

TULANE UNIVERSITY  
Department of Ecology and Evolutionary Biology  
TIDES 1475-01/1892-15  
Fall, 2021

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“To love a place is not enough. We must find ways to heal it.”  
— Robin Wall Kimmerer

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**Day/Time/Location:**

**Lecture:** Thursday, 4:30-5:45PM

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### PERSONAL STATEMENT

**I care** deeply about your learning and wellbeing.

**Please** communicate with me about any concerns or challenges that might hinder your learning-physically, mentally, emotionally.

**Being present** in my class is a confirmation that you are ok (maybe not perfect).

**Be on time** and participate in discussions and/or class activities.

**Take charge** by completing all your assignments on time and communicate if there is a reason you cannot.

**I am accessible to you** in person or Via Zoom during office hours, and you are welcome to make an appointment that will fit your schedule, even if you do not have questions to ask about the subject matter.

## INTRODUCTION

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**This course fulfills two NTC requirements -**

1. The first year TIDE requirement worth one credit.
2. The first tier of public service requirement

### **Course Description**

Students will be introduced to developments within the field of community engaged scholarship, including asset-based approaches, critical service learning, cultural fluency and examinations of race, power, and privilege in community relationships. Through guest speakers and immersive service experiences, the course will center community voices and raise community lived experiences, with the acknowledgement that there are multiple ways of knowing and learning. This course will give students an introductory understanding of the culture, the people, and the historical relationship between Tulane and our broader community, by focusing on one micro-community via our community partners.

### **Service Learning**

This course is designed to introduce students to environmental and ecosystem stewardship **for the love of New Orleans**. During the semester, we will work with several partners who actively recycling, reusing, repurposing, or restoring ecosystems in New Orleans and the greater Louisiana. Students and partners will engage in discussions and conversations in class and outside of the classroom. Furthermore, as a class we will visit each community partner on site and continue the learning and engaging with hands-on projects. This course should inspire students, all of us to explore and love New Orleans and Louisiana while participating in practices that will protect and restore our environment both in the urban and rural areas- individually or as part of a team, locally and globally.

### **Core Curriculum Outcomes**

- Articulates an understanding of community and community partnerships
- Identifies civic or public needs through engagement with a community partner
- Reflects on the relationship between the public service engagement and the course subject matter.

### **Course Goals**

Through this course, students will:

- Examine the theory behind community engaged scholarship in higher education and how it is applied at Tulane
- Investigate the dynamics of power, class, and race in service
- Familiarize themselves with community engagement resources and pathways of service available to Tulane students
- Become acquainted with campus resources for student success through the context of learning about the Tulane community

- Explore ways in which groups are involved in environmental activism in New Orleans
- Examine the intersectionality between racial equity, equality, and environmentalism

### Course Learning Objectives

Upon successful completion of this course, students will be able to:

- Examine the role of community engagement within higher education
- Examine the role that identity, race, power, and class plays in forming community partnerships
- Identify and apply critical approaches to community engagement, environmentalism, and service
- Identify the key components that form an ethical and reciprocal community and environmental partnership
- Examine and develop cultural humility in building relationships
- Recognize and examine the impact of multiple epistemologies
- Identify campus resources for student success

### PARTNERS AND PROJECTS

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#### 1. Tides Students – REFUSE

Students will discuss ways in which we can reduce the demand for materials that are contributing to pollution either directly or indirectly.

#### 2. Broadmoor Community Boutique at BIA – REUSE

The Broadmoor Improvement Association is a non-profit neighborhood organization that serves those who live, work, and play in our community through a coordinated network of anchor institutions, faith-based partners, and businesses. Founded in 1930, the association has grown with New Orleans to preserve the diverse culture and voices that form the core of Broadmoor's identity. The BIA offers wellness services and programs to help the community thrive. There is **sliding-scale counseling available** for individuals, couples, and families. With the help of dedicated volunteers, The BIA operates the **Broadmoor Food Pantry** twice weekly, which has helped increase access to fresh food to residents since 2016. **The Broadmoor Boutique** offers casual adult clothing, accessories, and hygiene products for all. The Boutique operates on a sliding scale, no proof needed, so that individuals in need may select a seasonal bundle of clothing items at no cost. Those who are able to pay a small fee will receive a deeply discounted rate while subsidizing this community resource.

