystemic and energetic relations between human populations, cultures, and the environment in diverse ethnographic settings of the world, such as Amazonia, the Great Basin, New Guinea, and Southeast Asia. Examines the historical emergence of ecological paradigms in anthropology. Compares the modern contributions of cultural ecology, evolutionary ecology, ethnoecology, and historical ecology. Evaluates potential contributions of ecological anthropology to general ecology.

- **ANTH 3710 Historical Ecology of Amazonia:** Interactions between local peoples and Amazonian landscapes from prehistory to the present. Amazonian landscapes as an analytic unit will be examined from the interdisciplinary perspective of historical ecology. Changes and development of forests and savannas since the arrival of human beings. Historical, ecological, cultural forces involved in biological and edaphic diversity in modern forests. Long-term effects of prehistoric and historic human occupations and manipulation of landscapes. Implications for conservation and development.

- **ANTH 3720 Adaptation and Human Variability:** Biological adaptations of living human populations to their environments, and the interaction of these adaptations with cultural patterns. Relationships of body size, form, and composition to climatic and nutritional factors in various geographical groups of modern man. Major adaptive problems facing the human species are discussed and implications for the future explored.

- **ANTH 3770 Global Vietnam (Service Learning-Mandatory, Spring 2013)**

- **ANTH 6430 Archaeology of Cultural Landscapes:** Sustainability is integrated into the course because it explores the archaeology of landscapes, the effects of humans on ancient environments, and the social, and even sacred meanings of architecture, monuments and places in the past. Landscapes are an outcome of natural processes and cultural activity. Like archaeological sites, landscapes are palimpsests of the many forces of change that create them. Archaeologists of course do study ancient monuments and settlements, but they are also interested in the relationships between sites, patterns of movement between and through them, and the ways that past societies understood the landscapes in which they lived.

- **ANTH 6340 Medical Anthropology:** Survey of the relationships among disease, curing, culture and environment. Topics include problems of adapting modern medicines to diverse cultures; explication of the social and cultural correlates of physical and mental health and disease (social epidemiology); cross-cultural variation in disease concepts, medical practices, role of patients, and mental health; health and nutritional
implications of planned culture change; contributions of anthropology to health-policy decisions of development organizations.

- **ANTH 6710 Historical Ecology of Amazonia:** Interactions between local peoples and Amazonian landscapes from prehistory to the present. Amazonian landscapes as an analytic unit will be examined from the interdisciplinary perspective of historical ecology. Changes and development of forests and savannas since the arrival of human beings. Historical, ecological, cultural forces involved in biological and edaphic diversity in modern forests. Long-term effects of prehistoric and historic human occupations and manipulation of landscapes. Implications for conservation and development.

- **ANTH 6097 New Orleans English** (Service Learning-Mandatory, Spring 2014)

- **ANTH 7190 Economic Anthropology:** The course emphasizes the impact of culture and environment on economic decision-making in the Third World. The course examines economic behavior in band, tribal, and peasant societies. Competing theoretical approaches, particularly evolutionary, ecological, substantivist and Marxist are critically reviewed.

- **ANTH 7700 Ecological Anthropology:** The course critically reviews case studies of ecosystemic and energetic relations between human populations, cultures, and the environment in diverse ethnographic settings of the world, such as Amazonia, the Great Basin, New Guinea, and Southeast Asia. It examines the historical emergence of ecological paradigms in anthropology. The course compares the modern contributions of cultural ecology, evolutionary ecology, ethnoecology, and historical ecology. It evaluates potential contributions of ecological anthropology to general ecology.

- **ANTH 7720 Bioanthropology of Modern Humans:** The course because major adaptive problems facing the human species are discussed and implications for the future are explored. Biological adaptations of living human populations to their environments, and the interaction of these adaptations with cultural patterns are studied. Relationships of body size, form, and composition to climatic and nutritional factors in various geographical groups of modern man.

- **Art History and Studio Art:**
  - **Sustainability Courses** – no sustainability courses offered
  - **Courses that include sustainability:**
    - ARST 2380 Intermediate Printmaking: Screen Print (Service Learning-Mandatory, Fall 2013)
    - ARST 3020 Sign Painting and Typography (Service Learning-Mandatory, Spring 2014)
    - ARST3650: Mural Painting (Service Learning-Mandatory, Spring 2013)

- **Asian Studies:**
- **Sustainability courses**: no sustainability courses offered

- **Courses that include sustainability**:
  - ASTC 1020 Beginning Chinese II (Service Learning-Optional, Fall 2013, Spring 2013)
  - ASTC 2030 Intermediate Chinese (Service Learning – Optional, Fall 2012)
  - ASTC 2040 Intermediate Chinese II (Service Learning-Optional, Spring 2014, Fall 2012)

- **Classical Studies**:
  - **Sustainability courses**: no sustainability courses offered
  - **Courses that include sustainability**:
    - CLAS 3090 Law and Society in Ancient Rome (Service Learning-Optional, Spring 2014, Spring 2013)
    - CLAS 3170 Greek Art & Archaeology (Service Learning-Optional, Spring 2014, Fall 2012)

- **Greek**:
  - **Sustainability courses**: no sustainability courses offered
  - **Courses that include sustainability**: no courses that include sustainability offered

- **Latin**:
  - **Sustainability courses**: no sustainability courses offered
  - **Courses that include sustainability**: no courses that include sustainability offered

- **Communications**:
  - **Sustainability courses**: no sustainability courses offered
  - **Courses that include sustainability**:
    - COMM 3140 Cross-Cultural Analysis: A critical examination of communication in intercultural, interethnic and international contexts. An overview of models and approaches designed to explain cultural differences in communication, with emphasis on the dimensions of symbolization, acculturation, prejudice, stereotyping and ideology. Conceptual frameworks are applied and tested within a range of cultural populations as defined by race, ethnicity, gender, physical disability, sexuality, socio-economic class and geographic location.
    - COMM 3260 Media Analysis (Service Learning-Optional, Fall 2013)
    - COMM 3290 Digital Production for Nonprofits (Service Learning-Mandatory, Fall 2013)
    - COMM 3400 Communication and Leadership in Groups and Organizations (Service Learning-Mandatory Spring 2014, Spring 2013)
    - COMM 3510 Environmental Communication
    - COMM 3650 Feminist Documentation and New Media
    - COMM 4200 Media Literacy/Media Educ II (Service Learning-Mandatory Spring 2014, Spring 2013)
    - COMM 4820/6220 Creative Labor (Service Learning-Optional Spring 2014)
• Dance:
  o Sustainability courses: no sustainability courses offered
  o Courses that include sustainability:
    ▪ DANC 3050 Environmental Performance: Environmental Performance is an interdisciplinary course that may in any semester combine theatre, dance and other performing arts as these concern environmental issues. Students will study environmental topics and then use composition and improvisation techniques to create a performance project based on the environmental issues studies. All students must be interested in collaborating and be willing to move. Dance experience is not necessary. Course may involve community partners and/or public service.
    ▪ DANC 4900 Building Community through the Arts (Service Learning-Mandatory, Spring 2014, Spring 2013)

• Economics:
  o Sustainability courses: no sustainability courses offered
  o Courses that include sustainability:
    ▪ ECON 3320 Urban Economics: A review of the determinants of the location, size, growth, and form of urban areas. Study of the major issues of contemporary urban life: physical deterioration, growth of ghettos, congestion, pollution, transportation, and land use.
    ▪ ECON 3330 Environment and Natural Resources: An introduction to the economic theory of how and why people make decisions that have consequences for the natural environment and the availability of renewable and nonrenewable natural resources. Analysis will include valuation of pollution damages and controls, the use of environmental valuations to determine optimal rates of extraction and utilization of natural resources. The course will apply analytical results to current environmental and natural resources issues.
    ▪ ECON 3540 Development Economics: An analysis of the problems of generating economic growth in less developed countries. Alternative strategies for promoting economic growth. The impact of the industrialized Western World on the economic development of poor countries.
    ▪ ECON 3590 Economic Development in Latin America: An introduction to economic issues that are of particular concern to Latin America. Emphasis is placed on understanding the position of Latin America within the world economy by studying measures of development and poverty, discussing theoretical models of structural economic change, and examining changes in international trading relations.
    ▪ ECON 3810 The Economics of Labor: A survey and economic analysis of some contemporary labor market issues. Topics include labor force participation and the economics of retirement, the supply and demand for labor, the demand for education and investment in human capital, unions and collective bargaining, the structure of compensation, occupational
choice, job turnover and labor mobility, an introduction to theory of job search as well as various other theories of unemployment. The course focuses on theoretical and empirical aspects of labor economics and is only peripherally concerned with institutional, legal or management aspects.

- **ECON 3820 Economics of Education**: An examination of education from an economics viewpoint. Topics include school finance, school reform, factors that influence school outcome, efficient school size, and the relationships between public and private schools.

- **ECON 3830 Economics of Gender**: The goal of this course is to explore and understand the similarities and differences between men and women from economic perspectives. Based on economic theory and empirical analysis, this course examines how gender differences lead to different economic outcomes for the sexes and evaluates the effectiveness of government and corporate policies aimed to improve the welfare of women.

- **ECON 4500 Health Economics and Policy**: Provides an overview of the field of health economics. Economic theories and tools will be used to study behavior and outcomes in health care markets. Institutional features of the U.S. health care system will be examined. General topics include the demand for health care, determinants and consequences of health, medical technology, the role of health insurance, the behavior of health providers, managed care, comparative health care systems, and health policy and reforms.

- **ECON 4600 Inequality and Poverty in Latin America**: Latin America is the region with the highest levels of income inequality and where inequality has been most persistent. Through comparative and in-depth country studies this course analyzes the dynamics of income inequality and poverty in the region focusing on the role of markets and the state. The course includes a review of quantitative methods to measure inequality and poverty and the theories and methods to analyze their determinants. Using a qualitative scorecard, students will learn to assess government efforts to reduce inequality and poverty.

- **ECON 4962 Economics of Poverty Analysis (Capstone Course)**: This course presents an overview of poverty analysis and how it is applied by multilateral organizations. Topics include measuring poverty, analyzing its economic determinants, and assessing policies to reduce poverty. Using the World Bank’s poverty assessments as a model, students will learn to prepare a basic poverty assessment for a developing country of their own choosing.

- **ECON 4970 Topics in Economic Development**: The course analyzes the economic challenges faced by low and middle-income countries in their quest for development and public policies meant to address those challenges. The course is divided into two parts. In the first part, the course examines what might cause some development strategies to succeed and others to fail. In the second part, the course analyzes how
development strategies and government policies may result in equitable or inequitable outcomes.

