



APPLES Service-Learning Courses Spring 2012

Student Union suite 3514 • CB#5210 • (919) 962-0902 • fax (919) 843-9685 • www.unc.edu/apples

*****Please note: Not all APPLES service-learning courses fulfill the Experiential Education requirement. Courses fulfilling this requirement will be indicated with an EE designation with the description.**

ANTH 93 (001) "UNITAS"

Bill Westermeyer, Lindsay Bloch

UNITAS is the second of a two-semester course that explores issues of social and cultural diversity including class, gender, race, religion, sexuality and ethnicity. This is a unique living and learning program that creates a first-hand experience as students volunteer with various social justice organizations. EE

ANTH 499 (062) "Action Research"

Charles Price

Action research is a strategy for answering important questions, solving problems, and generating meaningful and democratic relationships. Through this course you will learn action research through text-centered and experiential techniques. This course is for students participating in the Service and Leadership Living-Learning Community. Participants should contact Tom Hardiman to register at tphard@email.unc.edu. EE

BIOL 410 (001) "Principles and Methods of Teaching Biology"

Jennifer Coble

Students will learn about innovative methods for teaching biology and strategies that allow these methods to be a reality within the contexts of current public high school science classrooms. EE

COMM 053 (001) "Organizing for Community Change through Youth and Adult Partnerships"

Pat Parker

In this first year seminar we explore the possibilities for collective leadership involving youth and their allies in vulnerable communities. Course readings, guest speakers and class field trips provide exemplars of collaborative leadership models that engage people across traditional divides of culture, race, economics, and age. Students will work in teams to research, design, and implement community-based change projects focusing on three key strategies that engage youth as leaders and stakeholders in communities: youth media arts, youth organizing, and youth participatory action research.

COMM 260 (003) "Performance for Social Change"

Amy Burtaine

Students in this course study the dramatic theories of several community-based theatre practitioners, and apply these theories in the practice of creating, rehearsing and performing Interactive Theatre for the University of North Carolina at Chapel Hill campus community. EE

COMM 625 (001) "Communication and Nonprofits in the Global Context"

Sarah Dempsey

This course introduces students to the opportunities, challenges, and rewards of participation within the non-profit/NGO sector. The course also equips students with the skills needed to design and conduct engaged scholarship. EE



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COMM 668H (001) “The Ethnographic (Re)Turn”

Della Pollock

Students in this course focus on developing the expanding opportunities for return set in motion by partnership with St. Joseph’s C.M.E. on Rosemary St., a largely African-American church that has been a long-term partner in study and service for students enrolled in Communication Studies 562, “Performance and Oral History.” Students in this course have been dedicated to exploring the life of the church and its members in the wake of desegregation. EE

COMP 180 (Section 001) “Enabling Technology”

Gary Bishop

Nearly one in seven Americans has a significant disability; should they be exceptions? Through readings, guest lectures, videos and projects we will explore the legal, moral, cultural, and technical issues and opportunities raised by this "minority you can join at any time." We will focus on ways that computer technology can be used to mitigate the effects of disabilities and the sometimes surprising response of those we intended to help. We will work together with teachers, experts and individuals with disabilities to develop ideas and content for new enabling technologies. Previous computer experience is helpful but not required; creativity, ability to think outside the box, and the desire to make the world a bit better are more important. EE

COMP 380 (001) “Computers and Society”

Tessa Joseph Nicholas

In COMP 380, we identify and explore cultural, social, ethical and economic issues that arise from individuals', groups' and societies' use of digital and information technologies. We read, discuss and apply a selection of ethical theories from current thinkers and scholars in the field of computer and internet ethics. Some basic areas of inquiry are: computer and internet ethics; intellectual property and digital rights management; media representations of computers and IT; privacy; social networking; gaming, virtual worlds and identity; IT and business; usability, reliability and security; net neutrality; enabling technologies; and AI and the technological singularity. Students will volunteer with local community organizations to address computer issues and needs. EE

COMP 580 (001) “Enabling Technologies”

Gary Bishop

In this course students will: 1) Become familiar with the issues, challenges and opportunities in using computers to enable people with physical and mental disabilities. 2) Apply computer skills to develop a solution for a specific disabled user or group. 3) Informally test solutions with users. 4) Write about and make an in-class presentation on experiences and products. EE