#### 3. Coalition to Restore Coastal Louisiana (CRCL) – RESTORATION

CRCL is Louisiana's oldest, statewide non-profit organization dedicated to coastal restoration. CRCL was established in 1988 by a small group of visionaries who could see the importance of the land loss issue before it was well recognized. The group included a diverse set of interests including lawyers, scientists, fishermen and members of the faith-based community. While CRCL has evolved over the years, growing from a small policy

shop to a multi-faceted organization with expertise in policy, science, outreach, and on the ground restoration, the inclusive character of the organization has remained central. CRCL brings together a diverse and non-partisan set of interests through its Board of Directors and partnerships. Through volunteers who plant marsh grasses and trees across our coast, membership, conferences, and newsletters, CRCL connects with thousands of people each year. CRCL is viewed as a reasonable, credible, and informed voice on issues of coastal restoration. CRCL was incorporated as a not-for-profit corporation in 1988 and has been certified as a tax-exempt charitable organization by the Internal Revenue Service. (Source CRCL.org)

#### 4. **Glass Half full - MATERIALS RECYCLING**

Converting glass into sand & glass cullet

Through our recycling process, we divert used glass products from landfills, sort, sift and ultimately convert it into pure, super-soft sand. This sand is used for disaster relief efforts, eco-construction, new glass products, and so much more. The applications for sand are endless and the global sand supply is depleting rapidly.

#### 5. **Green Project – RECYCLING AND REUSE**

Serving New Orleans since 1994, the Green Project's mission is to promote a culture of creative reuse by diverting usable materials from landfills and cultivating a respect for their value.

Our mission is executed through three main pathways:

1. Salvage store
2. Paint recycling program
3. Environmental education

By selling used and teaching about reuse, we are able to provide affordable materials to the community, host low-cost and free workshops, keep usable goods out of the landfill and nearby waterways, preserve historic architectural pieces and educate residents about environmental issues (source greenproject.org)

#### 6. **Native Plant Initiative of Greater New Orleans – URBAN ECOSYSTEM RESTORATION**

To increase the use of native plants in our area by expanding public awareness of their ecological benefits, boosting availability, and by preserving and creating native plant communities. <https://www.npi-gno.org/>

#### 7. **Schmelly's Dirt Farm - NUTRIENT RECYCLING**

Schmelly's Dirt Farm is an organics recycling company that produces high quality compost and soil products for farmers and gardeners of Greater New Orleans. Since 2014 we have composted over 5 million pounds of organic material.

Schmelly's Mission is to transform New Orleans' food scraps into healthy soil while fostering meaningful uplifting-wage jobs.

Our vision is to work together to examine and dismantle social constructs of oppression such as racism, patriarchy and the gender binary by building the capacity of co-workers

to communicate across differences through professional development opportunities.  
(Source Schmellys.com)

#### 8. SOUL Nola - URBAN REFORESTATION/ECOSYSTEM RESTORATION

SOUL (Sustaining Our Urban Landscape) is driving a resilient and environmentally equitable New Orleans by reforesting our urban landscape.

##### WHAT MAKE SOUL UNIQUE?

- We plant trees to serve as natural systems and infrastructure. We plant in clusters to better stave off flooding, reduce pollution, improve community health, and provide beauty and shade.
- We plant trees together with community members who drive the reforestation of their own community or neighborhood.
- We oversee the planting of every tree and help ensure its successful growth. We provide tree guards for every tree to protect against weed-eater damage, the number one killer of trees.
- We map every tree we plant so that we can keep track of its progress.
- We also provide maintenance guidelines to every home/business that receives trees and are always available to answer questions.

#### REQUIRED READINGS

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1. **Braiding Sweetgrass** by Robin Wall Kimmerer (2013).
2. **The world that Made New Orleans: from Spanish Silver to Congo Square** by Ned Sublette (1951).
3. The readings listed in the class schedule will be posted on the course canvas page.

#### ASSESSMENTS

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##### 1. Class participation

Students are expected to read the required course readings prior to each class. Students will sign up to co-facilitate one discussion per semester. Co-facilitators should expect to launch the conversation and keep it flowing, but all students will have at least one question or argument prepared from the readings and should be ready to offer these up within the flow of the discussion. On days with guest speakers, students' prepared questions should be intended for the speaker, and students should have done some basic research on the speaker and/or their field beforehand.

Students' experience and observations from your service sites will be part of most class discussions. Class discussions will build from each individual perspective and experience to gain a greater understanding of community engagement and the mission of our partner. To establish a mutual respect for different perspectives, both from our classmates and from our community partners, we will agree on ground rules for class discussions, as well as agree on how we will approach anyone straying from these rules. We will agree that, despite the

dominant viewpoints that have existed, there is no singularly valid norm in how we view this work and will attempt to challenge the norms that have existed.

