

## Highlights

- Service Learning Courses for Spring 2003
- Internship Positions Available
- Service Learning Students' Viewpoints

# The Inside Track

*The Tulane Service  
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## Service Learning at Tulane University

*Service Learning Courses for Spring 2003; Service Learning Students' Viewpoints*

### Reminders for

#### Service Learning Students

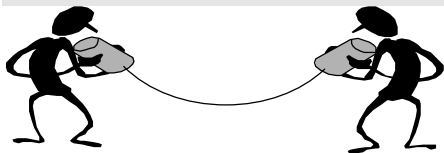
REFLECT on what you have learned from your service and how this can help you better understand the content of your course.

Be CONSCIOUS of the many time constraints the Fall semester presents. Plan ahead and make the most of your service experience.

Be PROACTIVE. The opportunities service learning provides are great, but they lie dormant unless you apply yourself and act!

ASK for assistance. If you have any questions or problems, call your site monitor. We are here to help you!

### Contact Information



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### Amanda's Space

Welcome back! The Fall 2002 semester is off to a stormy yet splendid start, with new and exciting service learning opportunities for Tulane students.

Students in Business Ethics and Introduction to International Development, both taught by *Dr. Ernie Edmundson*, are currently involved in four different service learning projects. The **Levy-Rosenblum Academy of Entrepreneurship** program provides instructional learning to middle and high school students from local public schools. Service learners teach fundamental business principles that will enrich the students' understanding of entrepreneurship and promote growth in their school-based businesses.

Dr. Edmundson's students also work with the **Levy Rosenblum Institute's Individual Development Accounts Program (IDA)**. A student is conducting guided research that investigates the use of tax credits to finance IDA programs in various states across the country. The student's findings will be synthesized

into a report for the IDA Collaborative and will be used to advocate for the inclusion of state tax credit legislation here in Louisiana.

Also with the IDA, a group of students are conducting interviews with persons who purchased homes through the IDA program. Feedback from the evaluative interviews will allow IDA administrators to gain a fuller understanding of the program's impact on the net worth of participating families, their consumer economic behavior, their development of long-term financial management skills, and the transmission of these skills to other household members and successive generations. Service learners will visit the graduates and interview them, take pictures of their houses, and write a "report" that will be used to highlight IDA success stories.

Another group of students is working with the **New Orleans Neighborhood Development Collaborative (NONDC)**. Students help to implement a survey and create neighborhood profiles for 10 distressed neighborhoods, to produce a directory of neighborhood-based

organizations, programs and services, including employment opportunities and job placement/training. Students are also helping NONDC formulate a city-wide affordable-housing trade association. Students will review mission statements, governance structure, and funding for existing trade associations and make their recommendations for establishing a trade association in New Orleans.

Finally, students working with **Housing and Urban Development (HUD)** are creating a local Housing Resource Directory. Students create the Housing Resource Directory by networking with and interviewing key players within the local affordable housing industry at banks, universities, non-profits, city offices, etc.. The Housing Resource Directory will be routed to HUD's main website to be utilized by people in the housing industry. Locally, HUD's New Orleans office will utilize the directory to better serve public inquiries for housing assistance. The directory will also be used to circulate important information to local players about upcoming events, available funding and changes in policy.

Meanwhile, students from *Professor John Patton's* Communications course, Rhetoric of Civil Rights, will explore the following questions in their service-learning projects; Why is it so difficult to talk about race? Who is talking about race in New Orleans and what are they saying? How can New Orleanians reduce racism through communication? The projects will involve a number of local organizations that make communication about race their business including **The People's Institute, ERACE, The Loyola Twomey Center for Peace through Justice, the Southern Institute, Tulane's Office of Multicultural Affairs, and the Office of Community Service Coordination.** Some students will work directly with the community groups and others will attend community-based meetings and

develop and conduct surveys and interviews in order to highlight how people communicate about race in New Orleans. The final product will combine findings from the different groups into a portfolio that will include interviews, photos, brochures and documentaries. Students will make a presentation to all participating community groups and at the annual National Communication Association conference in November.