DRAM 288 (001) “Theatre for Social Change: Latina/o Performance Traditions”

Ashley Lucas

This course will teach students to assess different models of theatre for social change as historically employed by U.S. Latina/o and Latina American theatre practitioners. Students will evaluate the nature and effectiveness of theatre practitioners' performative interventions in social struggles and political causes and movements. It will also guide students through the process of creating new works of theatre for social change, focusing on political issues chosen by the students themselves. EE



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ECON 465 (001) “Economic Development”

Geetha Vaidyanathan

More than two billion people live on less than \$2 a day in developing nations. We will discuss the problems faced by the poor in South Asia, Sub-Saharan Africa, Latin America and other such regions in the world. Course topics include: poverty, income inequality, human development, health and education issues, Millennium Development Goals, population, underdeveloped capital markets and the consequences for economic growth, microfinance, environmental issues. Students will volunteer with various organizations serving international economic development issues. EE

EDUC 399 (001, 002) “Peer Tutoring”

Christina Perry

The peer tutoring program offers successful students, with a GPA of 3.0 or better, the chance to serve their fellow students through tutoring in one or more subjects. Interested students must apply to the program the semester prior to that in which they will tutor. This course does not fulfill EE.

ENGL 101 (015) “English Composition and Rhetoric”

Katie Shrieves

In this service-learning section of English 101, you will apply the rhetorical skills developed in a university environment to the real-world situation of helping a local non-profit organization. You will complete writing and media projects, including educational materials, grant proposals and short video documentaries, for the benefit of our service partner, Goathouse Refuge, a local animal sanctuary dedicated to cat rescue. The goals of this class are to understand and practice the principles of effective written and oral communication, to deepen your research skills, to become aware of your own writing process and to write both individually and collaboratively in a workshop-based environment. This course does not fulfill EE.

ENST 370 (001) “Agriculture and the Environment”

Amy Cooke

Figuring out how to feed the planet in a sustainable way is a critical question for our future. This course attempts to investigate this question. Using resources from a variety of media and experiences (film, news, academic literature, field trips) and a variety of different disciplines and experiences, you will learn about the state of agriculture, the environment, global food production issues and to critically evaluate both its current situation and the potential for future improvements. EE

ENST 490 (002) “Restoration Ecology”

Geoffrey Bell

The practice of restoring ecological systems has been conducted in some form or another for hundreds of years. In contemporary societies restoration efforts have focused on returning a disturbed ecosystem to a historical and more “natural” condition. Consequently, modern restoration ecology attempts to recover the composition, structure and function of ecosystems. A primary focus of this class is to provide you with practical, hands-on experience working on restoration projects. Therefore, we will supplement classroom instruction with fieldtrips to local and in-state restoration project sites. Moreover, this is a service-learning class so you will be required to devote 30 hours outside of class to a specific local restoration project that will be the focus of your final class project. EE



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GEOG 650 (001) "Technology and Democracy"

Scott Kirsch

This course will explore political and geographical dimensions of technological change of key environmental issues such as energy, water and waste, with a focus on North Carolina settings. Students will serve with specific community-based research projects identified by organizations. EE

HBHE 699 (051) "Philanthropy as a Tool for Social Change"

Lynn Blanchard

Philanthropy as a Tool for Social Change is a unique opportunity through the Carolina Center for Public Service's Buckley Public Service Scholars program and The Sunshine Lady Foundation's Learning By Giving Program for students to learn about and experience the process of awarding grants to local agencies. Throughout the course, students function as a committee and are responsible for researching the needs of North Carolina, designing grant award criteria, drafting and distributing a request for proposals, reviewing submissions, and awarding \$10,000 to select community organizations. In addition to meeting weekly and participating in the grant making process, students learn about the nonprofit sector and the philosophy and practice of philanthropy through readings, class exercises and guest speakers. EE

HBHE 610 (001) "APPLES Alternative Spring Break Course"

Dane Emmerling

Alternative spring breaks provide an avenue for students to perform service activities across North Carolina, the Southeast and the Mid-Atlantic. Each group is led by student organizers advised by university staff and works collaboratively to assess and address the needs of their destination community before leaving for their trip. Throughout the semester, students meet twice a week to discuss readings and to delve deeper into the social issue anchoring each trip. During spring break, students will contribute more than 40 hours of service within an identified community, focused on a particular issue. Application required (deadline in October). EE

