SCHOOL OF LIBERAL ARTS
MISSION STATEMENT

The School of Liberal Arts is dedicated to nurturing and promoting innovative scholarship, transformative research, and creative inquiry within the arts, humanities, and social sciences. Based on a distinctive vision comprised of our interdisciplinary approach, dedication to place-based creativity, and commitment to service learning, the school provides students with an outstanding education founded on close working relationships with distinguished faculty. In our belief in interdisciplinary inquiry, our faculty reach beyond traditional academic boundaries; in our dedication to place-based learning, we engage with New Orleans and the greater Gulf region; in our pursuit of social innovation, we foster a lifelong enthusiasm for service to the community and the world.

A commitment to the community through place-based learning is an essential part of what makes the School of Liberal Arts unique.
Welcome to the second annual volume of Reflections, the School of Liberal Arts’ “Year in Review.” We were delighted with the response we received to our first edition, and look forward to sharing some of our highlights from this past year.

As we noted previously, the School of Liberal Arts possesses a unique vision made up of three distinctive elements: place, approach, and mission. Located in the Gulf South, we are committed to being the national leader in research and teaching on the region. Interdisciplinary in our approach, our faculty reach across traditional academic boundaries creating innovative courses, programs, and research. In our dedication to service learning, we connect learning in the classroom with engagement to the city and the world. As you will read in the pages that follow, each of the pieces of our vision leads to exciting activities shared by both faculty and students alike.

And, like last year, Reflections allows us to recognize the generosity of our donors who make many of these extraordinary accomplishments possible. We thank you for supporting our distinctive vision and allowing us to make the School of Liberal Arts the remarkable place that it is. I am truly honored to be dean of SLA.

CAROLE HABER
Dean, Tulane School of Liberal Arts
INSIDE

4 ................ Reflections on Katrina
6 ................ Mission
10 ............... Place
14 ............. Approach

19 ............. Donor Honor Roll
24 ............. SLA & 10 Years Past Katrina
25 ............. Looking Ahead

Chris Rodning, an archaeologist and associate professor of anthropology at Tulane, with (from left to right) rising sophomores and anthropology majors Amber Thorpe, Hannah Hoover, and Hannah Orr, on the summit of Table Rock Mountain, in western North Carolina, with Linville Gorge in the background, on a day off from digging, and out for a summer solstice day hike.

PHOTO PROVIDED BY KENNA LIBES

SLA REFLECTIONS YEAR IN REVIEW A Magazine for Alumni and Friends of the School of Liberal Arts
VOLUME 2, 2014-2015

Writing & Editorial Advisory Board Carole Haber, Linda Peal, Laurie Martin, Arielle Pentes, Lauren Phipps, Mary Sparacello, Nicole Westerfield  Art Direction & Design Beth Aguillard
Contributors Mary-Elizabeth Lough, Kirby Messinger, Mary Sparacello

On the cover: Detail, double-headed serpent pectoral, 15th-16th century, Aztec, turquoise and shell mosaic over wood, from the British Museum. Included in the coursework of PhD students in Latin American Art History.
August 29, 2005 will be a date long remembered at Tulane, in New Orleans, and across the country. Hurricane Katrina and the resulting failure of the levees left 80 percent of the city underwater. Water filled the buildings around Newcomb Quad and left the basement of the library in ruins. Precious artifacts were lost; centuries-old musical scores were destroyed. Hundreds of faculty and staff watched helplessly as their homes succumbed to the flood waters.

For Tulane, the storm was a call to action and reorganization. Almost immediately, the university took steps to solidify its place as one of the nation’s leading institutions of higher learning. No longer simply “in” New Orleans, it had become “of” New Orleans. Its goal was to offer an unmatched educational experience tied to the distinctive needs and nature of the region.

The reorganization of Tulane that followed Katrina left no area of the university untouched. For those in the liberal arts, the impact was great. Out of the floodwaters that devastated the city, the School of Liberal Arts was born. Home to all undergraduate and graduate men and women majoring in the arts, humanities, and social sciences, SLA eventually came to house 17 departments, 17 interdisciplinary programs, much of the core curriculum, and a majority of the new public service courses. But the school was not simply a means to provide a variety of classes. Nearly 50 new tenure-track faculty members have been hired, graduate programs have been
reinvented, and new centers, such as the New Orleans Center for the Gulf South, have been created. An ever-growing donor base has come to recognize and support the school’s distinctive mission. Over the course of the last decade, what began as a response to a disaster has evolved into a school united by its unique vision and looking forward to an unparalleled future.

In fall 2015, Andy Horowitz, assistant professor in the department of History, will teach a new course, “The Katrina Disaster Now.” Using an interdisciplinary approach, the class will consider Katrina both as a political, cultural, and environmental catastrophe that occurred in the Gulf South on August 29, 2005, and as a long-term process with causes and consequences that have stretched across a century.

Throughout the semester, students will gain a first-hand look at the impact of Katrina on the region. Traveling by bus to the sites of levee breaches and pumping stations, they will observe the status of the recovery process across the city. Touring on boat, they will witness the effects of coastal Louisiana’s land crisis.