~ Amanda Buberger  
Senior Program Coordinator

### Rachael's Area

The "burn zone." I am coming out of the "burn zone." You are probably wondering what the "burn zone" is. The zone is a term my jogging partner and I used for the hardest part of our jogging route. The beginning!

The first half of the 2002 fall semester is coming to an end. We have survived a tropical storm and a hurricane. Due to the weather, service learners have been challenged to complete their hours let alone their other course work! This is nothing to fret over because our community partners have been challenged in the same ways and are understanding and appreciative of your continued efforts. Good news service learners - WE ARE ALMOST OUT OF THE "BURN ZONE!"

While in the "burn zone" Tulane service learning students have accomplished a host of things. On-site orientations introduced our service-learning students to their schools and community sites with great enthusiasm. Service Learners also participated in training workshops such as Race, Class and Community and Strategies for Teaching Elementary Reading. Everyone is finally off and "running."

*Professor Gina Dorre* is teaching Introduction to Women's Studies. The students in her class are serving at

**Grace House, Dress for Success and Crescent House.** *Dr. Michael Bibler's* students in Feminist Theories are serving at **Great Expectations, Critical Resistance South, Grace House and Crescent House.** These sites serve women in a variety of ways. For example, **Critical Resistance** is a national organization that works for the rights of prisoners, many of whom are women. Service learners at Critical Resistance will be assisting with increasing local awareness of the organization and coordinating the upcoming national conference to be held in New Orleans in April 2003. Be sure to watch for additional information regarding this event.

Service learners placed in school sites have been matched with classes, teachers and individual public school students. Tulane students from *Dr. Teri Davis'* Introduction to Education class are serving at **Charter Middle School** and have been praised for being excellent classroom assistants who are sincere and effective. Joining *Dr Davis'* students at **Woodson Learning Academy** are students from *Professor Overstreet's* Childhood Behavior Disorders class. Woodson teachers and administrators are anxious about Tulane service learners developing relationships with their students that will benefit Woodson and Tulane students for a lifetime. Other programs such as **For the Children** at **Lafayette** and **Crocker Elementary Schools** are grateful for Tulane service learners filling the volunteer gap. The reading program at these elementary schools is making a big impact on the students and families in uptown New Orleans. Students from *Dr. Olson's* Child Psychology class are serving at Crocker while students from *Dr. Overstreet's* Childhood Behavior Disorders class are serving at Lafayette. Students from *Dr O'Neal's* Honor's Seminar in General Psychology are serving at both schools.

This fall promises to bring unique experiences to our service learning students. I appreciate everyone's effort to make this semester better than ever. Hang in there folks! We are through the "burn zone!"

~ Rachael Thompson  
Senior Program Coordinator

### Brandy's Corner

*Brandy Johnson is a work-study student at the Office of Service Learning. She helps monitor students at their service learning sites and provide much needed office assistance.*

This fall, Tulane service learners are working with a variety of different sites in the New Orleans area. As the weather grows cooler, students are busy doing wonderful work that places their course material in a real-world setting.

Students in *Professor Burdsal's* Molecular Biology of Cancer course work at **Touro Infirmary**. These service learners interact with the patients in various ways and learn directly by assisting with patient charts and discussing the patient's status with the unit staff. Students are able to observe patients during their entire hospital stay and analyze the ongoing molecular process that is affecting each patient throughout therapy sessions. Students at Touro also have the opportunity to present a patient's individual case to the Tumor Board that meets every week.

Joining Professor Burdsal's students at **Touro Infirmary** are service learners from *Professor Grisbaum's* Graduate Research course in Cell and Molecular Biology. These students are part of a year-long program in which they rotate through four different units of the hospital, including the Oncology, Rehabilitation, Ob/Gyn, and Psychiatry units.

Students in *Professor Rice's* Biomedical Engineering Team Design Project are engaged in a year-long venture working with clients with

disabilities that prevent them from completing daily tasks. Groups of four or five students are assigned to a single client. Each team's responsibility is to design and create an assistive device in order to help their client complete daily tasks, and in turn, be more independent. An example of a project that is in the works is a device that would assist an elderly woman with arthritis in feeding herself. These service learners will be showing their projects to the public in March. Be on the lookout for details!