- **English:**
  - **Sustainability courses:** no sustainability courses offered
  - **Courses that include sustainability:**
    - **ENLS 3620 Workshop in Creative Writing: Journalism** (Service Learning-Mandatory, Spring 2014)
    - **ENLS 3620 Place-Based Storytelling in New Orleans** (Service Learning-Mandatory, Fall 2013, Spring 2013, Fall 2012)
    - **ENLS 3650 Aristotle in New Orleans** (Service Learning-Mandatory, Spring 2014, Fall 2013, Spring 2013, Fall 2012)
    - **ENLS 4011 Literature and the Environment:** The course examines the foundational American texts that explore the relationship between humans and the natural world, and that does so with an overt impulse toward conservation and ethical critique. With a strong foundation in environmental literature and ecocriticism, it turns to such topics as post-Katrina New Orleans, environmental justice, and science fiction. Authors include Henry David Thoreau, Mary Austin, William Faulkner, Edward Abbey, Rachel Carson, Ursula Le Guin, and others.
    - **ENLS 4030 Literary New Orleans** (Service Learning-Optional, Spring 2014)
    - **ENLS 4830 Race, Class, and Gender:** Study of the textual representations of three forms of difference—race, class, and gender—and their intersections with issues of power and agency.
    - **ENLS4850: Makers and Motivations: Culture and Organizing in New Orleans** (Service Learning-Optional, Spring 2013)
    - **ENLS 4860 Food and Culture:** The course explores how food—its production, consumption, history, culture, pathways—so powerfully influences our sense of ethnic, communal, familial, and personal identities. The readings will be interdisciplinary and cross-cultural and students will be encouraged to pursue additional research and experiential routes into the cultures of food from macro-level geopolitics to micro-level impacts and, if the service learning option is approved, civic engagement. Texts include Food and Culture: A Reader (Counihan and Van Esterik, 3rd ed.), If I Can Cook/You Know God Can, The Art of Eating, and The Botany of Desire: A Plant’s-Eye View of the World along with a selection of films and clips. (Service Learning-Optional, Fall 2013)

- **Environmental Studies:**
  - **Sustainability courses:** no sustainability courses offered
  - **Courses that include sustainability:**
    - **EVST 1010 Introduction to Environmental Studies:** (Service Learning-Mandatory, Spring 2014)
- **EVST 4210 Seminar in Historical Ecology:** Temporal and spatial dimensions in the relationships of human societies to local environments and the cumulative global effects of these relationships are studied. Historical ecology contains core postulates that concern qualitative types of human-mediated disturbance of natural environments and the effect of these on species diversity, and environmental quality generally, among other parameters. A central term used in historical ecology to situate human behavior and agency in the environment is the landscape, as derived from historical geography, instead of the ecosystem, which is from systems ecology. The contribution that applied historical ecology can make to restoration of past landscapes will be explored.

- **EVST 4650 Senior Colloquium in Environmental Studies**

**Film Studies:**
- **Sustainability courses:** no sustainability courses offered
- **Courses that include sustainability:** no courses that include sustainability offered

**French:**
- **Sustainability courses:** no sustainability courses offered
- **Courses that include sustainability:**
  - **FREN 1010 Beginning French** (Service Learning- Optional, Fall 2012)
  - **FREN 1020 Elementary French II** (Service Learning-Optional, Spring 2014, Fall 2013, Fall 2012)
  - **FREN 2030 Intermediate French** (Service Learning-Optional, Spring 2014, Fall 2013, Spring 2013, Fall 2012)
  - FREN 3010 Racial Injustice and Multicultural Community-Building in post-2005 Paris and New Orleans (Service Learning-Mandatory, Spring 2014)
  - FREN 3150 Advanced French Grammar and Composition (Service Learning-Optional, Spring 2014, Fall 2013, Spring 2013, Fall 2012)
  - FREN 4050 Teaching French (Service Learning-Mandatory, Spring 2014, Spring 2013)
  - FREN 4110: Field Research on French in Louisiana (Service Learning-Mandatory, Spring 2013)
  - FREN 4160/6160 Translation Theory and Practice (Service Learning-Mandatory, Spring 2014)

**Gender and Sexuality Studies:**
- **Sustainability courses:** no sustainability courses offered
- **Courses that include sustainability:**
  - **GESS 2900 Introduction to Gender and Sexuality Studies:** This course is an interdisciplinary introduction to gender and sexuality studies. Its primary focus is critical perspectives on the social construction of gender and sexuality, inequalities on the basis of gender and sexuality, activism
around issues of gender and sexuality, and how gender and sexuality shape and are shaped by other systems of inequality such as race, ethnicity, class, religion, nation, region, and age.

- **GESS 3500 Identity, Difference, and Social Inequality**: This course is an interdisciplinary exploration of how gender and sexuality are implicated in, mediate, or are mediated by the social and cultural construction of racial and ethnic identities and cultures, the formation of economic structures and class cultures, and race, ethnic, and class inequalities.

- **GESS 4500 Gender, Archives, Musical Culture (Service Learning- Optional, Fall 2013)**
- **GESS 4930 Black Feminist Thought (Service Learning- Fall 2012)**
- **GESS 4950/6950 Advanced Sexuality and Queer Theory**: This course is an advanced seminar in sexuality and queer theory. The primary focus is critical engagement with social, political, and cultural theories of the social construction of sexuality and sexual identities, and of the sources, causes, and effects of sexual inequality and strategies for reducing or eradicating inequality. While emphasis will be placed on theories of sexuality, substantial time will be spent on theories of how sexuality is implicated in and supported by other forms of inequality such as gender, race, ethnicity, and class.

- **GESS 4960/6960 Advanced Gender and Feminist Theory**: The primary focus of this course is critical engagement with social, political, and cultural theories of the social construction of gender and gender difference, and of the sources, causes, and effects of gender inequality and strategies for reducing or eradicating inequality. While emphasis will be placed on gender difference and inequality, substantial time will be spent on theories of how gender is implicated in and supported by other forms of inequality such as sexuality, race, ethnicity, and class.

- **German and Slavic Studies**:
  - **Sustainability courses**: no sustainability courses offered
  - **Courses that include sustainability**:
    - **GERM 2030 Intermediate German 1** (Service Learning- Optional, Fall 2012)
    - **GERM 3050 Adv. Grammar & Composition** (Service Learning- Optional, Spring 2014, Spring 2013)
    - **GERM 4170 German New Orleans** (Service Learning- Optional, Fall 2012)

- **History**:
  - **Sustainability courses**: no sustainability courses offered
Courses that include sustainability:

- **HISB 3250 Archiving Africa** This is an advanced course in historical methods that uses a service-learning component to enhance student understanding of historical materials, archives and how these connect with the larger community. In this course, students will focus in particular on materials related to African history found in New Orleans archives, allowing students to develop an understanding of the historical links between the local community and the continent of Africa. Moreover, students will consider the methodologies used to preserve the various histories of Africa and consider how these methods can be used for other under-represented communities, such as found in New Orleans. (Service Learning course)

- **HISB 4210 History of Development in Africa** This course focuses on development as a structural element of the “modernizing” of African societies in the nineteenth and twentieth centuries. As the subtitle suggests, development has most often been discussed as a function of western interaction with the continent of Africa. Yet, Africans have worked to develop their own communities, nations and continent as well. For every western “development” project led by westerners, it is Africans who implement the project and it is Africans who are simultaneously subjects of the projects. Development is almost always framed as “projects” implying a temporary element to the changes being created by these projects, even when they are marked by permanent structures. This course explores the historical ways in which the West has used the notion of development and its predecessor the civilizing mission to reshape African societies into a Eurocentric model of “modernity”. Yet African societies have not been pliant accomplices to this transformation and we will explore African responses to notions of development – both historically and in the present day. In order to understand African and Western responses to development we will examine pre-colonial views of communal support in African contexts in addition to Western ideas that fuel development such as Christianity and the civilizing mission and the concepts of progress and modernity.

- **HISE 2170 19th Century Europe** (Service Learning-Optional, Spring 2014)

- **HISE 2330 Modern Britain** (Service Learning-Optional, Spring 2013)

- **HISE 3311: History of Gardens, Parks and Green Spaces** This course examines the creation of gardens, parks and public green space in Europe and the Americas from 1500 to the present day. Gardens and parks have fulfilled utilitarian and aesthetic goals simultaneously, though the two
could often conflict. Cultivated green space is a powerful setting for human life. Thus, we will study not just the historical evolution, technology or art form of gardens and parks but will also explore what they mean to people. (Service Learning)

- **HISU 2620 The New South** (Service Learning-Optional, Spring 2014, Spring 2013)
- **HISU 2910 US Immigration History** (Service Learning-Optional, Fall 2013)
- **HISU 3100 New Orleans and Senegal, 1400-present** New Orleans & St. Louis, Senegal in Africa were both founded as French colonies. Explore the connected, comparative histories and cultures of these 2 cities. (Service Learning)
- **HISU 3913 History of Reproductive Health** (Service Learning-Mandatory, Spring 2014)
- **HISU 3932: Social History of Medicine in the U.S.** This course examines how race, gender, and class have influenced Americans' interactions with healthcare and understandings of sickness and health. Students study both the etiology of disease and the political, social, and economic transformations that have influenced Americans' ability to receive health care services.
- **HISU 6912 Wilderness in the North Am. Imagination** Early American colonists thought wilderness was hell, while Americans today often think wilderness is heaven. Why? And so What?
- **HISL 3850 Popular Culture and the Rise of Consumerism:** This course examines the development and meaning of popular and consumer culture in American history beginning in the 1830s and extending through the 1990s. Consumer culture in this course is defined as the commercialization of leisure and the mass arts, the growth of advertising and the creation of a service economy. It investigates the ways in which historians have employed various theories about the social and cultural meanings of consumption in order to understand different historical problems. Topics of discussion will include how gender and race are expressed and re-figured through the selling of entertainment as a commodity; how ideas about democracy have been fundamentally altered within the context of a consumer culture; and the symbolic uses of commodities over diverse periods.
- **HISL 6600 Peasants, Rebellion and the State in Latin America:** This seminar explores the history of peasants, rebellions and revolution in modern Latin America. Attention will focus on peasant desires and
motivations as Latin America has become increasingly urban and states have grown in size and strength.

- **HISU 6610 The Old South** (Service Learning- Fall 2012)
- **HISL 6610 Modernity and its Discontents in Latin America**: This class explores the history of modernity, modernization and underdevelopment in Latin America since the 19th century. Key themes will include labor and industrialization; urbanization and the middle class; citizenship and ethnicity; and state formation.

- **International Development:**
  - **Sustainability courses:**
    - **IDEV 1010 Introduction to Development** (Service Learning-Optional, Spring 2014; Mandatory-Fall 2013, Fall 2012)
    - **IDEV 3200 Approaches to Sustainable Development**: This course is designed to examine the impact of macroeconomic policy and political structure on environment, gender, communications, modernization and cultural change, basic needs, democratization, and appropriate technologies. (Service Learning-Optional, Spring 2014, Fall 2013, Fall 2012)
    - **IDEV 3330 Social Entrepreneurship and Development** (Service Learning- Optional, Fall 2012)
    - **IDEV 4951 Food Security, Sustainable Development and Social Organization**: As urbanization continues to take populations further from their food sources, understanding framework of modern food production and securing food at its source has become critically important. The history of the transformation of food from a locally produced commodity to a nationally and internationally traded good largely results from technological innovations which have increasingly over the past centuries increased production. As more of us have become distant from the environmental costs associated with food production we have also become less aware of how the degradation of the environment is far away from most of our lives and we therefore pay little attention to it. Technology has changed not only how people eat, but also where they live, how far they had to travel, and their social and economic relations with those around them and their values associated with the land. This course will seek to understand these changes, and analyze the changing world of food security and local food production.
    - **IDEV 6640 Sustainable Human Development**: Sustainable Human Development (SHD) is designed to help students learn some of the basic issues of international development. While the concepts are certainly not perfect, or even complete, the standards and measures are constantly
evolving. The ability to describe how societies develop is changing as we experience successes and failures in efforts to direct development. These concepts can be combined to build a flexible framework that is adaptive to the shifting development landscape.