## 2. Service-Learning Reflections

Students will have 2 shorter written reflection papers of 2-page minimum (double-spaced); and a longer final reflection paper of 4-page (double-spaced) minimum.

### Journal/Reflection

All students are required to keep a weekly journal, as part of the reflective process of becoming involved on a conservation-related project with our community partner. Reflection assignments will receive a grade based on creativity, effort, thought, and individual progress. The **journal is a place for reflection**, emotional response, observation, thought, and concern. We are particularly interested in the learning and personal discovery that takes place in the context of community service, how this relates to conservation, to you individually and to the society.

**Reflection prompts** will be posted on Canvas with each assignment, but below are questions that will likely be explored. Papers will be assessed based on the thoroughness of your arguments and critical analysis of course materials synthesized with your lived experience at the service site.

### Reflection

Reflection	Questions to Explore	Points
Reflection One	More of a “pre-reflection”, students should discuss their understanding of service learning, their expectations for what they will learn from our partners as well as what they can offer in exchange. This is also a chance to explore any concerns or fears.	5 points
Reflection Two	How does your identity impact your role with your partner? What biases or stereotypes might you carry that you’ve had to challenge? Do you feel you’re able to build an authentic relationship? What are the commonalities and barriers you share with the community to build a relationship? How have you been building your cultural fluency through this experience, and how has that helped you to listen and learn from the partner?	5 points
Reflection Three	What are the root causes of the social inequities that our partner is aiming to address? Is the partner utilizing a deficit or strengths-based approach, and what are the strengths/assets of the community that the partner is (or could be) leveraging to further their work? What does it	20 points

	mean to have an anti-racist partnership? How do you extend this to other relationships you're building on campus?	
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### 3. Assignments

Two mapping assignments will be interspersed throughout the semester and integrated into some class sessions, but to be completed and submitted individually. More detailed instructions will be located on the Canvas assignment.

#### Mapping Assignments

Community-mapping	Description	Points
Exercise 1: Map your Tulane community	To understand the process of community mapping assets and resources, we'll start at home. Students will walk through a community-mapping activity to get familiar with the activity and to better understand Tulane's resources for students.	5 points
Exercise 2: Community Assets	Students will work with our community partner to identify the assets and opportunities in our partner's community, at the individual, community, and institutional level.	5 points

### 4. Group Project: Presentation on Service-Learning Project

Students will be matched in groups of 3-4. Each group will prepare a 10–15-minute presentation on their service experience, analyzing the individual experiences and overall partnership and structure with a critical lens. Students should use one or more theories discussed in class to examine the partnership through that lens, identifying common themes that the group shared as well as exploring the broader partnership beyond the scope of this one semester. Students should also consider the impact of the experience on all parties, and what (if any) impacts may extend beyond the semester. Students are encouraged to build on ideas explored in your reflections and class discussions.

Presentations will be evaluated on the oral and visual presentation, on the critical analysis of your arguments, on the utilization of class readings, partner voice, and service experiences. Students will also be asked to complete a team grading rubric which will also contribute to your participation grade.

#### GRADING POLICY, GRADE DISTRIBUTION AND GRADING SCALE

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##### Grade Distribution Breakdown

Assessment	Percent Grade
Class Participation	20%

Service-Learning Reflections	30%
Assignments	20%
Group Project: Presentation on Service-Learning Project	30%
Total	100%

### Grading Scale (%)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
>93	93-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	<60

University Policies	
<b>ADA/Accessibility Statement</b>	<p>Tulane University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please let me know immediately so that we can privately discuss options. I will never ask for medical documentation from you to support potential accommodation needs. Instead, to establish reasonable accommodations, I may request that you register with the Goldman Center for Student Accessibility. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. <b>Goldman Center contact information:</b> <a href="mailto:goldman@tulane.edu">goldman@tulane.edu</a>; (504) 862-8433; <a href="http://accessibility.tulane.edu">accessibility.tulane.edu</a>.</p>
<b>Code of Academic Conduct</b>	<p>The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., <a href="#">Code of Academic Conduct</a> and <a href="#">Code of Student Conduct</a>) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.</p> <p><b>Plagiarism: We will use Turnitin to check all submissions for cheating and plagiarism. Violations will be reported <a href="#">Code of Academic Conduct</a></b></p>
<b>Religious Accommodation Policy</b>	<p>Both Tulane's policy of non-discrimination on the basis of religion and our core values of diversity and inclusion require instructors to make reasonable accommodations to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is never acceptable for an instructor to compel a student to choose between religious observance and academic work. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. It is the obligation of the student to provide faculty within the first two weeks of each semester their intent to observe the holiday so that alternative arrangements convenient to both</p>



