

COMMUNITY-BASED LEARNING COURSES Fall 2004



March 2004

Dear Student,


This booklet is intended to help you find courses that address social issues through experiential learning. Experiential learning opportunities put you in direct contact with the phenomenon you are studying or with important contexts of that phenomenon. For example, if the course deals with homelessness, you might have the chance to meet with people who are experiencing homelessness.

One form of experiential learning is service-learning, sometimes referred to as community-based learning, or CBL. In CBL courses, you provide some meaningful direct service in the community, or serve in other ways locally. One might, for example, do research for an area agency. This is called community-based research, or CBR.

Whatever the form of experiential learning, you are challenged to learn in different ways than in other types of courses. We believe such learning can enhance your motivation and capacity to be an effective civic participant in the future.

The courses in this booklet are designated with “EL,” “CBL,” or “CBR,” to assist you in choosing. In the rare occasion where a course does not have one of these designations, it is a follow-up course for a Center for Social Concerns domestic or international course experience.

Peace,

A handwritten signature in cursive script that reads "Mary Beckman".

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If course is cross-listed, description can be found by number with *

SCHOOL OF ARCHITECTURE

ARCH 343 Design Studio (Rome Studies)

ARCH 343 Design III

ARCH 543 Design VII

ARCH 543 Design VII (South Bend Downtown Design Center Studio)

ARCH 648 Traditional Neighborhood Design Studio

COLLEGE OF ARTS & LETTERS

African and African-American Studies

AFAM 355*/CSC 355

Social Concerns Seminar: Gullah People

AFAM 425/AMST 425Z/ANTH 426/GSC 425/HESB 426/SOC 425*

Ethnicity in America

American Studies

AMST 422

Confronting Homelessness in American Culture and Society, 1890-Present

AMST 425Z/AFAM 425/ANTH 426/GSC 425/HESB 426/SOC 425*

Ethnicity in America

AMST 426/HESB 407/PSY 407*/SOC 437

Leadership and Social Responsibility

Anthropology

ANTH 426/AFAM 425/AMST 425Z/GSC 425/HESB 426/SOC 425*

Ethnicity in America

ANTH 429

Mexican Migration and Transnationalism in South Bend

community-based learning courses

ANTH 377*/LAST 377
Cultural Difference and Social Change

ANTH 454
Cultural Aspects of Clinical Medicine

Art, Art History And Design

Graphic Design 3

Computer Applications

CAP 316
Systems Analysis and Design

Economics

ECON 339I*/ESS 339/HESB 341I
Addressing U.S. Poverty on the Local Level: Homelessness,
Education, Health Care, Jobs

ECON 453
Collective Bargaining

ECON 498
Economics and Catholic Social Teaching Summer Internship: Worker
Issues, Economics Special

Education, Schooling And Society

ESS 339/ECON 339I*/HESB 341I
Addressing U.S. Poverty on the Local Level: Homelessness,
Education, Health Care, Jobs

Film, Television And Theatre

FTT 300
The Principles of Television and Media

Gender Studies

GSC 425/AFAM 425/AMST 425Z/ANTH 426/HESB 426/SOC 425*
Ethnicity in America

Hesburgh Program

HESB 341I/ESS 339/ECON 339I*
Addressing U.S. Poverty on the Local Level: Homelessness,
Education, Health Care, Jobs

HESB 407/AMST 426/PSY 407*/SOC 437
Leadership and Social Responsibility

HESB 426/AFAM 425/AMST 425Z/ANTH 426/GSC 425/SOC 425*
Ethnicity in America

Latin American Studies

LAST 377/ANTH 377*
Cultural Difference and Social Change

Latino Studies

ILS 382 /ROSP 111E*
Beginning Spanish for Heritage Speakers

Music Department

MUS 498
Special Studies

Peace Studies

IIPS 310F/PSY 310F*
Take Ten: Acting to Prevent Childhood Violence

IIPS 360B/THEO 360B*
Summer Service-Learning: International

community-based learning courses

IIPS 368C/CSC 368C*/THEO 368D
Conscience in the Crossfire: Elections 2004

IIPS 371/THEO 371*
Social Concerns Seminar: International Issues

IIPS 466/566
Strategies and Tactics of Nonviolent Social Change

IIPS 490A
The Struggle for Accountability

Philosophy

PHIL 434*/CSC 434/PSY 483B/STV 434
Addiction, Science and Values

PHIL 470*/BIOS 573
Environmental Justice

Political Science

POL 333W/THEO 363*
Social Concerns Seminar: Washington, D.C.