- **IDEV 6917 Sustainable Resource Management of Global Manmade Waste:** A weekend experience with case studies and exemplary models, emphasizing prevailing public policy and latent economic challenges for mitigating incipient environmental public health threats from ubiquitous manmade waste, which can impede, even stifle, steady economic growth of developing nations, struggling to enhance the quality of life and to raise living standards. Continuous resource management and manmade waste recovery are viewed as dynamic interdependent processes for safeguarding environmental public health, while encouraging and attracting international investments and commerce. This course combines individual research assignments, case study teams, and class presentations to challenge participants to propose sustainable business models for the reuse of treated waste, supportable in an emerging economy, while catalyzing entrepreneurship, growing new industries, plus promoting trade association.

- **IDEV 6918 Law, Sustainability and Development:** This course will explore how law and regulation promotes or hinders sustainable development; to what extent national development goals are at odds with sustainability goals; and if sustainable development law and regulation promote a more just, equitable society. In addition, assigned readings will consider the meaning and interpretation of words and terms such as “sustainability,” “development,” and “sustainable development” through various lenses – trade and the environment, human rights, property rights, country studies, and so on.

- **Courses that include sustainability:**
  - **IDEV 3300 Social Entrepreneurship and Development** (Service Learning-Optional, Fall 2013)
  - **IDEV 4230 Food Aid and Food Security in Humanitarian Settings:** This course explores the dynamics of the use of food aid, the largest single component of humanitarian emergencies. The course will review policies that guide the use of food aid, as principal controversies surrounding the use of food aid in emergency and transition settings. It will also explore assessment techniques used to gauge the vulnerability of affected populations and their needs for food based interventions, and explore the food aid management system and its logistics. The course will last two weeks.
• IDEV 4280 Urban Resilience to Climate Change: This course will explore the concept of resilience in urban communities in the context of the growing challenges presented by global climatic change. Using a multidisciplinary approach, students will address the political, economic, and environmental issues that urban populations will face with the increase of natural disasters and the decrease of available natural resources. Using case studies from around the world, students will explore pragmatic solutions and urban planning techniques to address current and future challenges.

• IDEV 4950 Environment and Development: This course identifies potential environmental problems that may arise during development while analyzing global and local environmental problems developing countries face serious environmental challenges such as resource exploitation, rapid industrialization, disadvantageous trade, and labor. The class presents potential avoidance and mitigation measures that may be implemented to guide a developing economy toward responsible and sustainable development.

• IDEV 4952 Women, Gender and Development: This course surveys the gendered impacts of international development and globalization on the lives of women and men in different contexts. Drawing on feminist theory, this class approaches the concept of gender as both ‘out there’, influencing men and women in the developing world, as well as ‘in here’, impacting the theories, policies, and practices of development professionals. In particular, we will examine historical processes of marginalization in the global economy and analyze different approaches designed to address gender inequality and empowerment.

• IDEV 4954 Latin American Development: The course is organized around the emergent concept of sustainable human development and attempts to balance attention to contemporary economic, social, and environmental issues in Latin America. The course begins with the understanding that Latin America is both diverse and dynamic, and while distinct from other regions, it cannot be understood in isolation from global interactions. It will examine the history of development in the region and investigate divergent impacts and persistent inequalities among women and men, rural and urban, rich and poor, and different racial and ethnic populations.

• IDEV 4955 Development in the Francophone World: Students will acquire concrete knowledge of sustainable development’s current applications in the francophone world. The course focuses on political, economic, and social aspects of development in francophone developing
countries, especially in Africa. Topics of discussion include: historical and political heritage; French and European development practices with a focus on trade, investment, and aid; and the impact of globalization and migration on the regions in question. It will examine development programs in the areas of poverty, food security, education, human rights and gender equity, health, and the environment.

- **IDEV 4956/IDEV 6912 African Migrations & Development:** The course examines internal and external migration flows in Africa, their political, economic, social, cultural, and environmental causes and consequences, as well as their effects on development. It will analyze success stories of migrant integration, upward mobility and thriving businesses, in addition to tales of discrimination, crowded slums and camps where disease is rampant, education is scarce, and youth widen the ranks of the unemployed and revert to crime as a way of living and violence as a means of surviving. This course aims at understanding these patterns and exploring how migrant populations can be better integrated in new societies - in their home country or elsewhere - and become positive agents of change.

- **IDEV 6230 Food Aid and Food Security in Humanitarian Settings:** This is a two-week intensive summer course held in Rome, Italy. This course will explore the dynamics of the use of food aid, the largest single component of humanitarian emergencies. The course will review policies that guide the use of food aid, as principal controversies surrounding the use of food aid in emergency and transition settings. The course will also explore assessment techniques used to gauge the vulnerability of affected populations and their needs for food-based interventions. Lastly, the course will explore the food aid management system and its logistics. Field visits will be conducted to the principal UN agencies involved in food aid as well as diplomatic missions that determine food aid policies.

- **IDEV 6670 International Political and Economic Relations:** In this new millennium of rapid change, globalization, and the privatization of international development, we seek to understand how political activity intersects with economic activity and how that nexus impacts the Global South. While the course title reads “international” political economy, we should acknowledge that “global” might be a more appropriate term, thereby including increasingly important non-state actors. Students use the concepts and theories of global political economy to analyze aid, trade, investment, development policy, monetary relations, and regional integration in order to understand how the world has worked in the past, is working now, and is likely to work in the future.
- **IDEV 6914 Microfinance & Microenterprise: Improving Women's Businesses Internationally:** The course examines two of the most successful approaches to assisting women to improve their microbusinesses, increase their income, improve their families’ wellbeing, and increase their self-esteem. Microfinance is an innovative strategy of financing microenterprises and small businesses. It is designed to assist very low income and limited asset persons to grow their businesses over many loan cycles. This self-sustaining methodology has grown exponentially in the last two and a half decades and is now active in almost every country, whether developing or industrialized. Over a hundred million women worldwide have received loans. Yet credit alone is not sufficient to help most women grow their microenterprises. The second part of the course will take a gender perspective to examine how Microenterprise Development services help women to grow their businesses. While the emphasis in this course is on women’s development, these same methodologies have been used to assist men and young people in their enterprise development internationally. While the both methodologies are used in the US, the emphasis is on developing nations.

- **IDEV 6916 Certification & Development:** Discussion of the market-based development intervention of private certification in which a premium is paid to producers or service-providers who comply with a set of sustainability and labor practices. As membership is voluntary and compliance with standards is premised upon accountability and verification between the producer and a standard-setting body, certification constitutes a form of self-regulation within the marketplace enabling ethical consumption. Through certification, Adam Smith’s invisible hand is rendered visible and deliberate. The course will furthermore empirically examine the multidimensional impact of various product certification paradigms through the lenses of established sustainable human development frameworks. The advantages and disadvantages of particular certification attributes and contextual factors will be explored. The course’s single paper will consist of designing a certification system for the production of a yet-to-be certified good or service tarnished with environmental or human rights issues.

- **IDEV 6917 Development, Commerce, and Environmental Protection:** A general examination of main concepts of Sustainable Development, trade and environmental protection and the analysis of some cases in order to apply the theoretical content to solving problems. This is an exploratory
course designed primarily for students in a regular program of International Development.

- **IDEV 6920 Social Performance: Managing to Improve the Triple Bottom Line:** This course teaches social performance management (SPM), an institutionalized process of translating social mission into practice. It is easy for an NGO or for-profit institution to say that they are carrying out a social mission but how do they prove it and improve it? Students who are seeking ways to measure and manage to achieve a double bottom line (social and financial) or a triple bottom line (social, financial and ecological) will appreciate the practical skills that this course offers. Students will examine the Universal Standards for Social Performance Management, which offer a comprehensive list of essential practices to clarify and standardize SPM for microfinance institutions (MFIs), investors, and others. Developed through years of worldwide consultation, the Standards are a set of management standards that apply to microfinance institutions and other social enterprises.

- **Italian:**
  - **Sustainability courses:** no sustainability courses offered
  - **Courses that include sustainability:** no courses that include sustainability offered

- **Jewish Studies:**
  - **Sustainability courses:** no sustainability courses offered
  - **Courses that include sustainability:**
    - **JWST 2220 Modern Jewish History** (Service Learning- Optional, Fall 2012)

- **Latin American Studies:**
  - **Sustainability courses:** no sustainability courses offered
  - **Courses that include sustainability:**
    - **LAST 1010 Introduction to Latin America I** (Service Learning-Optional Fall 2013, Fall 2012)
    - **LAST 1020 Introduction to Latin American Studies II** (Service Learning-Optional and Mandatory, Spring 2014, Spring 2013)
    - **LAST 4960 Social Justice, Human Rights, and Civic Engagement in the Americas** (Service Learning- Mandatory, Fall 2013, Spring 2013, Fall 2012)
    - **LAST 4961 Multidimensional Value Creation in Latino Social Enterprises: The Case of Urban Farming in New Orleans** (Service Learning-Optional and Mandatory, Spring 2013)
    - **LAST 4962 Environmental Inequalities in the Greater Gulf Coast Region** (Service Learning – Mandatory, Spring 2013, Fall 2012)
- **LAST 4966 (or 4960) Service, Citizenship, and Education in the Americas:** no course description available (Service Learning- Mandatory, Spring 2014)

- **Linguistics:**
  - **Sustainability courses:** no sustainability courses offered
  - **Courses that include sustainability:**
    - LING 3700 Second Language Acquisition (Service Learning- Optional, Spring 2014)
    - LING 4890 Brain & Language (Service Learning- Optional, Fall 2013)

- **Medieval and Early Modern Studies:**
  - **Sustainability courses:** no sustainability courses offered
  - **Courses that include sustainability:** no courses that include sustainability offered

- **Music:**
  - **Sustainability courses:** no sustainability courses offered
  - **Courses that include sustainability:**
    - MUSC 1900 Music in New (Service Learning-Optional, Spring 2014, Spring 2013)
    - APMS 2180, 2186 Orchestra (Service Learning-Optional, Spring 2014, Fall 2013, Spring 2013)
    - APMS 2183 Marching Band (Service Learning-Optional, Spring 2014, Spring 2013)
    - APMS 2213 Voice (Service Learning-Optional, Spring 2014, Spring 2013)

- **Musical Cultures of the Gulf South:**
  - **Sustainability courses:** no sustainability courses offered
  - **Courses that include sustainability:** no courses that include sustainability offered

- **Philosophy:**
  - **Sustainability courses:** no sustainability courses offered
  - **Courses that include sustainability:**
    - PHIL 1010 Intro to Philosophy (Service Learning-Mandatory, Fall 2013)
    - PHIL 1210 Elementary Symbolic Logic (Service Learning, Fall 2013, Spring 2013, Fall 2012)
    - PHIL 1030 Ethics (Service Learning-Optional, Spring 2014, Fall 2013)
    - PHIL 2930 Philosophy and Gender (Service Learning, Fall 2013, Spring 2013)
    - PHIL 3500 Buddhism (Service Learning-Optional, Fall 2013)
• **PHIL 3340 Humanity’s Place in Nature:** This course will compare the predominant Western conception of humanity’s place in nature with alternative conceptions, including those held by non-Western thinkers.

• **PHIL 3560 Social and Political Ethics:** A study of the arguments and positions advanced by philosophers with regard to the need for and justification of social and political institutions and with regard to the character of human rights, justice, and the good society.

• **PHIL 2931 Developments in Buddhism** (Service Learning-Optional, Spring 2013)

• **PHIL 6130 Moral Psychology** (Service Learning-Optional, Fall 2013, Fall 2012)

• **PHIL 6510 Theories of Economic Justice:** A study of alternative conceptions of economic justice including the conceptions offered by utilitarians, contractarians, natural rights theorists, and Marxists. Other topics include the just distribution of natural resources and the choice between command and market economies.