### Internship Announcement

In addition to our work with service learning, the Office of Service Learning (OSL) facilitates student internships for five departments within the university: **English, Political Science, Psychology, Sociology, and Women's Studies.**

We view internships as a natural continuation for service learning students—offering a longer term of service at the site, advanced levels of responsibility, and an opportunity to further their own research interests. All OSL-sponsored interns earn 3 credit hours, serving a certain number of hours at the site (60-70 hours per semester) and attending a weekly seminar. The interns also develop a final project or paper reflecting their research and knowledge gained at the site.

We are continually creating community partnerships, developing exciting new placements for interns to augment the various sites at which they already work. The OSL works with students in order to assess individual interests when considering internship placements. Students are placed in a variety of sites including social service agencies, governmental agencies, cultural organizations, and others.

If you are interested in pursuing an internship through the Office of Service Learning, please come by our office at 1332 Audubon Street and pick up an application.

### COMMUNITY SPOTLIGHT: New Orleans Neighborhood Development Collaborative

**The New Orleans Neighborhood Development Collaborative (NONDC)** has established a partnership with Tulane's Office of Service Learning that focuses students' and faculty members' efforts toward the issue of affordable housing, consistent with strategic directions that NONDC is implementing over the next 3 to 5 years. This is an exciting opportunity for the NONDC staff members who have worked with service learning in the past and who strongly support education along with community action.

NONDC is presently working on a Neighborhood-Based Demonstration Project for the production of affordable housing in a designated neighborhood, which will be replicated throughout the city of New Orleans. With the guidance of Mr. Paul Baricos, service learning students and faculty members from Business and International Development courses are contributing to this effort by conducting Neighborhoods Profiles of three area neighborhoods in which the model may be implemented in coming years. The profiles will highlight the history of the neighborhoods, identify resources and community activists, and will provide NONDC and community members with mapping visuals on which community residents will illustrate their ideas for development.

Another two groups of students and faculty members from Sociology are working with NONDC on the organization's Advocacy and Public Policy strategic direction, conducting research and making recommendations for revisions to the local blighted housing process. They are exploring the structure and feasibility of a New Orleans-based Affordable Housing Trade Association

under the supervision of Dr. Bill White.

Two graduate-level federal work-study students from the School of Social Work have contributed to the NONDC/Office of Service Learning partnership and will assist NONDC staff in a variety of ways for the entire academic year.

In addition to service learning activities, NONDC is excited about collaborating with the Office of Service Learning and the larger Tulane University community in an effort to increase affordable housing and neighborhood-based development in New Orleans. NONDC invites readers to visit their website at [www.nondc.org](http://www.nondc.org).

### From My View...

Throughout the last several weeks I have been busy collecting resources for my service-learning project at "Dress For Success". At the Office of Service Learning I've researched through many different catalogs that are filled with community programs and agencies that will be helpful to women in New Orleans looking for jobs. I have called numerous places, including job bank services, job counselors, job placement programs, job searches, etc. and am anxiously waiting responses from them. I hope that some of these places will be useful to the women at the agency. Unfortunately, due to the hurricanes in New Orleans, things have been somewhat crazy around here and I have not received word back from the agencies. I am really looking forward to hearing back and to making some progress with my research. I can't wait to help the women in New Orleans who are seeking places of employment actually get back into the work force. I am very anxious for the women at Dress For Success to meet the people in the community who are willing to help them. I think this project is going to be very rewarding in that I will be able to work with

women right here in New Orleans to make their lives better.

~ *Mindy Ezra is a service learning student in Professor Dorre's Introduction to Women's Studies course. You can reach Mindy at [mezra@tulane.edu](mailto:mezra@tulane.edu).*

### From My View...

If someone had told me that I would be a teacher's assistant at a middle school my Junior year of college, I would have laughed. I would then respond with, "Middle School is not for me... I am more of an elementary school girl. I remember when I was in middle school, and it was not an easy stage. No way!" Well, much to my amazement, not only am I a middle school teacher's assistant, but I am also working at what I find to be one of the best public schools in New Orleans, the Charter Middle School, located in the Uptown area.