Students will also participate in special events sponsored by the Environmental Studies Program and funded through a generous donation from an alumna. Open to the Tulane community and the public, these activities will include panel discussions with environmental activists, lectures from nationally renowned scholars, and one-on-one conversations with many distinguished guests who will be visiting New Orleans for Katrina’s 10th anniversary.
Amy Fottrell was a Tulane freshman when she first conceived the idea for Roots of Renewal, an enterprise that employs young adults directly out of prison to turn blighted properties into small businesses.

The 2015 graduate had been volunteering in the Central City neighborhood for Outreach Tulane. She remembers signs throughout the neighborhood that said, “Don’t Shoot” and “Stop the Killing.”

She talked with a neighbor who lamented the senseless killings that touched the lives of many in the community and remarked that vacant properties were becoming havens for criminal activity.

This combination of wanton violence and urban blight sparked an idea for Fottrell. “I started contemplating a solution that addressed the root causes of violence,” Fottrell says.

As a first step, Roots of Renewal plans to purchase one blighted home in Central City and employ eight recently released offenders, aged 18 to 24, to renovate the home into a small manufacturing business. Once the building is renovated, they will then learn a trade in manufacturing. The organization hopes to repeat the process with other blighted structures.

Fottrell’s experiences at Tulane prepared her to run a nonprofit venture. Innovative public policy and sociology courses offered through the School of Liberal Arts gave her the background to work with New Orleans officials to get Roots of Renewal off the ground. “I felt like I had a lot of knowledge about what I was getting into before I got into it,” she says.

Roots of Renewal has received acclaim nationally, garnering a $7,500 award and fellowship from The Resolution Project in 2014. Hillary Clinton praised Roots of Renewal in her opening address at the Clinton Global Initiative University conference in June 2014.

SUMMER SERVICE & THE COMMUNITY

During the summer of 2015, the School of Liberal Arts offered two innovative programs that forge strong links between the classroom and the community. In both the new Environmental Studies Summer Program and the Summer Minor Program in Public Policy, students not only explore key regional issues but also have the opportunity to make a real impact on social policy.

Professors Christopher Oliver and Laura McKinney of the Department of Sociology, along with May Nguyen, community outreach director of the Tulane Environmental Law Clinic, developed the new Environmental Studies Summer Program. Through classwork, students learn how to analyze the effect social and environmental changes have had on the region; through community visits, they gain insight as to how individuals in these communities have been affected by these changes. According to Oliver, “Investigating such concerns as lead poisoning and hurricane-impacted housing gives students practical skills regarding environmental justice.”

At the end of the four-week program, students present their findings to the Clean Gulf Commerce Coalition, a collaboration of environmental nonprofits. The students’ work may then be used by the Coalition in their campaigns for environmental justice and change.

Now in its second year, the Summer Minor Program in Public Policy also provides students with an understanding of national and local policy issues and gives them a forum for influencing public policy in New Orleans. In Brian Brox’s Policy Research Shop, students write policy briefs on topics of immediate interest to New Orleans City Hall and other public offices and present their findings to public officials. This year students will conduct research for the New Orleans Police Department, the New Orleans Health Department, and the Recovery School District.

A popular minor, the program also consists of a number of courses across the liberal arts, including Introduction to Public Policy, Public Policy & Arts, Immigration Policy, Environmental Policy, and Colbert & Stewart: Satire & Public Policy.

As J. Celeste Lay, an associate professor of political science and creator of the program, notes, “For the students, this is an opportunity to understand how the research and writing skills they learn in their classes translate to the real world.”

PHOTO PROVIDED BY AMY FOTTRELL

students in the Environmental Studies Summer Program visit the lower Ninth Ward Center for Development.

PHOTO PROVIDED BY AMY FOTTRELL

Students in the Environmental Studies Summer Program visit the lower Ninth Ward Center for Development.

PHOTO PROVIDED BY AMY FOTTRELL

The Public Policy & Arts class visits artistic works throughout New Orleans.

ARIELLE PENTES PHOTOS
MISSION

Art Students Lead Drawing Workshop for Local Kids

BY JESSIE GOMEZ
2015 Graduate, Art Studio/Psychology

On a Saturday in March, students from the Sequential Art course in the Newcomb Art Department led a free drawing workshop for kids at the Southern Food and Beverage Museum. The Sequential Art class, taught by Professor Aaron Collier, is an intermediate drawing course that uses a sequence of images to construct a visual narrative. The course combines research, writing, and image-making with a vibrant two-part service learning component.

Throughout the semester, Collier's students worked with the Southern Food and Beverage Museum in New Orleans to create a small publication of food related narratives. Each Tulane student selected a food or ingredient important to the South and developed images and text surrounding the topic.

At the Saturday workshop, the Tulane students then guided neighborhood children as they developed their own food narratives. The kids enjoyed creating images and panels to accompany creative prompts such as the step-by-step rendering of a person eating a hot pepper. The event culminated with a comic strip activity, which the museum staff called a "jam comic." Each child started a seven panel story. After five minutes, the story was passed to the next child, who would continue the illustration for another five minutes. Participants kept passing the panels until the story was complete, eventually passing through the hands of seven different young New Orleanians.