• **PHIL 6530 Environmental Ethics:** This course involves an examination of ethical issues regarding treatment of nonhuman beings. Major topics include moral extensionism, as well as critiques of attempts to extend human-centered moral doctrines to nonhuman beings.

• **PHIL 6540 Philosophy of Global Justice:** This course will explore the justice of relations among nations and among individuals across national boundaries. Topics include international distributive justice, the ownership of global resources, the morality of secession, just war, and terrorism.

• **PHIL 6930 Moral Psychology** (Service Learning-Optional, Spring 2013)

• **Political Economy:**
  
  o **Sustainability courses:** no sustainability courses offered
  
  o **Courses that include sustainability:**

    • **PECN 4140 Theories of Distributive Justice:** This class introduces students to competing theories of social justice, with a particular focus on distributive justice. The course primarily focusses on three different theories proposed by, respectively, John Rawls, Amartya Sen, and John Stuart Mill.

• **Political Science:**
  
  o **Sustainability courses:** no sustainability courses offered

• **Courses that include sustainability:**

  • **POLI 2500 Intro to International Relations** (Service Learning-Optional, Spring 2013)

  • **POLI 3040 Politics of Immigration** (Service Learning-Mandatory, Spring 2014, Spring 2013)
- **POLI 4010 Comparative Foreign Policy** (Service Learning-Optional, Spring 2014, Spring 2013)
- **POLI 4600 Latin American International Relations** (Service Learning-Optional, Fall 2013, Fall 2012)
- **POLA 3010 Big Easy Politics** (Service Learning-Optional, Spring 2013)
- **POLA 3220 American Presidency** (Service Learning-Optional, Spring 2013)
- **POLA 4020 Politics of Environmental Justice** (Service Learning-Optional, Spring 2013)
- **POLA 4230 Environmental Politics and Policy**: An overview of the issues, institutions, processes, and actors that determine political responses to environmental problems in the United States. The course includes discussions of current controversies in environmental politics.
- **POLA 4250 Power and Poverty in America**: This course will investigate the extent of income inequality and of poverty in contemporary America and the impact of government upon them. Empirically, it will examine the programs of the American welfare state and assess their successes and failure. Normatively, it will discuss how one establishes minimum standards for distributional justice and inquire into the obligations we have toward our fellow citizens.
- **POLC 3003 Women Leading Change: Case Studies on Women in Organizations** (Service Learning-Optional, Fall 2013)
- **POLC 4340 Latin American Environmental Politics**: A survey of the controversies in the management of environmental and natural resource issues in Latin America. Students without prior courses in international relations or American politics should consult the instructor prior to registration.
- **POLC 4450 Revolution, Protest, and Change**: An examination of the causes, dynamics, and consequences of political movements of revolution and reform.
- **POLC 4520 Comparative State Building** (Service Learning-Optional, Spring 2013)
- **POLI 4620 International Environmental Politics**: An examination of the political dimensions of international environmental problems. The course will include investigation and analysis of the causes, consequences, and potential solutions to a range of environmental problems.
- **POLS 1060 Grassroots Politics**: This course explores the role and nature of citizen engagement in American community and political life, models of grassroots activism and community organizing as well as “hands on” experience in civic and political activism.
- **POLT 3780 Feminist Political Theory**: This course will focus, first on the role of women in the tradition of western political thought. Second, the course will examine the attempts of contemporary feminist thinkers to deal with concepts central to the tradition of political theory, such as justice, equality, and liberty. (Service Learning-Mandatory, Spring 2014)

- Religious Studies:
• **Sustainability courses:** no sustainability courses offered
  • **Courses that include sustainability:** no courses that include sustainability offered

• **Russian:**
  • **Sustainability courses:** no sustainability courses offered
  • **Courses that include sustainability:** no courses that include sustainability offered

• **Social Policy and Practice:**
  • **Sustainability courses:** no sustainability courses offered
  • **Courses that include sustainability:** no courses that include sustainability offered

• **Sociology:**
  • **Sustainability courses:** no sustainability courses offered
  • **Courses that include sustainability:**
    - **SOCI 1040 Gender and Society:** Examines the social construction of gender and the consequences of gender equality. Topics include socialization, intimate relations, paid and unpaid work, violence, and social change.
    - **SOCI 1050 Introduction to Education and Society:** (Service Learning-Mandatory, Spring 2013) This course is an introduction to sociological research, concepts, and theories about education. In the course, the purpose and function of education for the individual and society are critically considered, and a substantial amount of time is spent discussing the links between education and inequality. Topics that are discussed in detail include: the potential and limitations of schools, schools as agents of socialization, cross-national differences in educational systems, social relationships in schooling (the influence of community, social capital, parents, and peers), within and between school inequalities (school effects/ability grouping), the effects of school characteristics and ascriptive forces on schooling outcomes, and variation in schooling outcomes themselves (achievement, attainment, labor market outcomes). Students will gain an appreciation of the role of schools as powerful determinants of the opportunities that individuals experience in modern societies.
    - **SOCI 1060 Urban Sociology:** The social patterns, processes, and institutional structure of urban life.
    - **SOCI 1090 Social Problems:** Examination of critical contemporary social problems and social policy options. Emphasis is placed on understanding the multidimensional sources of crisis, unrest, and instability as well as policy options and tradeoffs associated with ameliorative efforts. Topics vary by semester and instructor.
    - **SOCI 1300 Criminology** (Service Learning-Mandatory, Spring 2014, Fall 2013, Spring 2013, Fall 2012)
    - **SOCI 1470 Global Social Change:** Examines global change and its implications for individuals and groups via exploration of issues of
globalization of the economy, international development, urbanization, immigration, social movements, changing gender relations, etc. Emphasis will be placed on how such changes have come about and course focus will be international in scope with emphasis on Latin America, Asia, and/or Africa.

- **SOCI 1510 Work in American Society:** Examines the concepts of occupations, professions, and work organizations. It considers issues about employee selection, job involvement, alienation, satisfaction, performance, and compensation; industrial mental health, occupation safety, health and medicine; social conditions of work in bureaucratic organizations, work groups and union membership; supervision and human resource management; and the changing conditions of work resulting from technological change, social change, shifts in the occupational structure and the interface of work with other institutions such as the family.

- **SOCIO 2050 Population and Society:** An examination of the dynamic relationship between population and society. The course focuses on the contemporary demography of developed and developing countries, with an emphasis on societal problems linked to population.

- **SO 180/6180 Wealth, Power and Inequality:** Survey of theoretical and empirical literature on the distribution of wealth, power, and prestige within and across societies and historical periods. Emphasis is placed on the impact of social change on stratification systems.

- **SOCI 2600 Environmental Sociology:** This course examines political and economic aspects of global and local environmental problems. Topics include how societies and the environment interact, why some environmental risks have gained most attention, how support for environmental concerns can be measured, responses by environmental social movements, and visions of sustainable societies in the First and Third Worlds.

- **SOCI 3000 Civic Engagement and Leadership (Service Learning-Mandatory, Fall 2012)**

- **SOCI 6010 Global Political Economy and Environment:** This is a discussion-based course designed to evaluate the process of globalization and the political and economic forces therein that affect the environment. The course motivates students to critically evaluate the claims of various schools of thought on the relationship between globalization and the environment. In order to accomplish these objectives, we must first fully understand macro-sociological interpretations of development. In turn, we will extensively consider the interconnections among society, political-economic dynamics, the process of globalization, and natural systems (ecology)

- **SOCI 6010 Race, Crime, and Control (Service Learning-Optional, Fall 2013)**

- **SOCI 6050 Issues in Social Demography:** An examination of the social causes and consequences of population change. Analysis of current issues
of demographic concern focusing on the social variables which differentially affect, and are affected by, the demographic processes of fertility, migrations, and mortality.

- **SOCI 6060 Issues in the Sociology of Gender**: This course examines research in several areas of the sociology of gender. Topics include the acquisition of gender identity, face to face interactions, the changing roles of women and men, the intersection of work and family, and social movements. Students will conduct original research in one of these areas.

- **SOCI 6090 Sociology of Medicine**: An examination of social and psychological factors affecting the prevalence and incidence of disease in human populations. Topics also considered include the organization of the health professions, comparative medical systems, social change and health care, and social factors affecting the utilization of health services.

- **SOCI 6120 Race and Ethnic Relations in America**: Sociological examination of the dynamics of race and ethnic relations in the United States. This course provides an opportunity for students to read about, think, and discuss issues of racial and ethnic relations in society. Topics include the social construction of racial classification systems, the historical record of the interaction between the races in America, public policy, and possible mechanisms for dealing with some of the issues that many consider most problematic in our society.

- **SOCI 6170 Problems in the Sociology of Inequality**: An in-depth exploration of one or more current problems of theory and research in sociology in inequality: Poverty, Homelessness and the Cities; The American Underclass; Labor Markets.

- **SOCI 6190 Urban Organization**: A study of the causes and social effects of urban growth and decay in rich and poor countries. An examination of contemporary urban social classes and political coalitions, and how these are changing with shifting regional economies.

- **SOCI 6300 Urban Policy and Planning (Service Learning-Mandatory, Fall 2013)**

- **SOCI 6330 Sociology of Education**: This course will examine the social functions of educational institutions, the role of education in the American social and economic structure, and major controversies and debates concerning educational policy as social policy. (Service Learning-Mandatory, Spring 2014, Fall 2013)

- **SOCI 6350 Marginality and ‘Other’: A Sociology of Persecution and State-Making**: This course examines the role of ideologies justifying persecution itself in the construction and change of national states. Four interrelated and interactive processes are analyzed: cultural construction of pollution, danger, and taboo; marginalization of stigmatized Others; the roles of these processes in construction and change in national states; the responses to Others to the previously described processes.

- **SOCI 6560 Social Movements and Collective Behavior**: An advanced theoretical and empirical analysis of the determinants of organized non-institutionalized forms of collective action. Topics include the interplay of
structural conditions and volunteristic actions, the logic of collective
action, culture, and ideology as they shape social movement outcomes.

- **SOCI 6640 Sociology of Organizations** (Service Learning-Mandatory, Spring 2013)
- **SOCI 6800 Society and Economy**: An analysis of the overall
relationships of the economy to other components of society and specific
institutions: economy and government, economy and family, economy and
gender. The social organization of the firm, the market, organizations and
economic culture and how each affects the other.
- **SOCI 6900 Sociology of Development in Latin America**: This course
will examine the transitions from premodern to modern, and from modern
to post-modern economies and societies in Latin America. An inquiry into
the causes and social effects of rapid “modernizing” social changes such
as increases in urban residence, schooling, factory work, and mass media
exposure.
- **SOCI 6910 Gender in Latin America**: A sociological examination of
how changing political, economics and developmental issues in Latin
America shape and are shaped by gender relations.
- **SOCI 6920 Social Stratification and Mobility in Latin America**: An
examination of the extent and social bases of wealth and power
inequalities in Central and South America along lines of class, gender,
race, ethnicity, and regional origin.
- **SOCI 6940 Political Sociology of Latin America**: This course examines
theories of the bases and distribution of power in Latin America. Topics
include the role of elites and domestic class coalitions in state formation
and regime transitions, the role of civil society/labor, popular associations,
political parties in democratization, and the role of culture, including
religion, in political life
- **SOCI 6950 Sociology of Migration**: This course will focus on 20th
century international migration flows to and within the Americas with
three main themes: (1) theories of international migration, (2) immigrant
adaptation, assimilation and incorporation, and (3) international migration
policies. From the colonization of the continent up to the present,
countries in North and South America have been receiving communities
for migrants from all over the world.
- **SOCI 6960 Urban Latin America**: This course is a study of the causes
and social effects of urban growth and decay in rich and poor countries in
the Americas. Examines contemporary urban social classes and political
coalitions, and how these are changing with shifting regional economies.
The course discusses theories of urban societies and regional growth, and
examines case studies and theories from Latin America.

