



APPLES Service-Learning Courses Spring 2010

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 093 (001) "UNITAS"

Malena Rousseau

UNITAS is the first 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 diversity experience. 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 students will learn action research through academic and experiential techniques. This course is for students participating in the Service and Leadership Living-Learning Community. Participants should contact Andy Petters to register at apetters@email.unc.edu. EE

ANTH 539 (001) "Environmental Justice"

Dana Powell

This course examines issues of race, poverty and equity in the environmental movement. Cases include the siting of toxic incinerators in predominantly people-of-color communities to resource exploitation on indigenous lands. EE

BIOL 294 (001) "Community Donations of the Cellular Components of Blood"

Kelly Hogan

Students eligible for this course will be enrolled in the APPLES section of BIOL 101. In this course will examine the donor process of the cellular components of blood, including the biology of red blood cells and platelets and the attitudes of donors. Community projects include the design and implement a poll or other means of data collection within the community. *This course may not be available for registration until later in November.* 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

BMME 840 (001) "Rehabilitation Engineering Design"

Richard Goldberg

Prerequisites, BMME 465 or permission of the instructor. Students will design an assistive technology device to help individuals with disabilities to become more independent. The project will be used in the community when it is completed. *This course does not fulfill the experiential education requirement.

COMM 089 (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 adults in vulnerable communities. With assistance from local youth and community activists, students will work in teams to research and design community-based change projects. EE



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COMM 260 (002) "Performance and Social Change, Interactive Theatre Carolina"

Ben Saypol

This course provides students with the unique opportunity to learn the dramatic theories of Augusto Boal and other community-based theatre practitioners, to apply these theories in the practice of creating and rehearsing Interactive Theatre performances, going out and performing these scenes for the University of North Carolina campus community, and reflecting on the experience. EE

COMM 312 (001) "Persuasion"

Jessica Fifield

Students in the class acquire a working knowledge of historical and contemporary theory and practice pertaining to persuasion. All students who participate in this course will complete a minimum 30 hours of service-learning activities with a local, non-profit, community partner. Service-learning placements, projects, and reflection activities work in conjunction with more traditional classroom tools (readings, lectures, assignments, etc.) to support students in the critical construction and analysis of persuasive messages.

COMM 668H (001) "The Ethnographic (Re)Turn"

Della Pollock

In this course, we will explore this mandate in *praxis*. We will specifically 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 two-year 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 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.

COMP 580 (Section 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



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COMP 590 (Section 180) “Enabling Technologies for Non-Majors”

Gary Bishop

For non-majors. 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

EDUC 399 (001, 002) “Peer Tutoring”

Christina Perry, Frank Kessler

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.

ENGL 064 (001) “Ethics and Children’s Literature”

Laurie Langbauer

Children’s literature cuts to the heart of the reasons people really read: children turn to books to make sense of themselves and their world. People turn to ethics when they come across central questions of existence and conduct they don’t know how to answer. In this class, we will attempt to learn from children, to adopt an ethical stance toward reading from them: when I enter this book, who am I? EE

ENGL 102i (004) “English Composition and Rhetoric”

Heath Sledge

This is a service learning version of the second-semester required freshman composition class; it is also a Writing in the Disciplines course that will be focused on business writing. Our class will be partnered with UNC’s own Vinyl Records. We will practice writing skills that are applicable to all sorts of academic and business writing contexts, but the actual writing we do will be targeted towards filling Vinyl’s writing needs. *This course does not fulfill the experiential education requirement.

ENGL 102 (026) “Intergenerational Collaborative Writing”

Kit Curtin

In this service-learning version of English 102, students will use the writing process to develop collaborative relationships with senior citizens at the Seymour Center, a community center for seniors in Chapel Hill. The students will collaborate with their partners to help the senior write a how-to guide transmitting a skill, a narrative about a historic event, and a brief memoir about a definitive personal experience. The final product of the class will be printed books for each participant. The thirty hours of service required will consist of time spent at the senior center, as well as time spent in research, planning, and project development. *This course does not fulfill the experiential education requirement.



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HBHE 699 (001) "Philanthropy as a Tool for Social Change"

Lynn Blanchard, Leslie Parkins

Philanthropy as a Tool for Social Change is a unique opportunity through the Carolina Center for Public Service's 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.

INTS 290 (001) "International Education in K-12 Classrooms"

Tara Muller

This experiential learning course combines guest speakers, discussion and hands-on workshops to build intercultural communication skills and investigate current and effective methods of teaching international education in K-12 school systems across North Carolina. Students will have the opportunity to use their experiences abroad and/or knowledge of international issues to develop classroom presentations on an international topic, country or culture of their choice. EE

INTS 390 (001) "Comparative Development"

Jonathan Weiler

This course will explore in depth the many challenges of development in a multiplicity of substantive and regional contexts. Students will begin to wrestle concretely with how they might approach development, both as students and engaged practitioners themselves. Students will volunteer at a variety of organizations supporting international development. EE

INTS 390 (002) "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"

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 434 (002) “Public Relations Campaigns”

Elizabeth Dougall

Prerequisite, JOMC 431 or 232. Capstone course that builds on concepts and skills from earlier courses. Students use formal and informal research methods to develop a strategic plan, including evaluation strategies, for a client. EE

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 490 (005) “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 in this year's 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

JOMC 491 (001) “Public Affairs Reporting for New Media”

Ryan Thornburg

This semester, we will be working around the state with newspapers and their readers to develop a package of multimedia and interactive news reports that examines North Carolina's high dropout rate, and the impact it has on the political, economic and social fabric of the state. Students do not need to be journalism majors, but should have some interest in research, interviewing and online publishing. Interested students can contact Ryan Thornburg at ryan.thornburg@unc.edu. EE