When asked about the workshop, Sequential Art student Doug Rothman said, "As the kids streamed in, I was surprised to see how many of them began drawing before the workshop even began. It was easy to facilitate and guide them through the miniature projects, and I definitely enjoyed messing around ideas with them. Some of the kids really took off once they caught an idea that they liked, and it was hilarious to see where their "food related" comics went. Later in the workshop I was happy to see some of the more reluctant and timid kids come forward and not only come out of their shell but also decide to share with the rest of the class. Definitely a Saturday morning well spent!"
Tulane students and faculty, as well as community members from throughout New Orleans, got into the holiday spirit when Troy “Trombone Shorty” Andrews took the stage for the first-ever Tunes for Toys concert in December 2014.

The concert featured Andrews playing with The Soul Rebels and student musicians from the Trombone Shorty Academy. Instead of buying tickets for admission, concertgoers were asked to donate new, unwrapped toys for children in need.

The concert was the brainchild of the Trombone Shorty Foundation and the School of Liberal Arts. Students from the Academy performed with professional musicians, while those from the Music Business Institute within the Academy produced the concert. Also joining in the effort was Whole Foods. Throughout the year, they partnered with the Academy providing healthy snacks during rehearsals and promoting healthy eating among the academy students.

The concert in Tulane’s McAlister Auditorium collected over 400 toys for children from the local Treme neighborhood where Andrews grew up. The toys collected at the event were distributed to children from Treme at the Whole Foods’ Broad Street location.

“The event was the perfect project to involve students from the Academy and give back to the community at the same time,” says Bill Taylor, executive director of the Trombone Shorty Foundation. “Tunes for Toys gave our students the opportunity to perform in front of an audience and experience what it is like to be a professional musician,” says Taylor. “At the same time they had to work to market and produce the event, so they experienced things from a business perspective as well.”
I have been an adviser to the Guantánamo Public Memory Project (GPMP) since 2009, and when I saw the exhibit at the grand opening at NYU in 2012, I knew I had to bring it to Tulane. The exhibit presents the history of the U.S. naval base in Guantánamo Bay from multiple points of view, including Cuban base workers, U.S. military families, Cuban and Haitian refugees, and detainees’ lawyers. The exhibit raises key questions about U.S.-Cuban relations, human rights, national security, refugee policy, and the rule of law in today’s society.

Over the course of the semester, more than a dozen Tulane School of Liberal Arts professors integrated the Guantánamo Public Memory Project into their fall classes. Students in Spanish, History, English, Political Science, Communication, and Latin American Studies all visited the exhibit. Several classes also developed more in-depth projects related to the project. For example, students in my course located primary sources, documents, books, and images in on-campus libraries, and these documents were displayed alongside the traveling exhibit. Three classes also partnered with the GPMP for service learning projects. Students in graduate instructor/PhD candidate Allison Caplan’s Introduction to Latin American Studies class became tour guides, leading public school students through the exhibit when it was hosted at the Ashe Cultural Arts Center. Allison commented that for her students, the experience gave them a “deepened sense of their responsibilities as citizens” and motivated them “to keep themselves informed about actions taken by the nation, to share that knowledge with others, and to participate actively in national dialogues about questions like how we treat detainees of the War on Terror.”

Three public forums took place on Tulane’s campus: Guantánamo Post-9/11, Human Rights and Constitutional Law in Modern America, Angola and Guantánamo: Art and Incarceration, and Guantánamo: Cuban and Haitian Refugee Stories. Each of the Tulane events was standing room only. The events featured a broad range of speakers, including Supreme Court reporter Jess Bravin (Wall Street Journal), James Yee (former GTMO Army Chaplain), Deborah Luster, who photographs inmates in Louisiana, and Aurora de Armendi, who came to the United States via GTMO during the 1990s rafter crisis and is now an artist and teacher in New York City.

Erica Endlein (SLA ’15), a Service Learning Fellow who assisted with the exhibit, aptly summed it up, “One of my biggest takeaways from the project was the importance and relevance of the base’s history to the current issues facing Guantánamo today.”
A Closer Look: Tulane Graduate Instructor Allison Caplan’s students in Introduction to Latin American Studies authored research papers inspired by the Guantánamo Public Memory Project. Their thought-provoking reports explored a range of topics, from the Haitian refugee crisis in the 1990s to the treatment of female soldiers at the base today. To read these evocative research papers, go to: gtmoinnola.wordpress.com

Student Tyler Zamjahn, a sophomore in chemical engineering and mathematics, researched the art classes taken by Guantánamo prisoners. His paper notes how the detainees’ art is limited by various program restrictions—the prisoners cannot paint people or identifying marks, and they cannot sign their names due to security concerns. But Zamjahn also discovered that the process of creating art reaps benefits for the incarcerated, giving the men “temporary freedom and escape from their condition of imprisonment.”