INTS 390 (004) "Current Topics in Global Studies: Latin American Migrant Perspectives: Ethnography and Action"

Hannah Gill

This interdisciplinary course combines anthropological fieldwork, migration theory and service-learning in an examination of Latin American immigrant perspectives. This course includes a service-learning experience in Guanajuato, Mexico during spring break where students will work with migrant families on various community projects as well as attend cultural events. This course is open only to students who have been selected through a prior application process to participate in this Global Course supported by APPLES. EE

JOMC 232 (001, 002, 003, 004) "Public Relations Writing"

Daren Brabham, Valerie Fields, Lois Boynton, Dulcie Straughan

JOMC 232 covers major communicative tools of the public relations trade including news releases, features, speeches, pitch letters, fact sheets, public service announcements and more. EE



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JOMC 459 (001) “Community Journalism”

Jock Lauterer

Prerequisite, JOMC 153. Comprehensive study of the community press, including policies, procedures, and issues surrounding the production of smaller newspapers within the context of the community in its social and civic setting. EE

JOMC 491 (005) “Special Topics in Mass Communication: Poverty and Pluralism”

Paul Cuadros

This course considers the sources of social conflicts that stem from racial, ethnic and cultural differences as a result of migration or immigration and its coverage in local and national media. It also attempts to identify the conditions that most expeditiously promote social reconciliation. This course studies conflict that arises out of migration, its causes, its impact locally on culture and loss of culture and its treatment socially, politically and through the media. The Wednesday class period is spent volunteering with college bound students in Siler City at Jordan-Matthews High School, home of the Jets soccer team featured as the 2009 summer reading, *A Home on the Field*. The second class period is spent discussing readings, media coverage, and experiences in Siler City. Students will be expected to carpool to Siler City for regular volunteering. Interested students can contact Paul Cuadros at cuadros@email.unc.edu. EE

NURS 600 (001) “Student Health Action Coalition”

Chris Harlan

This course provides service learning opportunities to apply nursing practice within the context of inter-professional care for vulnerable populations through participation with Student Health Action Coalition (SHAC) activities. Only nursing students volunteering with SHAC are eligible to enroll. EE

NUTR 696 (041) “Sustainable Local Food Systems”

Alice Ammerman

Students in this course learn about the health, economic and environmental impacts of our current food system and how a more local and sustainable approach might address current concerns. Students will serve with local community partners addressing these issues. EE

PLCY 399 (002) “Public Policy in the Workplace”

Jennifer Miller

This course provides students with the opportunity to integrate service and reflection with readings and assignments focused on public policy in the workplace. Topics include employment policy in a labor market framework, workers’ rights and employers’ responsibilities. Students will also have the opportunity to reflect on how public policy shapes their participation in the workforce. The theme of youth employment as a policy issue will be integrated throughout the course. EE



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PSYC 250 (005, 006) "Child Development"

Beth Jordan, Kelly Will

Building upon material presented in General Psychology, which is a prerequisite for this course, PSYC 250 provides students with an overview of the major themes of child development. Our aim is to introduce the empirical findings, theories, and research methods of child development, placing particular emphasis on the child's physical, cognitive, social and emotional development from infancy through adolescence. Students in PSYC 250 have the option to enroll in PSYC 294 as additional one-credit hour course to integrate service-learning experiences and curriculum into Child Development. PSYC 294 is approved for EE. Students in this course volunteer with children in the community through a variety of organizations and school programs. This course by itself does not fulfill EE.

PSYC 294 (all sections) "Psychology Service-Learning"

TBA

Students enrolled in PSYC 250 will have the option to enroll in PSYC 294. Students in PSYC 294 will engage in a minimum of 30 hours of service in the community, volunteering directly with children. The aim is to augment the PSYC 250 goal of introducing the empirical findings, theories, and research methods of child development, placing particular emphasis on the child's physical, cognitive, social, and emotional development from infancy through adolescence. EE

PUBH 423 (001) "AIDS Service: Principles, Practices & Politics"

Ron Strauss

The course offers participants a unique opportunity to experience a multi-disciplinary approach to AIDS - its etiology, immunology, epidemiology and impact on individuals and society. How a society looks at AIDS determines not only how sick persons are treated but also the degree to which the rights of the individual are upheld. Permission of instructor is needed to register, interested students can contact Vanessa White, vanessa_white@dentistry.unc.edu. EE