POLS 496
Internships

Psychology

PSY 310F*/IIPS 310F
Take Ten: Acting to Prevent Childhood Violence

PSY 390B
Practicum in Development Disabilities

PSY 407*/AMST 426/HESB 407/SOC 437
Leadership and Social Responsibility

PSY 483B/PHIL 434*/CSC 434/STV 434
Addiction, Science & Values

Romance Languages & Literatures

ROSP 111E*/ILS 382
Beginning Spanish for Heritage Speakers

Science, Technology And Values

STV 434/PHIL 434*/CSC 434/PSY 483B
Addiction, Science & Values

Sociology

SOC 362/THEO 362*
Cultural Diversity

SOC 419
Self, Society, and Environment

SOC 425*/AFAM 425/AMST 425Z/ANTH 426/GSC 425/HESB 426
Ethnicity in America

SOC 437/AMST 426/HESB 407/PSY 407*
Leadership and Social Responsibility

SOC 496
Sociology Internships

Theology

THEO 180
Theology University Seminar

THEO 274
Discipleship: Loving Action for Justice–Summer Service Internship

THEO 290A
Christianity and World Religions

THEO 359A
Summer Service-Learning Internship: ACCION

THEO 359B
Summer Service-Learning Intern: African-American Leadership

community-based learning courses

THEO 395C

Summer Service-Learning Intern: Hispanic Leadership

THEO 360

Summer Service-Learning: Confronting Social Issues

THEO 360A

Summer Service-Learning: Confronting Social Issues

THEO 360B

Summer Service-Learning: International

THEO 360C

Summer Service-Learning: NYSP

THEO 361

Social Concerns Seminar: Appalachia

THEO 362*/SOC 362

Social Concerns Seminar: Cultural Diversity

THEO 363

Social Concerns Seminar: Washington, D.C.

THEO 366

Social Concerns Seminar: Mexico Service-Learning

THEO 368A

Social Concerns Seminar: Discernment

THEO 368D/CSC 368C*/IIPS 368C

Conscience in the Crossfire: Elections 2004

THEO 368F

Social Concerns Seminar: Gospel of Life

THEO 369

Social Concerns Seminar: Leadership Issues

THEO 371

Social Concerns Seminar: International Issues

THEO 372

Social Concerns Seminar: Field Education

COLLEGE OF BUSINESS (MENDOZA)

BA 329
ACCION

BA 439
Organizational Structure, Culture and the Entrepreneurial Venture

BA 441
Business Ethics: Field Project

Management

MGT 320
Introduction to Entrepreneurship

MBA 628/BSBA 428
Social Entrepreneurship

Marketing

MARK 492
Advertising Campaign Seminar

COLLEGE OF ENGINEERING

CE 200/300/400
Civil Engineering Projects in Community Service

CSE 200/300/400
Engineering Projects in Community Service

COLLEGE OF SCIENCE

Biological Sciences

BIOS 191
Molecular Genetic Technology

BIOS 573/PHIL 470*
Environmental Justice

Chemistry

CHEM 331

Chemistry in Service of the Community

FIRST YEAR STUDIES

First Year Composition

FYC 110C 01, 04, 05

English Composition

FYC 110C 02 & 03

English Composition: Bridging the Gap: Community, Social Justice, and the Call of Service

CENTER FOR SOCIAL CONCERNS

CSC 368C*/IIPS 368C/THEO 368D

Conscience in the Crossfire: Elections 2004

CSC 434/PHIL 434*/PSY 483B/STV 434 (CBL)