- Jeanette Thacker Hanks, military dependent, at GTMO from 1955 to 1962

"History has to be recorded...because how will they know if we don’t share our stories?"

- Jeanette Thacker Hanks, military dependent, at GTMO from 1955 to 1962

Artwork by GTMO detainee. IMAGE COURTESY OF EMMA REVERTER, used with permission from the Guantánamo Public Memory Project collection.
New Orleans has long been described as a unique city, whose extraordinary culture sets it apart from all others.

Nearly 30 scholars met on Tulane’s campus in September 2014 to explore this characterization and its impact on the city in a conference entitled “New Orleans as Subject.”

“Our aim (was) to go beyond the caricature of New Orleans . . . as if everyone in this city was a Mardi Gras Indian second-lining down the street, po-boy in hand, on the way to Jazz Fest,” says conference organizer Matt Sakakeeny, associate professor of music at Tulane.

The need to develop a more complex understanding of New Orleans was underscored by Adolph Reed, Jr. a New Orleans native and political science professor at the University of Pennsylvania. Reed gave the conference’s keynote address that raised the question of whether the celebration of New Orleans’ ‘exceptionalism’ hides darker realities that plague the city, such as poverty, crime, and educational disparities.

The contradictions that exist between the image of the city and its realities were explored by scholars from a variety of academic perspectives. The picture that emerged was a city that, while celebrating its unique nature, architecture, food and history, must also come to terms with the conditions of everyday life for New Orleanians.

**MAKING DISCOVERY AND CHANGE POSSIBLE:** Nora Lustig, Samuel Z. Stone Professor of Latin American Economics, is renowned for introducing new perspectives on the study of inequality, poverty, and public policy in Latin America. Lustig directs the Commitment to Equity project and has devoted the last decade of her research to studying how governments collect and redistribute money. Support from the Bill and Melinda Gates Foundation has now allowed Lustig and her team to expand their research into Africa.
The unassuming former ammunition shed in Belle Chasse, Louisiana, held a secret. Hidden inside its depths were rare 19th and early 20th century casts of ancient Maya monuments.

As the Middle American Research Institute (MARI) inventoried Tulane University’s holdings last fall, references to architectural casts not in immediate possession kept appearing.

MARI director Marcello Canuto suggested visiting a Tulane storage facility in Belle Chasse, where MARI objects were stored nearly four decades ago. The institute rapidly assembled a team to uncover the contents of the Bunker 28 Tulane storage facility at the F. Edward Hebert Research Center.

What they found was startling. Stacked amidst rolls of fencing and old classroom desks were priceless casts of Maya monuments.

“They all have a great value within their historical contexts,” notes Caroline Parris, MARI collections manager. “Many were displayed publicly during the height of American fascination with prehistoric Mesoamerican cultures.”

The casts bear hieroglyphic details that have since eroded on the monuments themselves and could aid in decoding hieroglyphic texts.

However, it was almost too late. Recent damage to the windows left the monuments vulnerable to weather and the depredations of rodents and insects.

The Zemurray Foundation saved the day with a timely grant. Thanks to the assistance, MARI immediately began working to catalogue and protect these rare casts for future generations of Tulane researchers and students.

www.tulane.edu/~mari
Hurricane Katrina brought considerable change to graduate education in the School of Liberal Arts. Immediately following the storm, five of the school’s 10 PhD programs were suspended. Each of these programs was challenged to reinvent itself. Each was to reimagine itself as both innovative and interdisciplinary, reflecting the school’s outstanding faculty and the resources of the region. Since 2009, this challenge has certainly been met. Sociology joined with Social Work and Urban Studies to create the PhD program, City, Culture and Community; the French PhD attracted students who were interested in the global French; Economics chose three areas for study: health, education, and human capital; public economics and public policy, and inequality and poverty; and, Political Science developed an interdisciplinary program on Political Development. The Linguistics PhD, long a stellar interdisciplinary program, received its own stipend funding source. Other programs, such as History, Philosophy, Spanish & Portuguese, Latin American Studies, and Anthropology continued with strong students and outstanding professors. Within a five-year span, both the continuing programs and the restructured ones had clearly defined the School of Liberal Arts as a leader in interdisciplinary, graduate education.

The stature of these programs is vividly reflected in the students who come to Tulane. Each entering class is small, the accepted students chosen among scores of applicants. They find a range of research opportunities to match their interests and faculty who are dedicated to teaching and mentoring. Upon the completion of the dissertations, they are well prepared to become the next generation of academics or move into the public or private sector. tulane.edu/liberal-arts/graduate-degrees.cfm
LATIN AMERICAN ART HISTORY

Drawing on Tulane’s superb resources in the art and culture of Latin America, the joint PhD program unites a disciplinary grounding in art history with the breadth and interdisciplinary focus of Latin American Studies. Faculty and courses in Art History provide the strong disciplinary foundation graduates require for careers in teaching, research, and museum work in art history. Faculty and courses across the humanities and social sciences that focus on Latin America provide a more comprehensive knowledge of Latin America and promote a comparative perspective both within Latin America and globally. The program encourages study in such related fields as anthropology, history, languages, and literature.