	<p>students and faculty can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. Exceptions to the requirement of a make-up examination must be approved in advance by the dean of the school in which the course is offered. A <a href="#">religious calendar</a> is available.</p>
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University Resources	
<p><b>Title IX</b></p>	<p>Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at <a href="http://allin.tulane.edu">allin.tulane.edu</a>. Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me, I am required by the university to share your disclosure in a Care Connection to the Office of Case Management and Victim Support Services to be sure you are connected with all the support the university can offer. The Office of University Sexual Misconduct Response and Title IX Administration is also notified of these disclosures. You choose whether or not you want to meet with these offices. You can also make a disclosure yourself, including an anonymous report, through the form at <a href="http://tulane.edu/concerns">tulane.edu/concerns</a>.</p>

**Student support information**

Confidential	Private
<p><i>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</i></p> <ul style="list-style-type: none"> <li>▪ Counseling &amp; Psychological Services (CAPS)   (504) 314-2277</li> <li>▪ The Line (24/7)   (504) 264-6074</li> <li>▪ Student Health Center   (504) 865-5255</li> </ul>	<p><i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i></p> <ul style="list-style-type: none"> <li>▪ Case Management &amp; Victim Support Services   (504) 314-2160 or <a href="mailto:srss@tulane.edu">srss@tulane.edu</a></li> <li>▪ Tulane University Police (TUPD)   Uptown - (504) 865-5911   Downtown – (504) 988-5531</li> <li>▪ Office of University Sexual Misconduct Response and Title IX Administration   (504) 865-5611 or <a href="mailto:msmith76@tulane.edu">msmith76@tulane.edu</a></li> <li>▪ Student Affairs Professional On-Call (24/7)   (504) 920-9900</li> </ul>

- Sexual Aggression Peer Hotline and Education (SAPHE) | (504) 654-9543

**Emergency Preparedness & Response:**

EMERGENCY NOTIFICATIONS: TU ALERT	SEVERE WEATHER
<p>In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and/or phone call. You were automatically enrolled in this system when you enrolled at the university.</p> <p>Check your contact information annually in Gibson Online to confirm its accuracy.</p>	<ul style="list-style-type: none"> <li>▪ Follow all TU Alerts and outdoor warning sirens</li> <li>▪ Seek shelter indoors until the severe weather threat has passed and an all-clear message is given</li> <li>▪ Do not use elevators</li> <li>▪ Do not attempt to travel outside if weather is severe</li> </ul> <p>Monitor the Tulane Emergency website (<a href="http://tulane.edu/emergency/">tulane.edu/emergency/</a>) for university-wide closures during a severe weather event</p>
ACTIVE SHOOTER / VIOLENT ATTACKER	EVERBRIDGE APP
<ul style="list-style-type: none"> <li>▪ <b>RUN</b> – run away from or avoid the affected area, if possible</li> <li>▪ <b>HIDE</b> – go into the nearest room that can be locked, turn out the lights, and remain hidden until all-clear message is given through TU ALERT</li> <li>▪ <b>FIGHT</b> – do not attempt this option, except as a last resort</li> <li>▪ For more information or to schedule a training, visit <a href="http://emergencyprep.tulane.edu">emergencyprep.tulane.edu</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Download the Everbridge app from the App Store or Google Play store</li> <li>▪ The Report feature allows you to silently and discreetly communicate with TUPD dispatchers</li> <li>▪ The SOS button allows you to notify TUPD if you need help</li> <li>▪ The Safe Corridor button serves as a virtual escort and allows you to send check-in notifications to TUPD</li> </ul>