I found my way to Charter through the Introduction to Education course taught by Dr. Teri Davis, in which I am currently enrolled. Before actually entering the classrooms, we were informed of all the rules, requirements and expectations of us while completing our service learning. A brief description of my future students and the schools mission was given. I was nervous! Who am I, a 21-year old girl from the suburbs of Saint Louis, Missouri, to come into a seventh-grade class and assist as a teacher? Were they really going to listen to me? Or even ask me questions? I wasn't a real teacher, not even close.

Upon entering my assigned classroom, situated among the colorful halls, that early Tuesday morning, a smart and enthusiastic young teacher and her eager seventh graders greeted me. I was introduced to the class as "Miss Perri, who is here to help out twice a week." I have since gotten to know my students (as well as excitedly look forward to meeting the others to come), assisted in building reading skills, helped teach about early colonization and slavery through

educational games, and have become a "role model" to the twelve- and thirteen-year-old students. The children at Charter want to learn and the teachers there are making learning fun while at the same time emphasizing the importance of each lesson. These seventh graders are kids that I would never have had the chance to interact with, relate to, or learn from if it had not been for service learning. Each Tuesday and Thursday that I venture over to Charter I take back so many important experiences and observations critical to my future as a potential teacher. And to be honest, I may even be considering middle school now.

~ *Perri Faught is a service learning student in Dr. Teri Davis's Introduction to education course. You can reach Perri at [pfaught@tulane.edu](mailto:pfaught@tulane.edu).*

### Service Learning Courses: Spring 2003

#### **Service Learning Required (3 Credit)**

BMEN 404-01 Team Design Projects II

*Rice*

COMM 484-01 AIDS and the Media  
*Fuqua*

\*Optional Registration for COMM 389  
EDUC 200-01 Introduction to

Education - *Davis*

\*Optional Registration for EDUC 389  
PSYC 325-01 Psychology of Early

Childhood - *Swann*

\*Optional Registration for PSYC 389  
WMST 290-01 Intro to Women's

Studies - *Dorre*

\*Optional Registration for WMST 389  
WMST 399-01 Feminist Theories

*Dorre*

\*Optional Registration for WMST 389  
**Service Learning Option (3 Credit)**

CELL 600-01 Biomedical Ethics  
*Bennett*

CELL 800-01 Research - *Grisbaum*  
DANC 223-01 Intro to Dance-

Modern

*Trask*

\*Optional Registration for DANC 389  
GMGT 414-01 Business Ethics

*Edmundson*

LAST 101-07(H) Intro to Latin  
American Studies  
*Huck*

\*Optional Registration for LAST 389  
PSYC 320-01 Educational Psychology  
*Moely*

\*Optional Registration for PYSC 389  
SOC 206-01 Urban Sociology - *Elliot*

**Service Learning 4<sup>th</sup> Credit**  
**Required**

**\*4<sup>th</sup> Credit Course ID is**  
**[Department Code] 389-XX**

EEOB 250-01 Natural Resource  
Conservation in Theory and Practice  
*Bart*

PSYC 324-01 Urban Childhood Dev.  
*Dasher*

SOCI 670-01 Sociology of Law -  
*Morse*

**Service Learning 4<sup>th</sup> Credit**  
**Optional**

ADST 482-01 Special Topics: African  
Identities and Transatlantic  
Connections

*Desai*

EDUC 600-01 Methods of Teaching  
in

Secondary Schools - *Davis*

MUSC Intro to Popular Music -  
*Murchison*

POLI 462-01 International  
Environmental Politics - *Potter*

PSYC 361-01 Adolescent Psychology  
*Cunningham*

PSYC 340-01 Child and Adolescent  
Social Development - *Dempsey*

PSYC 343-01 Brain and Behavior  
*O'Neal*

SOCI 260-01 Environmental  
Sociology

*Frickel*

SPAN 412-01 Spanish Social  
Problems

*Shea*