Current and former students have won prestigious national grants and fellowships; previous graduates are employed by major museums and universities.

tulane.edu/liberal-arts/art/art-history-phd.cfm

CITY, CULTURE, AND COMMUNITY

Tulane University’s City, Culture, and Community (CCC) program is an interdisciplinary PhD program sponsored by the Department of Sociology, the School of Social Work, and the Urban Studies program. CCC’s unique structure allows it to bring together approaches from throughout the social sciences, social work, architecture, law, and the humanities to examine the diverse challenges facing today’s urban spaces. As a broad-based and integrative graduate education-research program, CCC looks at issues and interrelationships between the physical environment and social, economic, and political institutions and processes that shape urban areas. Participating faculty are located in the School of Liberal Arts, the School of Architecture, School of Law, School of Public Health, and the School of Science and Engineering.

The CCC PhD Program’s breadth of interdisciplinary study allows students considerable flexibility to develop individual research interests while providing a depth of disciplinary training for those who wish to pursue advanced study in social work or sociology.

Graduates from the CCC program are trained as professionals, social scientists, and humanists. They are prepared to pursue careers in a wide range of sectors, including academic, government, community, private, and public, or some combination.

tulane.edu/ccc

POLITICAL DEVELOPMENT

Change is the sign of our times. Will it be adaptive, progressive, revolutionary, repressive, or simply provoke collapse? These enduring questions are at the heart of the new Political Science PhD program in Political Development. The program focuses on the role of political institutions in mediating a country’s adaptation to globalization. Students work closely with Political Science faculty, learn cutting-edge statistical methods, and can draw on the interdisciplinary resources of the Stone Center for Latin American Studies, Murphy Institute for Political Economy, and the Center for Inter-American Policy and Research.

The nine students who form the program’s first cohort reflect the focus on globalization. Four are from the United States, three come from China, and there is one each from Iran and Northern Ireland. They are training to conduct research on a variety of topics crucial to international politics including ethnic conflict, environment and development, the resilience of authoritarian regimes, and human rights.

tulane.edu/liberal-arts/political-science/poldevphd.cfm
NEW MINOR IN MANAGEMENT

Debuting in fall 2015, Tulane University’s School of Liberal Arts Management Minor (SLAMM) is a unique course of study that introduces non-business majors to management practices and principles through a liberal arts perspective. “This program draws upon and develops students’ abilities to write, think, and analyze and then bridges those skills with professional careers,” says School of Liberal Arts Dean Carole Haber.

The program addresses a desire among liberal arts students to present a wide variety of skills and knowledge to prospective employers. The innovative new minor will give students financial literacy through teaching management concepts and practices within the context of the liberal arts. Students will explore how economic trends and conditions are rooted in historical, political, and social conditions, as well as have critical ethical implications.

The interdisciplinary curriculum is divided into three tiers. To complete the minor, students must take a minimum of six courses within those tiers: 1) microeconomics and financial accounting 2) specially designed SLAMM courses focusing on leadership, ethics, marketing, management, organizational behavior, and philanthropy 3) classes throughout the arts, humanities, and social sciences that provide an interdisciplinary understanding.

Lesson in Philanthropy Offered to Students

This fall, Tulane students will have the unique opportunity not only to learn about philanthropy but to practice it as well. Supported by a grant from the Once Upon a Time Foundation, Tulane students will enroll in a new course, “Philanthropy and Social Change,” which will ultimately allow them to allocate $50,000 to worthy New Orleans nonprofits.

“I think students are going to walk away from this experience with a much better understanding of how they participate in the public good,” says Michele Adams, an associate professor of sociology at Tulane and chair of the department.

The Fort Worth-based Once Upon a Time Foundation is funding the course as part of its program, The Philanthropy Lab, which supports philanthropy education at universities.

Started in 2011, The Philanthropy Lab and its donor partners have given $3.5 million to advance philanthropy education at universities. Since the creation of the organization, over 1,200 students have participated in philanthropy courses. Tulane is the 14th university currently partnering with The Philanthropy Lab, joining universities such as Harvard, Yale, and Stanford.

Adams says the class will work in teams to become thoughtful, socially responsible philanthropists. They will study the history of philanthropy, learn why philanthropy is sometimes described as the “third leg of the American
of management practices and traditions. 

The interdisciplinary list of SLAMM courses is distinctive, including a leadership class taught by former Tulane president Scott Cowen and a philanthropy class that actually allows students to allocate $50,000 to nonprofits. (See story, below.) “Where else can you take a course on the anthropology of money or Spanish for business?” Haber asks. tulane.edu/liberal-arts/slamm.cfm

economy,” visit nonprofit agencies, and devise strategies to distribute foundation dollars effectively.

According to School of Liberal Arts Dean Carole Haber, the Once Upon a Time partnership with Tulane is a natural fit. Haber notes that, “Our students come to Tulane with a desire to become involved in the community and make a difference in the lives of New Orleanians. The Philanthropy Lab gives them unmatched, first-hand experience.”