- **Spanish**:
  - **Sustainability courses**: no sustainability courses offered
  - **Courses that include sustainability**:
    - **SPAN 1010 Elements of Spanish I** (Service Learning-Optional, Fall 2013,
      Spring 2013, Fall 2012)
• SPAN 1020 Elements of Spanish II (Service Learning-Optional, Spring 2014, Spring 2013)
• SPAN 1120 Intensive Intro Spanish (Service Learning-Optional, Spring 2014, Fall 2013, Spring 2013, Fall 2012)
• SPAN 2030 Elements of Spanish III (Service Learning-Optional, Spring 2014, Fall 2013, Spring 2013)
• SPAN 2040 Span Conversatn & Comp (Service Learning-Optional, Spring 2014, Fall 2013, Spring 2013, Fall 2012)
• SPAN 3040 Grammar and Writing in Spanish (Service Learning-Optional, Fall 2012)
• SPAN 3150 Introduction to Latino Studies (Service Learning-Optional, Spring 2014, Fall 2013, Spring 2013, Fall 2012)
• SPAN 4100 Constructions of Gender and Sexuality in Hispanic Culture: This course focuses on issues of gender and sexuality in Spain and/or Latin America with emphasis on one area or the other depending of the staffing in a given year. It includes consideration of literary and other texts, including popular music, art, and cinema.
• SPAN 4120 Social Problems in Spanish American Literature: The chief problems of Latin American society as reflected in poetry, short fiction, essay, and theatre. Representative works concerning the Mexican revolution; the social status of women, Indians and blacks; the life of urban and rural working classes; tyranny and political repression. (Service Learning-Optional, Spring 2014, Spring 2013)
• SPAN 6010 Methods of Teaching Spanish and Portuguese (Service Learning-Optional, Spring 2013)

• Portuguese:
  o Sustainability courses: no sustainability courses offered
  o Courses that include sustainability:
    ▪ PORT 3280 Advanced Portuguese Through Brazilian Cinema (Service Learning-Optional for Spring 2014, Mandatory for Spring 2013)

• Theatre:
  o Sustainability courses: no sustainability courses offered
  o Courses that include sustainability:
    ▪ THEA 3710 Shakespeare on the Road (Service Learning-Optional, Spring 2014; Mandatory, Fall 2013, Spring 2013, Fall 2012)
    ▪ THEA 4910 Documentary Theatre (Service Learning-Mandatory, Spring 2014)

• Urban Studies:
  o Sustainability courses: no sustainability courses offered
  o Courses that include sustainability:
- **URST 2010 The City I**: City I is the first semester of a two-semester-long survey introduction to the multi-disciplinary field of Urban Studies. Three broad substantive themes are explored: (1) History and Morphology of Cities and City Systems; (2) Urban Ecology & Demographics; and (3) Urban Design/ Aesthetics/ Land Use/ Planning. Attention is given to historically, geographically, and culturally diverse cases in order to provide a comparative framework and backdrop to contemporary practices.

- **URST 2020 (City II)**
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We have attempted to identify both courses in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge, and courses that are primarily focused on a topic other than sustainability but incorporate sustainability as unit, module or activity. We have included all courses with a service learning component.

This draft list was compiled by Colleen Large, SLA – 2016 by reviewing the Tulane Course Catalog posted at [http://architecture.tulane.edu/courses](http://architecture.tulane.edu/courses) and schedule of classes on Gibson. Service Learning courses added by Colleen Large from lists obtained from Center for Public Service. This list was distributed by Dean Ken Schwartz to faculty for review in June 2014.

- **Digital Media**
  - **Sustainability Courses:** no sustainability courses offered
  - **Courses that include sustainability:** no courses that include sustainability offered

- **Architectural History/Theory**
  - **Sustainability Courses:**
    - AHST 6913 Sustainability, Architecture and Cultures
  - **Courses that include sustainability:**
    - AHST2400 Frank Lloyd Wright & His Contemporaries: An examination of the life and work of Frank Lloyd Wright, including individual monuments, formal themes, and theoretical foundations for the work.
    - AHST 3131 Urban Geography: New Orleans Case Study: no course description available
    - AHST 4299 Writing on Architecture: no course description available (Service Learning- Mandatory, Fall 2013)
    - AHST 4315 American Architecture and Urbanism: no course description available
- **AHST 4444 Environment Social Psychology**: no course description available
- **AHST 6310 Housing and the City**: no course description available
- **AHST 6333 The Urban Morphology of Kyoto and New Orleans**: no course description available
- **AHST 6633 Architecture, Writing, and Contemporary Issues**: no course description available

**Professional Concerns**
- **Sustainability Courses**:
  - **APFC 6500 Sustainable Real Estate Development**: no course description available
- **Courses that include sustainability**:
  - **APFC 4100 Professional Concerns 1: The Context of Practice**: An overview of professional concerns through examination of the history of the profession and the activities, services, markets, clients, and organization of professional firms. Issues relating to project management, marketing, and the economic base of architectural practice, as well as ethical issues confronting individual practitioners and the profession at large.
  - **APFC 4320 UrbanBuild**: no course description available
  - **APFC 6100 Ethics, Efficacy & Architecture in a Globalized Economy**: no course description available

**Special Topics**
- **Sustainability Courses**: no sustainability courses offered
- **Courses that include sustainability**:
  - **ASTP 3300 Architecture and Human Health**: An interdisciplinary course exploring the complex relationships among architectural design, human well-being, and health. Emphasis is placed on the planning and maintenance of health care facilities. The course focuses on user-based planning and design methods.

**Technological Systems**
- **Sustainability Courses**:
  - **ATCS 3030/6139 Buildings, Climate, Comfort** This course explores ways that buildings can provide a comfortable environment for the people who spend time inside them, in ways that respond to climate and use resources efficiently.
  - **ATCS 6400 Sustainability & Tectonics** The course offers an opportunity to explore two major areas of building technology in greater depth. The
first of these is sustainable design. While the concept of sustainable design is widely lauded, fundamental principles and techniques of implementation are less clearly understood. Sustainability will first be investigated regarding issues at the scale of the site, linking place and building. Subsequently sustainability at the scale of building systems and materials will be a major focus. The second focus of the course is tectonics, consideration of the physical conditions of architecture, including the logical application of materials and systems. These issues will be considered first in the relation between structure, envelope and finish conditions, particularly at the building perimeter. Subsequently, the interweaving of systems within the building and their expression will be the topic.

- **Courses that include sustainability:**
  - **ATCS 3900 Space Arch/Walking Cities/Future:** no course description available
  - **ATCS 4010 Structural Systems:** Advanced integrated topics in materials and methods of construction, structural systems, and environmental systems, taught through case study and analysis.
  - **ATCS 4100 Integrated Building Systems:** Advanced integrated topics in materials and methods of construction, structural systems, and environmental systems, taught through case study and analysis.
  - **ATCS 6300 Innovations In Building Materials and Methods:** A research seminar focusing on new materials and technologies being employed in current architectural practices locally, nationally, and globally. The seminar will be directed to gain insight and give exposure to little know or underutilized innovations through specific materials research and data gathering, case study applications research, and hands-on speculative testing/demonstration. Research will explore building components and tectonics, the material and spatial implications of computer technologies, prefabrication and mass production, as well as smart systems and green building. The course will be both practical and experimental in nature.
  - **ATCS 6410 Implementing an Ecocentric Architecture:** The seminar would pose the question, is it possible to make a non-anthropocentric architecture? This seminar attempts to define and develop a model of an ecocentric architecture, redefining the way we currently build against the backdrop of environmental issues and larger ecological imperatives. New Orleans and its environs will act as a laboratory to explore these ideas.

- **Visual Media**
- **Sustainability Courses:** no sustainability courses offered
- **Courses that include sustainability:** no courses that include sustainability offered

  - **Architectural Design**
    - **Sustainability Courses:** no sustainability courses offered
    - **Courses that include sustainability**
      - DSGN 2200 Second Year Studio (Service Learning- Mandatory, Spring 2014)
      - DSGN 4100 URBANbuild Studio (Service Learning- Fall 2013)
      - DSGN 4200 Advanced Studio Elective (Service Learning- Optional, Spring 2013, Fall 2012)
      - DSGN 5100 URBANbuild Studio (Service Learning- Fall 2013)

  - **Landscape**
    - **Sustainability Courses:** no sustainability courses offered
    - **Courses that include sustainability:**
      - LNSP 3300 Natural Landscape and Built Form: An approach to the understanding of the interrelationships of man, nature, culture and technology, and the resultant built environment. Each semester the course focuses on a distinct region, emphasizing local flora, fauna, and climatic considerations in relationship with native, imported and evolving culture. Classes focus on design issues that integrate plant materials in built environment contexts.
      - LNSP 4400 Material Topographies and Architectural Landscapes: An exploration of the complex relationships that exist between architecture and the material landscapes that constitutes its site â€” that encompassing outer territory that defines the context within which architecture is situated and grounded, and against which it is seemingly defined. The course will specifically focus on the relation of architecture to the environment, calling into question the tools and techniques architects have employed to map, document and analyze site conditions, and the built objects produced.

  - **Preservation Studies**
    - **Sustainability Courses:** no sustainability courses offered
    - **Courses that include sustainability:**
      - PRST 6520 Studio II Urban Conservation: Urban Preservation is a six-credit hour course that concentrates on documenting, analyzing and planning for the preservation of enclaves of buildings as a basis for understanding the technical, theoretical and procedural aspects of urban
conservation. The course includes intensive study of representative historic residential and commercial districts including streetscapes in the New Orleans region where students work both as independent researchers and in teams to learn professional preservation planning concepts and methods. This studio examines sites comprising historic buildings representing different styles and periods in various conditions where choices in restoration versus rehabilitation versus new work must be considered. Solutions for such situations will be explored with respect to current architectural preservation principles and procedures. Investigations of city planning, zoning, historic district protection regulations and participation at a relevant public review meeting are parts of this course. Information gathering techniques including surveys of the urban context of study areas and consulting local stakeholders towards re-imagining damaged, blighted and underutilized urban areas are also aspects of the course. The course involves both fieldwork and class seminars, occasionally including other Tulane University faculty and experts in the field.

- **PRST 6710 Introduction to Preservation Studies:** This course offers an in-depth look at the scope, history, theory, methods, and practice of historic preservation in a global context. Coursework will chart the evolution of the preservation field from the late 18th century to contemporary issues, cover the theoretical frameworks that assess architectural significance and values and cultural concerns, and discuss how these ideas are practically applied in contemporary preservation practice. Course readings and assignments will additionally explore organizational structures, stakeholders, and legislation that shape the direction of the profession. This course pays particular attention to ways in which local and national preservation bodies operate and their influence, and examines how built environments define urban identity and sense of place. The course will include a number of lectures from other Tulane faculty and experts in the field.

- **PRST 6720 Preservation Technology:** This course provides an overview of the field of architectural conservation. Architectural conservation is the study of historic building materials and the technical means used to document, diagnose, analyze and design interventions to preserve these materials. It is, in the most basic sense, the technical means by which to accomplish preservation. It involves the examination and treatment of historic and cultural resources utilizing an established system of
principles and procedures based on a foundation of preservation theory and methodology. This course focuses on the properties and performance of historic building materials, and the basic methods that can be employed for their study and characterization. Through lectures, in class demonstrations and local and non-local field sessions, students are exposed to the nature, composition and deterioration mechanisms of a wide range of building materials including stone, brick, mortars and plasters, concrete, paint and wood.