From: Tulane Office of emergency preparedness and response

## Tentative Schedule

Week	Day	Topic	Readings
1	Aug 26	Introductions; Role of Community Engagement & Service at Tulane; Pathways of service activity	Review Syllabus <b>Assignment:</b> Pathways of Service assessment completed
2	Sep 2	Introduction to partners guest lecture - <u>Soul Nola</u>	Lucia Buttarò (2009). Social Justice and Democracy in Marginalized Urban Settings. <i>Scholarlypartnershipsedu</i> , 4(1), 48-76.
3	Sep 9	Race, power & privilege in service What is community? importance of community for culture + resilience <b>Class Activity:</b> Problem solving vs appreciative inquiry	<ul style="list-style-type: none"> <li>Service Learning as a Pedagogy of Whiteness - Tania Mitchell</li> <li>To Hell with Good Intentions by Ivan Illich</li> </ul> <b>Reflection assignment 1 due</b>
4	Sep 16	Introduction to partners: <u>Glass Half Full</u>	<b>Assignment due:</b> Community-mapping 1 What is Community? - Ted Talk Rebecca Solnit <i>A Paradise Built in Hell</i> (2009), 1-10
5	Sep 23	CEA Workshop: Entering Communities	<u>Guide to Allyship</u>
6	Sep 30	Introduction to Partners: <u>Broadmoor Improvement Association</u>	<b>Watch:</b> Cultural Humility: People, Principles & Practices
7	<b>Oct 7</b>	<b>Fall Break – No classes</b>	
8	Oct 14	Introduction to partners: <u>The Green Project</u>	<b>Reflection 2 Due</b> <u>On Completing Community Narratives:</u> interview with Carol Bebelle <u>Walk the Earth - Dr. John Francis</u>
9	Oct 21	Introduction to Partners: <u>Schmelly's Dirt Farm</u> Authentic partnerships	Conjugating Equity and Ethics in Relationships between Community Organizations and Higher Education Institutions - Carol Bebelle Mapping Community Capacity - John McKnight and John Kretzmann
10	Oct 28	Critical approaches to community engagement: charity vs solidarity	<b>Assignment:</b> Community-mapping 2 Tania D. Mitchell (2008). Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models. <i>Michigan Journal of Community Service Learning</i> , 14, 50-65. Reading TBD with community partner
11	Nov 4	Introduction to Partners: <u>Native Plant Initiative of Greater New Orleans</u>	Reflection 3 due

12	Nov 11	Introduction to Partners: <u>Coalition to Restore Coastal Louisiana</u>	Critical approaches to community engagement Watch: <u>Finding Common Ground: A Louisiana Documentary</u>
13	Nov 18	Developing and continuing meaningful relationships with community partners	Readings: Why Service-Learning Is Bad - John W. Eby
<b>Nov 24</b>		<b>Thanksgiving Break – No classes</b>	
14	Dec 2	Final Presentations & Closing Discussion	<b>Group projects due:</b> recorded presentations to be submitted via Canvas before class and presented during class
15	Dec 9	Final Class – Group reflection: How can we do better for the Planet Earth?	TBA

Table 6: Dates for Saturday Service Days

Saturday	Organization/contact person	Project
Sep 18 <sup>th</sup>	Glass Half Full / Franziska - <a href="mailto:franziska@glasshalffullnola.org">franziska@glasshalffullnola.org</a>	Sort out glass that will be crushed to sand at glass half full
Oct 2 <sup>nd</sup>	Broadmoor Boutique at the BIA - <a href="mailto:bethanie@broadmoorimprovement.com">bethanie@broadmoorimprovement.com</a>	Collect donated clothes, sort, and organize them. Hold a curb sale and advertisement/canvassing in the community
Oct 23 <sup>rd</sup>	M.E.S.S. Lab at The Green Project/Erin Genrich - <a href="mailto:egenrich@thegreenproject.org">egenrich@thegreenproject.org</a>	Creating unique paints colors using left over latex paint. The paints will be sold at affordable prices to members of the community – mostly from low-income neighborhoods.
Oct 30 <sup>th</sup>	Schmelly's Dirt Farm Susan Sakash - <a href="mailto:susan@schmellys.com">susan@schmellys.com</a>	Learn the art and science of nutrient recycling. Work and learn from the raw yucky, organic trash to the beautiful, rich, and amazing treasure (soil)
Nov 6 <sup>th</sup>	New Orleans Native Plant Initiative/ Nell Howards - <a href="mailto:nelliebell232@gmail.com">nelliebell232@gmail.com</a>	Install a native plant pollinator garden with the members of the NPI – site TBD
Nov 13 <sup>th</sup>	Coalition to Restore Coastal Louisiana/Hannah Cohen - <a href="mailto:hannah.cohen@crcl.org">hannah.cohen@crcl.org</a>	Bag oyster shells for coastal restoration