DEAN CAROLE HABER, shown left, at a SLAMM information session

THE CREATIVE PREMEDICAL SCHOLARS PROGRAM seeks students who want to major in the liberal arts at Tulane and pursue a career in medicine after graduation. Successful applicants receive guaranteed admission to Tulane’s School of Medicine and are not required to take the MCAT. Relieved of the pressures that often accompany preparation for the MCAT and applying to medical school, Creative Premedical Scholars are free to invest in a course of study within the humanities, arts, and social sciences.

More information: tulane.edu/liberal-arts/cpsp.cfm

THE LAW SCHOOL 3/3 PROGRAM allows Tulane students to receive the BA/BS and JD degrees in six years. Accepted students enroll as full-time law students during what would otherwise be their senior year. At the successful conclusion of that year, the student receives the BA or BS. After two more years of full-time law school, the student receives the JD.

More information: tulane.edu/liberal-arts/slajd.cfm
The four tenured professors in the Tulane Creative Writing Program are masters in creating literature that crosses boundaries between fiction and non-fiction, redefining genres and taking risks. “These are all writers who are at the top of their game,” says Michael Kuczynski, English Department chair. “They’re getting the kinds of accolades only the very best writers are able to capture.”

The program’s director, Peter Cooley, is a poet who has been at Tulane since 1975. In 2014, Cooley released his ninth collection of poetry, Night Bus to the Afterlife. In it, he turned his lyrical pen to Hurricane Katrina, capturing the desolation and hope that the storm brought to New Orleans.

Non-fiction writer Thomas Beller, who joined Tulane in 2008, recently received great acclaim for J. D. Salinger: The Escape Artist. Critics have raved that this 2014 biography of the reclusive author is a vibrant portrait of Beller as well as of his subject. The book received the New York City Book Award for Biography/Memoir.

Zachary Lazar, at Tulane since 2011, blends fact and fiction in his 2014 novel I Pity the Poor Immigrant, in which a fictional journalist investigates real-life gangster Meyer Lansky. The New York Times named the book as one of the “100 Notable Books of 2014.” Lazar recently won the John Updike award from the American Academy of Arts and Sciences, which honors “a mid-career author who has consistently done outstanding work.” In addition to his newest book, the award acknowledges Lazar’s three earlier books: Aaron Approximately, Sway, and Evening’s Empire: The Story of My Father’s Murder.

The newest member of the team, Jesmyn Ward, the Paul and Debra Gibbons Professor, joined the faculty in 2014. She won the 2011 National Book Award for fiction for her second novel, Salvage the Bones. Set in a fictional town based on her Mississippi home, the book follows a family devastated by Hurricane Katrina. Her latest work is a 2013 memoir, Men We Reaped, in which Ward writes honestly and lyrically about the death of five young men with whom she was close, including her brother. Among other awards, the book received the 2014 Chicago Tribune Heartland Prize for Nonfiction.

The Tulane creative writing faculty are not only outstanding writers but incredible teachers as well. Through their classes, they inspire the next generation of storytellers to draw on their own experiences, breaking new ground, in award-winning, critically acclaimed ways.
The support of alumni and friends allows the School of Liberal Arts to give students an innovative and transformative education. Such generosity means we are able to recruit top faculty, offer resources for travel and research, bestow scholarships and awards on worthy students, bring renowned speakers and conferences to campus, and provide facilities for cutting-edge research and creativity.

Through the generous support of Stacy Mandel Palagye (NC ’83) and Keith Palagye, 15 Tulane students traveled to Israel as part of the unique five-week Middle East peace summer immersion program.

Photos provided by Aliya R. Boyer (SLA ’17) and Kevin Ginthner (CS ’17)
Tulane School of Liberal Arts is grateful to the following individuals, companies and foundations that gave gifts and made pledges or pledge payments of $1,000 or more in fiscal year 2015.*

Sponsored by Andrew and Kerin Fredman, The Fredman Music Business Institute teaches young performers event production, recording, and marketing, and insures that they will be lifelong advocates for the unique musical traditions of the Gulf South.

Anne Abbott and Herschel Abbott
Susan Altman and Sam Altman
American-Israeli Cooperative Enterprise
Anonymous Donors
John Argenti
Arts Midwest
Kimberly Asher and Hugh Asher
Asian Cultural Council
Ellen Ball and Macnaughton Ball
Doris Barnett and Bill Barnett
Marcia Barr and Cameron Barr
Mark Beebe
Joan Berenson and Gerald Berenson
Louellen Berger and Darryl Berger
Donna Berger
Rose Bernstein and George Bernstein
Sharon Bertrand and James Bertrand
Valerie Besthoff
Estate of Les Blank
Marilyn Blatnikoff
Hilary Blum and Peter Blum
Edward Bonin and Rene Fransen
Rich Bouchner
Bonnie Boyd and John Boyd
Colleen Bracci and Michael Bracci
Rebecca Brechtel * and Berenger Brechtel
Lucille Brian and Eugene Brian
Cynthia Broten
Victoria Brubaker and Dennis Brubaker
Edison Buchanan and Sally Corning
Elizabeth Buchsbaum and Andrew Buchsbaum
Cahn Family Foundation
Richard Cantor
Sarah Clark and Knox Clark
Jeffrey Cohen and Renee Vebell
Karen Cole and David Cole
Aloha Collins and Robert Collins
Carolyn Cornelius

Giving back to Tulane has always been easy for me. After all, many of the most important formative experiences in my life happened during my undergraduate years at Tulane. My liberal arts academic education was central to those experiences – it taught me how to think critically and independently. And Tulane offered so much more, a sense of place grounded in an idyllic educational setting mixed in with the wonder and chaos of New Orleans.