- **Urban Studies**
  - **Sustainability Courses:** no sustainability courses offered
  - **Courses that include sustainability**
    - RBST 3010 The City I (Service Learning- Optional, Fall 2013, Fall 2012)
    - RBST 6400 Design Urbanism (Service Learning- Optional, Spring 2014, Fall 2013, Spring 2013, Fall 2012)

- **Sustainable Real Estate Development**
  - **Sustainability Courses:**
    - SRED 6050 Introduction to Sustainable Urbanism
    - SRED 6200 Introduction to Sustainable Architecture & Design
    - SRED 6310 Sustainable Design and Development
    - SRED 6410 Case Studies in Sustainable Real Estate Development
  - **Courses that include sustainability:** no courses that include sustainability

- **Social Innovation and Social Entrepreneurship:**
  - **Sustainability Courses:**
    - SISE 2010 Introduction to Social Innovation and Social Entrepreneurship: The introductory class gives students an appreciation for the field of social entrepreneurship and introduces students to several helpful frameworks that will be used in subsequent classes. Students will examine key concepts and the historical context, understand current theories and debates about social change, and discuss case studies of social entrepreneurs. The class will address two overarching tenets of SISE: (1) Social impact can best be created by moving away from the current divisive approach of separate sectors and towards blended models that connect and combine sectors in new ways. (2) Social mission and social impact are the primary focus - understanding what your mission is, and how you create the greatest social impact, is key. (Service Learning- Mandatory, Spring 2014, Fall 2013, Spring 2013, Fall 2012)
    - SISE 2020 Introduction to Business for Social Innovation and Entrepreneurship: This course assumes no prior background in business
concepts and is open to declared SISE minors who have completed SISE 2010. The course is designed to give students basic competence in understanding and analyzing the core elements of sustainable business models. Through this course, students will gain a working vocabulary, theoretical toolkit, and fundamental technical skill set for operating in a business environment. Topics include accounting, finance, strategy, marketing, sales, operations, organizational structure and management.

- **SISE 3010 Design Thinking for Collective Impact:** This course is a practical, experience-based introduction to design-thinking tools and techniques for SISE undergraduate minors from diverse departments across campus. Students will be exposed to applied research, ideation and problem-solving tools adapted from human-centered design and architecture. Using New Orleans as a laboratory and working with local partners, students will creatively and collaboratively address local community concerns, leading to a prototype for installation in a neighborhood. In addition, readings, case studies, lectures, and writing exercises will allow students to learn from these local design-thinking experiences to more fruitfully address global problems, such as climate change, poverty, and the AIDS pandemic, that they aim to pursue in their program major and SISE practicum.

- **SISE 4020 Leadership for Collective Impact:** This seminar is about "Leadership" - how the term has been defined and studied, as well as how it has been practiced. On the one hand, the course will focus conceptually on the genealogies and evolution of the theory and practice of leadership. On the other hand, the course will assess the current state of leadership scholarship by engaging students with current leadership literature and thinking. We will explore why leadership has taken on so many different definitions and delve into some of the major issues and debates in the field. Students will be guided in the development of their own leadership skills, as the course will require students to practice leadership both in the course and in the community.

  - **Note:** other courses that do not necessarily quality but should be noted specially
    - **SISE 6050 Senior Seminar**
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We have attempted to identify both courses in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge, and courses that are primarily focused on a topic other than sustainability but incorporate sustainability as unit, module or activity. We have included all courses with a service learning component.

Draft list of TIDES courses compiled by Colleen Large, SLA – 2016 by reviewing the Tulane Course Catalog posted at http://tulane.edu/college/tides/upload/Course-Catalogue-2013-2014.pdf (display courses for this department). Draft list of Colloquia, Teacher Certification and Preparation, and Newcomb Scholars courses compiled by Liz Davey from the Tulane Course Catalog and the Honors Program website at http://honors.tulane.edu/web/default.asp?id=Courses. Service Learning courses added by Colleen Large and Liz Davey from lists obtained from the Center for Public Service. The draft list was sent to Dean James MacLaren in July 2014.

- **TIDES**
  - **Sustainability Courses:** no sustainability courses offered
  - **Course that include sustainability:**
    - **TIDB 1010 More Than Just Business I** (Service Learning- Mandatory, Fall 2013)
    - **TIDB 1020 Law and Order: Pre- Law** (Service Learning- Mandatory, Fall 2013, Fall 2012)
    - **TIDB 1110 More Than Just Business** (Service Learning- Mandatory, Spring 2014, Fall 2012)
    - **TIDE 1000 Leadership, Policy, Power and Change:** Are leaders born or bred? How do leaders and their leadership styles impact change? How does one develop the courage and wisdom to lead and promote change effectively? This TIDE provides an opportunity to examine the nature of leadership, its impact on the change process, and the underlying dynamics of power, politics, and conflict. Over the course of the
academic year, this TIDE focuses on developing an interdisciplinary understanding of the theories and practices of organizational and community leadership. As a TIDE member, you will actively study the theories that emerge from a variety of fields and reflect on their practical, political, and ethical assumptions as well as on their implications in a variety of settings. Through readings, classroom discussions, interviews with local leaders, and a group initiative, you will gain a greater appreciation for the issues that affect leaders and the components of successful leadership. (Service Learning- Mandatory, Fall 2013, Fall 2012)

- **TIDE 1012 Working for Change: New Orleans Leadership, Innovation & Public Policy:** This course focuses on the structure, functions and processes of developing and advancing public policy. It will delve deeper into how to become a leader in creating innovative policy that positively influences the community and how to successfully partner with the community and advocacy groups to implement solutions. Students will learn from top local leaders who work to transform New Orleans and the entire nation though innovative policies and practices. They will explore how these leaders made it to where they are today, how they developed priorities based on the community’s needs, what important policy changes they have implemented and what changes they would like to make in the future. The course will also include a field trip to a legislative committee meeting or a Board of Elementary and Secondary Education (BESE) meeting.

- **TIDE 1020 Cities & the Urban Environment:** 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 be addressing 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 behavior, and be asked to draw conclusions from what you have read and your experiences.

- **TIDE1034 New Orleans the Lay of the Land:** This one-credit course focuses on the geography of New Orleans and how the city’s location on the Mississippi Delta has shaped its development. Students will learn
about the physical characteristics of New Orleans and the features it shares with other deltaic cities. The course will examine the New Orleans landscape prior to its development, and then explore early Native Americans and European settlers and how they used the land. The course will then analyze how draining, filling, and leveeing the land allowed New Orleans to grow. Students will also learn about how this growth exposed the city to increased risks posed by sea level rise, storms, and coastal erosion—and the measures in place or planned to address these risks. Students will also learn about urban design ideas that are suitable to a deltaic landscape. An archeologist will talk about the historic landscape of New Orleans and a coastal restoration specialist will discuss projects to protect the city from flooding. In addition, students will visit a large-scale, post-Katrina flood control project and also tour a wetland restoration project designed and carried out by community groups.

- **TIDE 1090 Who Dat, Fan Up, and Geaux** (Service Learning- Mandatory, Spring 2013, Fall 2012)
- **TIDE 1110 NOLA Path to Change** (Service Learning- Mandatory, Fall 2013)
- **TIDE 1180 The Management & Prevention Of Epidemic Disease**: “WHEN GLOBAL IS LOCAL: THE NATURE, IMPACT, MANAGEMENT & PREVENTION OF EPIDEMIC DISEASE” examines disease as a social event in an evolving global community. Population growth, societal aging, urbanization, rapid transportation, economic interdependence and emerging infectious disease have expanded community vulnerability far beyond what could have been imagined only a few generations ago.
- **TIDE 1220 New Orleans & Hurricanes: Past, Present & Future**: This course will explore the events leading up to Hurricane Katrina, from a geological and historical perspective and explore why New Orleans is at risk from future hurricanes and the steps being taken to protect the city from future events. Although sociological, cultural, and political aspects of the response to the Katrina disaster and recovery will touched upon, the main emphasis will be placed on historic, scientific and engineering aspects of Katrina and the systems designed to protect the city from hurricanes.
- **TIDE 1370 A Running Conversation** (Service Learning- Mandatory, Fall 2013, Spring 2013, Fall 2012)
- **TIDE 1500 Irish in New Orleans** (Service Learning- Mandatory, Fall 2013, Fall 2012)
• **TIDE 1520 Medieval New Orleans** (Service Learning- Mandatory, Fall 2012)

• **TIDE 1570 Going Green in New Orleans**: This course is designed to expose students to various renewable and non-conventional energy sources for electricity production, as well as green building practices, in the U.S., with emphasis on New Orleans and rebuilding efforts. It will include major renewable energy sources for electricity generation (wind, solar, hydroelectricity) covering the technology, best U.S. resources and applications, and costs and key factors for implementation, such as state and local policies. Special emphasis in the TIDES course will be put on resources local to New Orleans (solar) and will include a field trip to view solar installations, a green rebuilding construction project, a building reuse center, and a green building resource center.

• **TIDE 1610 Understanding the Persistence of Social Problems in America**: The purpose of this course is to examine the persistence of social problems (e.g., poverty, substance abuse, criminal activity, chronic community violence) in America. Students will learn that we typically single out individual social problems for study but that this parceling out of problems one at a time is an artificial distinction and does not mirror reality. Specifically, students will learn that social problems tend to co-exist in the same family systems and that people who are indigent also tend to live in neighborhoods that are characterized by substance abuse, crime, violence, gangs and prostitution and have schools that under perform. Students will visit two community-based social service agencies in the New Orleans community to meet and talk with community residents to discover firsthand what it is like to live in these New Orleans neighborhoods.

• **TIDE 1690 Community Engagement in Urban Design**: The course will focus on the concept of community design within our southern region. Students will explore the relationship between design and the public sector, including the guidelines one is allowed to work within when developing new buildings and larger developments. For nearly 20 years, the Tulane Regional Urban Design Center has engaged local and regional governments and communities in order to help improve our built environment. Implementing design guidelines to control the quality of development and building interpretive centers to tell the stories of these cities have been the hallmarks of the TRUDC. Students will learn how each project seeks to bring quality design to small communities that do
not have the funds to develop such programs on their own. In Natchez, MS, students will visit the site of the second largest slave market in the deep south, where nothing but a kiosk stands to remind us of its incredible and dark history. We will study ongoing work to create a museum or interpretive center on the site, and visit some of the magnificent historical homes and sites throughout Natchez. In Mandeville, LA, students will visit the oldest unaltered Jazz Hall in the world, constructed in 1895: the Dew Drop Inn. They will attend a special concert at the Dew Drop, learn of the building’s history, and discover methods used to tell the story of such a historic place. Students will also be introduced to public sector design through the presentation of larger scale projects we have directed in Shanghai, Nanjing, Zhenjiang, and Beijing, China. A comparison of concepts and issues at both scales will be developed in open discussion format.