SOCI 273 (001) "Social and Economic Justice"

Judith Blau

This course provides students with the opportunity of studying human rights and linking this understanding to praxis, in collaboration with our community partners and with the residents of Abbey Court in Carrboro. Human rights law and doctrine insists that all humans are equal, entitled to their dignity, freedoms, and to economic and social security. No country or even community in the world has achieved all this, but it nevertheless this is a standard for collective struggle and shared purpose. EE

SOCI 413 (001) "Social Movements and Collective Behavior"

Andy Andrews

This course explores the origins, dynamics, and consequences of social movements from a sociological perspective. Students in this course will volunteer with local grassroots, community-based, advocacy organizations on a variety of projects. EE



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SOWO 492 (001) "APPLES Spring Internships Course"

Tiffany Washington

APPLES spring internships provide selected students with an opportunity to gain professional experience at a local non-profit community organization. Spring interns serve 150 hours throughout the semester, while enhancing their experience with instructor-guided reflection and deeper exploration of local and global social justice issues. Only selected APPLES interns can enroll in this course. Application required (due in November). EE

SPAN 204 (008) "Intermediate Spanish"

Jen Wooten

This course optimizes the synthesis of Intermediate Spanish for Communication and learning from meaningful, face-to-face, service in the local Hispanic Community. Students will work a minimum of 30 hours, mostly with English-deficient Hispanic children in the public elementary schools. Students in SPAN 204 APPLES will receive three hours of credit for SPAN 204, and an additional one hour of credit for SPAN 293. This course by itself does not fulfill EE.

SPAN 255 (003) "Spanish for Conversation"

Bill Maisch

This course optimizes the synthesis of Spanish for Conversation and learning from meaningful, face-to-face, service in the local Hispanic Community. Since Spanish 255 is a fifth-semester Spanish Conversation course that is driven by communication and the exploration of Hispanic Culture, the students' service in that community and their work in the course are naturally complimentary and mutually illuminating. Students will serve a minimum of 30 hours, mostly with English-deficient Hispanic children in the public elementary schools. Students in SPAN 255 APPLES will receive three hours of credit for SPAN 255, and an additional one hour of credit for SPAN 293. This course by itself does not fulfill EE.

SPAN 293 (all sections) "Spanish Service-Learning"

TBA

Service learning component for students enrolled in select Spanish language service-learning courses. Students do not themselves register for this course, but are registered by the department during the first week of class when enrolled in a Spanish course included in the APPLES listing. May not count toward the major or minor in Spanish. EE

SPAN 310 (001) "Conversation II APPLES"

Malgorzata Lee

Designed to expand speaking skills through conversational activities, discussion of authentic readings, and associated vocabulary building. Emphasis also on continued development of writing skills. Students will be placed in local middle schools to tutor Latino students as part of the service commitment. Students in SPAN 310 will receive three hours of credit for SPAN 310, and an optional one hour of credit for SPAN 293. This course by itself does not fulfill EE.



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SPAN 326 (001) "Spanish Grammar and Composition for Heritage Speakers"

Julia Mack

This course is a study of language and society from the perspective of Spanish speakers in the United States, focusing on vocabulary building through situational practice, review of basic grammar and practice in reading and writing. Students will volunteer with a community-based Spanish-speaking radio station.

SPAN 376 (001) "Phonetics and Phonology"

Lucia Binotti

Spanish 376 is an introduction to the languages of Spain and Latin America focusing on the study of sound, phonetics, and the standard pronunciation of the four major dialect regions of the Spanish-speaking world. It includes a discussion of phonetic variation as it relates to sociolinguistic and dialectal differences, and links such variation to divergent morphological and syntactic developments characteristic of each area. Students enrolled in 376 are also enrolled in SPAN 293 (SPAN 293 is approved for EE). This course by itself does not fulfill EE.

WMST 290 (002) "Special Topics in Women's Studies: Leadership and Violence Prevention"

Bob Pleasants

Leadership and Violence Prevention is an examination of violence prevention strategies, with a focus on issues related to violence against women. The course will be of particular interest to students who want a better understanding of how to work in peer groups and communities to end the cycle of violence. We will examine violence on both individual and structural levels, considering both perpetrators and survivors. Students in the course will be encouraged to help create and participate in a peer education group to help facilitate violence prevention programs at UNC. EE