Giving to Tulane means that I can contribute to the life experiences of new generations of students and help Tulane provide opportunities similar to those I was fortunate enough to have. Some years ago, I endowed a scholarship with the only stipulation that the student who received it was in need of financial support and had strong academic credentials. One of the thank-you notes from a recipient read in part, “I was drawn to New Orleans and the unique opportunities and challenges post-Katrina. I have been blessed with my time here at Tulane, and your gift has allowed me to pursue my dreams of becoming a surgeon. Thank you for everything you have given and allowed me to do.”

After reading this note, my wife, who is not a Tulane graduate and at times had questioned our gifts, handed it back to me and said only, “now I know why you give.”

— Wilson Magee (A&S ’77)
BA History, English

Arthur Crais
Alison Crowther
Candace Davey
Dean de Freitas
Collins C. Diboll Private Foundation
Richard Diehl
Paul Distler
Jean Dragon
Laurie Dubin and Scott Dubin
Catherine Edwards and David Edwards
David Eldridge
Robin Epstein and Steven Epstein
Therese Esperdy and Robert Neborak
Ron Etergino
John Fairchild
John Fairfax
Far Horizons Archaeological and Cultural Trips Inc.
Stephanie Feoli and Ludovico Feoli
Ferber Family Foundation of Houma, a supporting Foundation within Jewish Endowment Foundation
Ruth U. Fertel Foundation
Roxanne Field and Michael Field
Bruce Fierst
Michael Fink
Olivia Fischer and Harlan Fischer
Ann Flowerree
Diane Franco and Alan Franco
Howard Freedman and Rita Montlack
Robert Freund
Marlene Friedman and Reuben Friedman
Bill & Melinda Gates Foundation
Annette Gelpi and John Gelpi
Gina Genz and Peter Genz
Georges Lurcy Charitable and Educational Trust
Constantine Georges
Clifford Gevirtz and Alison Lazarus
Katrina Gewirz and Steven Gewirz
Beth Gold and Jim Gold
Bill Goldring

DONOR HONOR ROLL
I am excited about reaching out to people and helping them reconnect with Tulane just as I was able to.

— Eric West (A&S ’86), who with his wife Natalie is leading a substantial effort to establish a Modern Israeli Society Chair in Jewish Studies.
Elizabeth Schenthal
Judy Schwartz and Mark Schwartz
The Selz Foundation
Estate of Barry Shafer
Jack Sharpe
Anjali Sheffrin and Steven Sheffrin
Amy Silverman and Jeffrey Silverman
Jennie Steele and Russell Steele
Sammy Steele
Corky Steiner and Richard Steiner
Paulette Stewart and Frank Stewart
Alison Stone
Carol Stone
Haydee Stone
Raymond Strangways
Pam Strasburger and John Strasburger
Cynthia Sublett and Roger Sublett
Jeffrey Taft
Cecil Talley
Maureen Thunell and Bob Thunell
Estate of Thelma Toole
Travis Torrence
Patricia Truscelli and Emmett Ellis
Christine Tuchler and Andrew Tuchler

Gene Turner and John Turner
Elisabeth Ueberschar and Christopher Logothetis
Cynthia Urbanowicz and Peter Urbanowicz
Elaine Van der Linden and Bernard Van der Linden
Rae Victor
Thomas Vining
Scott Waitzer

Kristen Ward and Steven Ward
Neil Wasserstrom
Elmon Webb
Maria Weber and Clifford Weber
Ann Weinbaum and Ben Weinbaum
Martha Wells and Max Wells
Natalie West and Eric West
David White
Serena Whitridge and Fred Whitridge
Jane Wicker and Tom Wicker
Richard Wilkof
Ginger Willis and David Willis
Judith Windhorst
Diane Wladis and Mark Wladis
Lynne Wolfberg and Robert Wolfberg
Barbara Workman and Mark Workman
Estate of H. Colley Yoder
Nell Young and Bob Young
Claudia Zeldin and Daniel Katzner

+ Deceased

Every effort has been made to ensure the accuracy of this list. Please contact Lauren Phipps at (504) 247-1375 or lphipps@tulane.edu with corrections or questions.

In each of the last five years, SLA has named four Glick Fellows, supporting their research and creative activities through a generous grant from Cathy and Craig Glick.
In 1851 SLA was founded as the Academic Department of the University of Louisiana. It was formed as the School of Liberal Arts after Katrina, in 2006.