- **TIDE 1740 Citizenship and Health Communities**: The Classic Greek model of citizenship includes rights reserved by the citizen such as voting, and responsibilities demanded by the state such as conscription. Jeffersonian ideals of citizenship were constructed within framework with an implicit understanding that every citizen would be able to “pull their own weight” and that civic society would naturally exist among such citizens. However, the modern era has shown us that complications unforeseen by Jefferson and the Founders have created social environments where people are deprived of the opportunity to achieve at an equitable level while other people are able to live comfortable lives divorced from traditional modes of civic engagement. This class will explore Robert Putnam’s concept of “social capital” while asking students to consider whether modern citizenship may also include an optional set of responsibilities to share in a greater commitment to the society through civic engagement which builds a social capital which benefits all citizenry. Students will engage in a service-learning project at a local elementary school which will culminate in a basic public health education activity/presentation for school children. The instructor will join them during service dates. (Service Learning- Fall 2013, Fall 2012)

- **TIDE 1760 Narratives of New Orleans: A Digital Storytelling Project** (Service Learning- Mandatory, Fall 2013, Fall 2012)

- **TIDE 1810 Non-Profit Organizations & Community Engagement in New Orleans**: Hurricane Katrina brought unprecedented damage to the city of New Orleans and to the Gulf Coast region. The response to the disaster
on the part of federal, state and local governments has been criticized in many quarters, with a great deal of justification. At the same time, thousands of volunteers have come to New Orleans in the past 3 years to perform critical services in the city’s recovery, from building housing to offering mental health counseling. Of course, these volunteers would have little to do without the organization provided by the many non-profit agencies in the city that have responded to the crisis. In this course, we will examine how the non-profit community has sought to help in the recovery from Hurricane Katrina. We will focus on the goals of non-profit agencies, learn about their sources of funding and volunteers, and also examine the degree to which their goals are supported by state and local government. (Service Learning- Mandatory, Fall 2013, Fall 2012)

- **TIDE 1960 Architecture & Disaster: Making Change Positive:** Architects are the problem-solvers of the built world. Using their design skills, advanced technologies and new systems for organization, architects affect how the physical world unfolds. Class sessions address post-disaster rebuilding with a focus on the solutions presented by architects. Topics include environmentally-sensitive design, emergency housing, addressing place and culture, and international aid through the lens of post-disaster design work. The class will have field trips to the 9th ward, Central City, and Hollygrove Market and Farm in New Orleans, and feature guest lecturers from Architecture For Humanity and the New Orleans Food and Farm Network. Two service learning events will satisfy 20 hours of required service learning. This class references work from a number of different disciplines in an effort to cast a broad net around this diverse and multi-faceted issue. Architecture, Urban Planning, Community Activism, Environmental Studies, Urban Farming, Landscape Architecture and Engineering are among the many disciplines that will inform this learning.

- **TIDES 2220 Women and Literature in New Orleans** (Service Learning, Mandatory, Fall 2012)

- **Colloquia**
  - **COLQ 1010 Freshman Seminar: Community, Polity, and Citizenship** (Fall 2014, Spring 2014, Spring 2013)
  - **COLQ H2010 - Honors Sophomore Colloquium** (“Responding to the Challenge of Climate Change,” Fall 2012)
- **COLQ 3040** (“The Legacies of Katrina,” Spring 2014; Global Youth Cultures, Fall 2013)
- **COLQ 4120** - The Grand Canyon Colloquium
- **COLQ 4140** - The Natural History of Mesoamerica

- **Teacher Preparation and Certification**
  - **EDLA 2000** - Education in a Diverse Society (Service Learning, Spring 2014, Fall 2013, Spring 2013, Fall 2012)
  - **EDLA 2890** - Service Learning in Public Schools
  - **EDUC 3000** - Emergent Literacy (Service Learning, Spring 2014, Fall 2012)
  - **EDLA 3160** Child & Adolescent Lit (Service Learning, Spring 2014, Spring 2013)
  - **EDUC 3500** - Meth Early Childhood Education (Service Learning, Fall 2012)
  - **EDUC 3801** - Methods of Early Childhood Reading Instruction (Service Learning, Fall 2013)
  - **EDUC 3802** - Methods of Secondary Reading Instruction (Service Learning, Fall 2013)
  - **EDUC 3810**: Reading Practicum (Service Learning, Spring 2013)
  - **EDUC 3820** 39321 Practicum SEC Reading (Service Learning, Spring 2014, Spring 2013, Fall 2012)
  - **EDUC 3901**: Methods Teaching Math/Sci (Service Learning, Spring 2013)
  - **EDUC 5090** Methods II Social (Service Learning, Spring 2014, Spring 2013)
  - **EDUC 5010** - Secondary Education Methods I (Service Learning, Fall 2013, Fall 2012)
  - **EDUC 5100** Methods II Science (Service Learning, Spring 2014, Spring 2013)
  - **EDUC 5110** Methods II English (Service Learning, Spring 2014, Spring 2013)
  - **EDUC 5120** Methods II Math (Service Learning, Spring 2014, Spring 2013)
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We have attempted to identify both courses in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge, and courses that are primarily focused on a topic other than sustainability but incorporate sustainability as unit, module or activity. We have included courses with a service learning component.

This draft list was compiled by Jiaxin Fan (MFIN – 2014) and Luis Fernandez Rodriguez (exchange undergraduate student) by reviewing the Tulane BS Undergraduate Course Catalog and MBA/MFIN/MMG/MACCT Student Handbook posted at http://www.freeman.tulane.edu/students/. Service Learning courses added by Colleen Large (SLA – 2016) from lists obtained from Center for Public Service. The draft list was sent to Dean Ira Solomon for review in June 2014.

ACCOUNTING AND TAXATION

- Sustainability courses: No sustainability courses offered.
- Courses that include sustainability:
  - ACCN 7100 Ethics in Accounting and Finance– This course focuses on the practice of accounting and finance and what common sense morality (informed by philosophy, professional expectations, and peer conversation) says is ethical. Current ethical questions and controversies in the fields of accounting and finance are explored. Through class exercises, group discussions, presentations, lectures, and readings, students cultivate their own moral sense and improve their capacity for ethical decisions and conduct.

ENERGY

- Sustainability courses:
  - ENRG 4410 Energy and Environmental Economics– This course provides an overview of the economic principles used in analyzing energy markets and environmental issues important to this sector. Students in this class will learn to apply fundamental tools of micro and macro-economics to study business and public policy issues involved in the oil, natural gas, and electric industries including renewable energy sources. The course will cover the fundamentals of externalities in the energy industries and how to evaluate...
the impact of various environmental policies. They will evaluate incentive compatible mechanisms and efficient environmental regulation design. Students will study a number of industry specific cases and critically analyze typical problems in each industry. Students will apply economic reasoning to unravel popular fallacies and doomsday scenarios such as peak oil, fallacy of common-use resources, technical vs. economic potential of energy technologies.

Courses that include sustainability:

- **ENRG 4930 Introduction to Electric Power & Markets** – The number of players in power markets, player’s competing interests, and evolving regulatory policy gives electricity markets a unique niche in the world of commodity trading. The unique physical characteristics of its product, coupled with the nature of its delivery have created opportunities for trading shops and major corporations to rise and fall in a little more than a decade. As this market (slowly) matures, and regulation continues to improve market transparency and efficiency, it will be a bumpy ride. To better understand where these markets are going and where they have been, we shall first obtain a historical perspective. With a concrete understanding of the market evolution, we will then investigate what influence market prices on a long term, day ahead, and real time basis. We will also study the infamous market failures, and how regulators have responded to eliminate opportunities for indiscretion. The course will conclude with a brief look at several recent regulatory enactments to more closely align the interests of all market participants and stakeholders. This course will include market simulation exercises which will give students the opportunity to experience Power Marketing from the perspectives of a pure-marketer, independent power producer, and regulated utility.

- **ENRG 6010 Introduction to Energy Fundamentals** – This course introduces basic energy production, transportation, refining, marketing, and trading activities. This course is designed to teach students, regardless of background and experience, basic concepts and energy terminology that form a basis for further learning in energy courses. In this one-day seminar, students learn energy industry fundamentals affecting companies involved with the exploration, production, transportation, refining, and storage of oil and gas and other related industry segments.

- **ENRG 7100 Energy Markets, Institutions, and Policy** – This course covers a range of energy-related topics including major challenges and policy issues facing the industry, history and structure of the industry, company profiles and strategies, energy economics, energy markets, energy regulation, energy technology, and sustainable development. Faculty associated with the Tulane Energy Institute will lecture on the history, structure, and economics of the energy sector and its importance in the growth of modern economies. The course also includes a series of presentations by industry participants including energy economists, sell-side analysts, industry regulators, upstream oil and gas operators, midstream and downstream participants, as well as representatives of the myriad companies that provide services to the direct participants.

- **ENRG 7130 Energy and Environmental Economics** – Prerequisite: ENRG 6000. This course provides an overview of the economic principles used in analyzing energy markets
and environmental issues important to this sector. Students in this class will learn to apply fundamental tools of micro and macro-economics to study business and public policy issues involved in the oil, natural gas, and electric industries including renewable energy sources. The course will also cover the fundamentals of externalities in the energy industries and how to evaluate the impact of various environmental policies. They will evaluate incentive compatible mechanism and efficient regulation design. The course goal is to have students critically analyze typical problems in the energy sector. They should be able to apply these skills and economic reasoning to unravel popular fallacies and doomsday scenarios such as peak oil, fallacy of common-use resources, and technical vs. economic potential of energy technologies.

- **ENRG 7500 Energy Risk Management** – Prerequisites: ENRG 7110, ENRG 7120, and ENRG 7200. The course balances both the qualitative and the quantitative aspects of the risk in energy markets. The course begins with a broad qualitative look at risk scenarios. For a qualitative perspective, the course draws heavily from Foundations of Energy Risk Management (FERM) and from Managing Energy Risk (MER). For the quantitative aspects such as forwards, MR Models and options, the course relies primarily on Energy and Power Risk Management (EPRM) and Energy Risk (ERVM). Topics covered include the economic impacts of pricing and investment decisions in these industries, privatization of publicly-owned energy assets, regulation of monopolies and antitrust, the transportation and storage of energy commodities, and the economics of renewable energy sources. Major policy trends related to energy production and use, such as deregulation, climate change, and environmental impacts, are critically analyzed. The course focuses on risk management applications from the perspective of an energy company.

- **ENRG 7600 Electricity Markets and Trading** – Prerequisite: ENRG 6000. This course covers the fundamental concepts necessary to maintain and operate an efficient wholesale electric power market. Through in-class simulations, students will apply concepts from operations management, economics, risk management, and negotiations to manage physical and financial power portfolios. Lecture topics will include deregulation/industry segmentation, security constrained economic dispatch (including unit commitment and scheduling), locational marginal pricing, resource development (including traditional thermal and renewable resources), and contract negotiation. Instructor-led case studies will review historic successes and failures of deregulated energy firms. Successful completion of this course will provide students with a firm understanding of electric power market operations and portfolio management.

- **ENRG 7920 Energy Seminar (3)** – This course covers energy topics that are not covered extensively in other energy courses. The course may cover a range of topics depending upon the faculty member’s interests and the availability of guest speakers. Possible topics include investment banking, energy policy, energy legal and regulatory environment, emerging technologies, energy industry structure and analysis, sustainable development, and energy strategy.