MUSC 269 (001) “Music in the Community”

David Garcia

This course connects academic inquiry in community music with an experiential project in the making, organization, or documentation of music locally. EE

NURS 609 (961) “Interdisciplinary Service Learning Trip”

Sonda Oppewal, Cheryll Lesneski, Beth Lamanna

Nursing students will join students from the School of Public Health and the Schools of Pharmacy and Social work and other professional community partners on an interdisciplinary service trip to participate in community service on public health projects such as environmental assessments or the identification of public health interventions. EE



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POLI 206H (Section 001) “Ethics, Morality, Liberty and the Law”

Donna LeFebvre

This course introduces students to moral and ethical issues that arise when individual rights conflict with the law and the central role race plays in American society's response. Students in this course serve in a variety of organizations ranging from youth programs, anti-violence organizations, and health education programs. EE

POLI 219 (Section 001) “Violence, Women, and Law”

Donna LeFebvre

This course examines violence against women by examining theories, causes, and contributing factors surrounding violence against women. Students will volunteers in various organization in the community dealing with legal issues and violence against women. 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

PSYC 294 (001, 002, 003, 004, 005) “Psychology Service-Learning”

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

PSYC 465 (001) “Poverty and Development”

Lorraine Taylor

Poverty is one of the most consistent and influential risk factors for problematic development across the life span. This course examines the impact of poverty and family economic hardship on human development. This semester, an optional service learning opportunity will be available for interested students. EE

PSYC 507 (001) “Autism”

Gladys Williams

Topics include historical perspectives on autism, issues in classification and diagnosis, current etiological theories, assessing and understanding patterns of functioning (emphasizing social, communication, and cognitive skills), developmental and lifespan issues, family concerns, service provision, and intervention approaches. EE



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SPCL 390 (001) "APPLES Alternative Spring Break"

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 weekly 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. EE

SOCI 068 (001) "Immigration in Contemporary America"

Jacqueline Hagan

Contemporary international migration is transforming politics, economics, social relations, and ethnic identities in societies throughout the world. This first-year seminar course is designed to introduce students to the fascinating and ever-changing study of immigration in contemporary America. EE

SOCI 273 (001) "Social and Economic Justice"

Judith Blau, Rafael Gallegos

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, 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 273 (002) "Social and Economic Justice"

Charles Kurzman

The goals of this course are: 1) To introduce students to a variety of theories of social and economic justice, 2) To introduce students to two significant justice debates, 3) To involve students in the appraisal of proposals for social and economic justice, 4) To motivate students to pursue their own ideals of social and economic justice. Students in this course will volunteer with a local social justice community-based organization. EE

SOCI 490 (002) "Human Rights Cities" (Formerly SOCI 290)

Judith Blau

Carrboro is a Human Rights City - it has adopted the Universal Declaration of Human Rights. Chapel Hill is not. Students will be engaged in the community - talking with business people and folks in NGOs to discuss how organic relations can create a human rights culture in Chapel Hill. We will study international human rights treaties, human rights charters, and country constitutions that include human rights (most do, but not the United States). EE

SOWO 492 (001) "APPLES Spring Internships Course"

APPLES Spring Internships provide selected students with an opportunity to gain professional experience at a local non-profit community organization. Spring Interns serve throughout the semester, while enhancing their experience with instructor-guided reflection and deeper exploration of local and global social justice issues. *This course does not fulfill the experiential education requirement. EE



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SPAN 204 (005) "Intermediate Spanish"

Bill Maisch

Emphasis in this course is placed on increasing the scope of communication and mastering linguistic accuracy in all the skills while serving the local Hispanic Community. For their community service, students will receive an extra one hour for SPAN 293. EE

SPAN 293 (001, 002, 004, 005, 006, 007, 009) "Spanish Service-Learning"

Service learning component for students enrolled in Spanish language courses. May not count toward the major or minor in Spanish. EE

SPAN 300H (001) "Advanced Grammar and Composition"

Julia Mack

This is a workshop course focused on the practical application of Spanish grammar to written text. Students collaborate in the contrastive study of language and the progressive practice of individual and collective writing. Designed to improve writing accuracy and the ability to analyze and describe the grammar of written texts, the course makes heavy use of technology for access to materials, editing, and communication among class members. SPAN300H is an APPLES course, with an additional credit hour of service-learning. Students enrolled in 300H are also enrolled in SPAN 293. 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. EE

SPAN 320 (001) "Spanish for Business"

Darcy Lear

Students will learn vocabulary and grammar related to business settings, as well as develop written and oral skills in Spanish. For their community service, students will receive an extra one hour for SPAN 293. EE

SPAN 321 (001) "Spanish for Health Care"

Elizabeth Bruno

This course is designed to integrate further language study within a healthcare focus. Throughout the course students will learn Medical terminology, discuss healthcare related scenarios and learn about cultural differences that can effect medical treatment. Students will serve in local organizations serving Spanish-speaking people. EE

SPAN 323 (001) "Spanish for the Legal Professions"

Hosun Kim

All-skills course with review of grammar and extensive writing and speaking. Vocabulary, readings, and activities geared toward the language of legal professions within the context of the Hispanic community.



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WMST 290 (003) “Leadership and Violence Prevention”

Ashley Fogle, Bob Pleasants

Leadership and Violence Prevention is an examination of violence and 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. Particular focus will be paid to strategies of prevention and intervention, drawing upon the expertise of local organizers and service providers in the system of care. 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

WMST 219 (Section 001) “Violence, Women, and Law”

Donna LeFebvre

This course examines violence against women by examining theories, causes, and contributing factors surrounding violence against women. Students will volunteers in various organization in the community dealing with legal issues and violence against women. EE