2005 HURRICANE KATRINA floods New Orleans including Tulane’s uptown campus.

2006 THE SCHOOL OF LIBERAL ARTS is formed as part of Tulane’s Renewal Plan.

2008/2011 SLA received two ANDREW W. MELLON FOUNDATION GRANTS, each over $1,000,000, which brought 20 post-doctoral fellows to the school, supporting their research and teaching in the humanities.

2009 DINWIDDIE HALL, home to the Middle American Research Institute and the Department of Anthropology, reopens after extensive renovations.

2010 MUSIC RISING, an award winning initiative co-founded in 2005 by U2’s the Edge, legendary producer Bob Ezrin and Gibson Guitar Chairman and CEO Henry Juszkiewicz announced a $1 million program in partnership with Tulane University to develop a college curriculum that will provide a permanent, comprehensive and definitive study of the musical heritage of New Orleans and the Gulf Coast region. musicrising.tulane.edu

2012 THE NEW ORLEANS CENTER FOR THE GULF SOUTH opens to explore the region’s intersections with Africa, Europe, Latin America, and the Caribbean through research, community engagement, and a new curriculum. tulane.edu/liberal-arts/NOCGS

2012 The Trombone Shorty Foundation partners with SLA to launch the TROMBONE SHORTY ACADEMY, which targets underserved New Orleans high school students who are musically gifted.
THE EDUCATION RESEARCH ALLIANCE FOR NEW ORLEANS

is formed by associate professor of Economics, Douglas Harris to engage scholars from Tulane and other local universities in important new research and to work with local educators to improve schools.

SLA launches a unique summer program taking TULANE STUDENTS TO HOLLYWOOD to gain first-hand experience in the film industry.

STACY MANDEL PALAGYÉ and KEITH PALAGYÉ support a $1 million summer immersion program for Tulane students to travel to Israel where they will engage in the Middle East peace process.

MICHAEL A. CORASANITI AND VALERIE A. ZONDORAK CHAIR IN INTERNATIONAL POLITICS

SLA will conduct a national and international search to hire the Michael A. Corasaniti and Valerie A. Zondorak Chair in International Politics in the Department of Political Science. The BoRSF funding will be combined with a $1.5M gift from Corasaniti and Zondorak to provide a total of $2.3M for the Chair. The prospective chair holder will be a preeminent scholar with expertise in the broad area of international conflict and crisis focusing on cross-national issues such as terrorism, environmental disasters, pandemics, and human rights violations.

FIRST FOLIO! THE BOOK THAT GAVE US SHAKESPEARE

Tulane University will host “First Folio!”, a national traveling exhibition featuring the first collected edition of Shakespeare’s plays. The exhibition marks the 400th anniversary of William Shakespeare’s death. The month-long exhibit will take place from May 9 - May 31, 2016 and will feature a jazz funeral and second line. The “First Folio,” one of the world’s most treasured books, was compiled by two of Shakespeare’s fellow actors to preserve his works for future generations. Published in 1623, seven years after Shakespeare’s death, it features 36 plays, including Macbeth, Twelfth Night, and Hamlet. Tulane was selected as the Louisiana host site for the exhibition by the Folger Shakespeare Library in Washington D.C. Tulane will collaborate with local libraries and universities and the Historic New Orleans Collection in hosting the exhibition.

FRESHMAN READING PROJECT

The Tulane Reading Project is a shared intellectual experience for the entering first-year class through the reading and discussion of a selected book. The 2015 Reading Project book selection, Men We Reaped, is a critically acclaimed memoir by National Book Award-winning author and Tulane English professor Jesmyn Ward. With vivid prose, Ward examines the lives and untimely deaths of five young men with whom she was close, including her beloved brother. The work was named one of the Best Books of 2013 by The New York Times, NPR, and Time Magazine, and was a finalist for the National Book Critics Circle Award for Autobiography.

MARCH 2015

Renowned English Professor Kate Adams was invested as the inaugural holder of the Martha McCarty Kimmerling Chair in Women’s Literature.

APRIL 2015

Dean Haber announces the new School of Liberal Arts Management Minor, which will introduce non-business majors to management practices and principles through a liberal arts perspective.

MAY 2015

First ever School of Liberal Arts Diploma Ceremony is held at the Mercedes-Benz Superdome.

2013/2015

The School of Liberal arts receives a $1.5 million pledge to develop the Michael A. Corasaniti and Valerie A. Zondorak chair. Two years later, a Board of Regents matching grant of $800,000 is received to establish the chair in International Politics in the Department of Political Science.

388 SLA FACULTY 204 Tenure Track, 57 Professors of Practice & Lecturers, 21 Visitors, 106 Adjuncts

2,358 TOTAL SLA STUDENTS

2,006 Undergraduate students, 352 Graduate students

$7,456,624 Total gifts & pledges for FY15

2,094 Number of total contributors

$555,558 Total annual fund gifts

$520 Average FY15 annual fund gift