**FINANCE AND BUSINESS ECONOMICS**
- **Sustainability courses:** No sustainability courses offered.
- **Courses that include sustainability:**
  - **FINE 4890 Financial Literacy** - (Service Learning- Mandatory, Spring 2014, Fall 2013, Spring 2013, Fall 2012)

**LEGAL STUDIES IN BUSINESS**
- **Sustainability courses:** No sustainability courses offered.
- **Courses that include sustainability:**
  - **LGST 3010 Legal, Ethical and Regulatory Environment of Business** - Prerequisites: ECON 1010; LGST 3010 examines ethical and legal issues that affect business decision-making. The course covers ethical decision making, including the concepts of professionalism, integrity-based management, compliance-based management, and corporate social responsibility. The course then focuses on the ethical and legal issues associated with the legal system, the litigation process, alternative dispute resolution techniques, business torts based on negligence, intent and strict liability, including fraud, product liability, misrepresentations, and misleading advertising, contracts, consumer protection issues, business crimes, bankruptcy, labor and employment law, laws surrounding equal opportunity, and property law, including patents, copyrights, trade secrets, trade names, and trademarks. (Service Learning- Optional, Fall 2013, Fall 2012)
  - **LGST 3890 Legal Studies** (Service Learning- Optional, Spring 2014, Spring 2013)
  - **LGST 4120 International Business Law** - Prerequisite: LGST 3010; LGST 4120 introduces students to relevant features of the various legal systems currently governing the conduct of international business—national, regional, and international. Topics include international trade agreements, international dispute resolution, jurisdictional and choice of law problems, treatment of foreign investments, foreign corrupt practices, conflicting standards on labor, the environment, competition, and tariff law. The course presents policy problems and operational concerns that arise as the result of conflicting laws, gaps in laws, and developing international standards.

**MANAGEMENT**
- **Sustainability courses:**
  - **MGMT 4150 Environment, Society, and Capitalism** - Prerequisites: All 3000-level BSM core courses; junior standing or above; This course takes a strategic planning perspective to investigate environmental management issues in the context of assessing and responding to competitive and social forces. This course examines a serious challenge to corporations competing in the global economy: How to maximize profitability and production in such a way that will allow the planet to support operations indefinitely. Emphasis will be on the company's ability to use both traditional
management concepts and new sustainability practices to build and sustain a competitive advantage. Students will learn how an enterprise can meet sustainability goals while still fulfilling its financial and market objectives.

* MGMT 7150 Environment, Society, and Capitalism - Prerequisite: MGMT 6210. This course takes a strategic planning perspective to investigate environmental management issues in the context of assessing and responding to competitive and social forces. This course examines a serious challenge to corporations competing in the global economy: how to maximize profitability and production in such a way that will allow the planet to support operations indefinitely. Emphasis will be on the company’s ability to use both traditional management concepts and new sustainability practices to build and sustain a competitive advantage. Students will learn how an enterprise can meet sustainability goals while still fulfilling its financial and market objectives.

* Courses that include sustainability:
  * MGMT 4160 Leadership - (Service Learning- Mandatory, Spring 2014, Fall 2013, Spring 2013, Fall 2012)
  * MGMT 4890 Management of Technology and Innovation Public Service (Add-on Component) - Prerequisite: MGMT 3010; Corequisite: MGMT 4180; junior standing or above; In this course students are required to complete an Eco Challenge Project where they will develop a plan utilizing the latest technologies to have the metropolitan New Orleans area run on totally renewable energy. This public service experience will add to the student’s knowledge and experience seeing firsthand the needs of the community, and the challenges in transforming the city to an area sustained entirely on renewable resources. (Service Learning- Optional, Spring 2014, Fall 2013, Spring 2013, Fall 2012)
  * MGMT 6140 Leadership & Ethics - This course concerns the ethical foundations of leadership in business and society. Students will gain an understanding of various academic perspectives on leadership, real-world examples of effective and ineffective leadership, and insights into their own leadership capabilities. The emphasis on ethics will include some moral philosophy, but will also involve the application of common sense morality to business leadership. This means that active student participation is essential in this course. The classroom experience will include much conversation, debate, disagreement, and dissent in response to provocative case studies, class exercises, and group projects.

MARKETING

* Sustainability courses: No sustainability courses offered.
Draft Inventory of Sustainability Courses

School of Public Health and Tropical Medicine

Tulane University

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Students and staff in the Office of Sustainability attempted to identify both courses in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge, and courses that are primarily focused on a topic other than sustainability but incorporate sustainability as unit, module or activity. When the list was shared with Interim Dean LuAnn White for review, she noted that “By the definition used in these documents, all public health courses would be ‘sustainability’ courses.” Accordingly, we have designated all courses offered by the School of Public Health and Tropical Medicine as “courses that include sustainability.”
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This draft list of sustainability courses in the School of Law is based on a document titled “Tulane Law School, Curriculum in Environmental and Energy Law, 2014-2015,” with additional suggestions from Professor Oliver Houck. The Course Descriptions pages of the Law School’s website were also consulted. The list was reviewed by Dean Meyer in July 2014.

Administrative Law
Animal Law Seminar
Climate Change Seminar
Comparative Environmental Law
Complex Litigation Seminar
Energy & Environment LLM Seminar
Energy Regulation & the Environment
Energy Regulation Seminar
Environmental Criminal Law
Environmental Enforcement
Environmental Law Clinic
Environmental Law: Clean Air Act
Environmental Law: Coastal & Wetlands Law
Environmental Law: Endangered Species & Biodiversity Seminar
Environmental Law: Hazardous Wastes & Substances
Environmental Law: Historic Preservation Seminar
Environmental Law: International
Environmental Law: Natural Resources
Environmental Law: Pollution Control
Environmental Law: Water Resources Law & Policy
Health Care Law & Regulation
International Human Rights
Land Use Planning
Law of the Sea
Law, Sustainability & Development
Legislative & Administrative Advocacy
Marine Pollution
Oil & Gas Law
Oil & Gas, Advanced
Sustainable Law Practicum: Panama
Tax: Natural Resources Tax
Toxic Tort Litigation Practice
Toxic Tort Theory & Practice
Draft Inventory of Sustainability Courses

School of Social Work

Tulane University

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We have attempted to identify both courses in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge, and courses that are primarily focused on a topic other than sustainability but incorporate sustainability as unit, module or activity. We have included all courses with a service learning component.

Draft list compiled by Colleen Large, SLA – 2016, by reviewing the Tulane Course Catalog posted at http://catalog.tulane.edu/content.php?catoid=39&navoid=1045 (display courses for this school/college). Service Learning courses added by Colleen Large from lists obtained from Center for Public Service. This draft list was sent to Dean Marks in June 2014.

PART 1: Department:

- Social Work
  - Sustainability Courses: no sustainability courses offered
  - Course that include sustainability:

SOWK 2000 - Introduction to Social Policy & Practice

This course examines the processes that influence the development of social policy and social services. Included are legislative and political processes, models of policy analysis, service delivery and policy implementation. Effects of these on people are considered from global, political, economic and social policy perspectives. This course is developed around the general proposition that social workers utilize knowledge and skills to carry out roles and functions critical for practice. Such knowledge and skills include the application of social policy analysis, the legislative process, the role and impact of politics and political choice on the quality of life of people, and the effect of economic-social policy decision and judicial actions on social services. In addition, the course examines the variability of the common and uncommon attributes of service delivery systems.

SOWK 2120 - Social Work Interventions with Children & Youth
This course is designed to provide students with an overview of social work intervention services from historical, theoretical, and practice perspectives. Services to children and their families are divided into support services which enhance family life, supplemental services that help struggling families to maintain or regain their functioning, and substitute services that provide for the child on a temporary or permanent basis when the family cannot do so. Each service is considered in terms of need, rationale, provision of service, diverse populations, consumer views of service, and social trends that may affect future provision of the service.

**SOWK 2220 - Drug Abuse: Univ. & Innercity (Booze, Pot, Coke, & Crystal Meth: PolyDrug Abuse Among College & Inner-City Residents)**

This course is designed to explore the epidemiology, prevalence, and culture of embeddedness of polydrug use and abuse among college students and inner-city residents. Students will compare and contrast the sociopolitical, sociocognitive, legal, and economic processes that contribute to high risk health behaviors in college and inner-city communities. Participants will develop an understanding of how one's family, friends and current systemic anti-drug initiatives come to shape high-risk health behavior patterns. Panel presentations by former polydrug users from each community will be held with a focus on developing creative solutions for a growing problem.

**SOWK 2230 - Guns and Gangs: At Risk Youth in the Inner City**

Unlike adult crimes, most juvenile delinquency is committed in groups. The aim of this course is to examine national and local gang dynamics within the context of weapon availability, drug markets, turf issues, and the economy. The rapidly changing social variables of race, social class, migration, and immigration are explored relative to gang membership, chronic gang problems, and solutions.

**SOWK 2320 - Tibet: Social Welfare, Social Movement and Social Change**

This course examines the Tibetan refugee life and the struggle to preserve their culture and way of life. We will also analyze the transformation of Tibet in the Western imagination and appropriation of Tibetan culture and their consequences for Tibetan people. How does the Tibetan refugee life affect the democratization of Tibetan society and internationalization of Tibetan issue? In order to answer these questions, we will explore a history of social movements taking place in Tibetan communities and on international platforms. Our study will be rooted in a broad variety of literary genres including historical accounts, autobiographies, and documentary films.

**SOWK 2500 Community Organizing for Social Change: Theories and Methods:** This course employs an interdisciplinary approach to the practice of community organizing. Drawing on classical and contemporary texts, students will engage in the works of Alinsky, Freire, Pharr, Piven and Cloward and others. Narratives of people of color and other oppressed groups organizing for social change will be emphasized. Student learning includes applying community
organizing theories and methods through practical engagement in the most current issues in post-Katrina New Orleans such as environmental problems, housing advocacy, race relations, education and other issues pertinent to community development.

SOWK 3000 Civic Engagement & Leadership
SOWK 3000 - Civic Engagement and Leadership
In this course students with previous experience in service learning or community service will have an opportunity to enhance their knowledge of civic engagement and strengthen their leadership skills. There are two major goals of the course. The first goal is to enhance students’ knowledge, strengths and abilities to facilitate university-community partnerships. The second goal is to foster a life-long commitment to civic engagement and democratic leadership. A combination of lecture, guest speakers, discussion, group exercises and a community-based project will be used in this course. Students who satisfactorily complete this course will be eligible for future leadership opportunities with the Center for Public Service. Note: This course has a service-learning component and is a prerequisite for Center for Public Service student leadership positions. (Service Learning- Mandatory, Fall 2013, Fall 2012)
Draft Inventory of Sustainability Courses

School of Medicine
Tulane University

The STARS methodology for assessing sustainability in the curriculum counts the number of sustainability courses and courses that include sustainability, and then compares it to the overall number of courses offered. This methodology is very difficult to apply to the Medical School curriculum, which is not organized around or defined by “courses” in the same manner as other university programs.

The Medical School has a curriculum that all students take for four years. Medical students take a set of required courses during Year 1 and Year 2 that do not follow a semester-type schedule. There are diverse elective opportunities during these years, which include taking courses in the School of Public Health and Tropical Medicine and participating in a department’s research. During the Clinical Years, Years 3 and 4, medical students complete required “clerkships,” which combine care for patients and intensive study. In identifying sustainability courses, courses that include sustainability, and counting overall courses, we considered only the required courses and clerkships, as the time commitment and experiences of the electives vary a great deal.

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This list of sustainability courses in the School of Medicine was developed in consultation with Dr. Kevin Krane, Vice Dean of Academic Affairs. To review the overall curriculum of the Tulane School of Medicine, visit: http://tulane.edu/som/courses/courses.cfm

First Year Courses:
Foundations in Medicine I

Second Year Courses:
Foundations in Medicine II
Clerkships:

Internal Medicine

Obstetrics & Gynecology

Surgery

Pediatrics

Family Medicine

Neurology

Psychiatry

Int. Med. Specialty Clinics

Sub-Internship

Emergency Medicine

Radiology

Outpatient Surgery

Community Health