Addiction, Science and Values

CSC 355/AFAM 355*

Social Concerns Seminar: Gullah People

PSY 310F*/IIPS 310F

Take Ten: Acting to Prevent Childhood Violence

THEO 274

Discipleship: Loving Action for Justice

THEO 359A

Summer Service-Learning Internship: ACCION

THEO 359B

Summer Service-Learning Intern: African-American Leadership

THEO 395C

Summer Service-Learning Intern: Hispanic Leadership

THEO 360

Summer Service-Learning: Confronting Social Issues

community-based learning courses

THEO 360A

Summer Service-Learning: Confronting Social Issues

THEO 360B

Summer Service-Learning: International

THEO 360C

Summer Service-Learning: NYSP

THEO 361

Social Concerns Seminar: Appalachia

THEO 362*/SOC 362

Social Concerns Seminar: Cultural Diversity

THEO 363*/POLS 333W

Social Concerns Seminar: Washington Seminar

THEO 366

Social Concerns Seminar: Mexico Service Learning

(Immersion: May 2005)

THEO 368A

Social Concerns Seminar: Discernment

THEO 368F

Social Concerns Seminar: Gospel of Life

THEO 369

Social Concerns Seminar: Leadership Issues

THEO 371*/IIPS 371

Social Concerns Seminar: International Issues

THEO 372

Social Concerns Seminar: Field Education

LAW SCHOOL

IMMIGRATION LAW 652

For additional information and publications about the
Center for Social Concerns, please contact us at: (574) 631-5293

SCHOOL OF ARCHITECTURE

(Architecture Majors Only)

arch343 (cb1)

Design Studio Rome Studies Program

Part of the Rome Studies Program's Design Studio exercises, involves projects in different cities in Italy where our students help propose long term plans for diverse urban contexts. Typically, students and faculty are invited for a few days to a particular city where they study the local architecture and meet with professionals (local architects), politicians (mayors' offices), and citizens' groups. Students then return to Rome to undertake their design work which is subsequently published in book form and exhibited in local venues, thus contributing to the public debate about the architectural and social future of cities. Over the past five years, projects outside of Rome have taken our students to Alba Adriatica, Nereto, Arpino, Sasso Marconi, Bassano del Grappa, Como, Artena, Orvieto, and Barletta.

arch343 (cb1)

Design III Duncan Stroik

arch543 (cb1)

Design VII Duncan Stroik

This fifth year studio normally focuses on a community with needs for a new building. The students make a fieldtrip to the community, the site, meet with the clients and design projects based on the client requirements. This gives the community some free advice and allows the students to interact with real issues, actual users, and propose architectural solutions which will serve their needs. In years past the students have designed an inner city church in Chicago, a monastery in Wisconsin, a proposal for the World Trade Center site, and a chapel for a Franciscan retreat center in New York.

arch543 (cb1)

Design VII (South Bend Downtown Design Center Studio) Philip Bess

The Downtown Design Center allows fourth and fifth-year architecture students to interact with architecture and development professionals along with community leaders to contribute to the urban evolution of the city. Students are assigned to work on actual planning and design projects done in conjunction with community groups and individual clients. The Center is housed in a storefront space in downtown South Bend where students can interact directly with urban sites and social groups that provide them with a hands-on professional experience.

arch648

(cbl)

Traditional Neighborhood Design Studio
Philip Bess

The South Bend Downtown Design Center allows second year graduate level architecture students to interact with architecture and development professionals along with community leaders to contribute to the urban evolution of the city. Students are assigned to work on a traditional neighborhood design project. The Center is housed in a storefront space in downtown South Bend where students can interact directly with urban sites and social groups that provide them with a hands-on professional experience.

COLLEGE OF ARTS & LETTERS

African and African-American Studies

afam355*/csc355

(cbl)

Social Concerns Seminar: Gullah People
Carl Loesch

This seminar will examine the rich history and culture of the Gullah people and the communities of the Sea Islands of South Carolina through both classroom and experiential learning. Located on the Sea Islands of South Carolina and Georgia are communities of people who are the descendants of slaves. Their unique culture is directly linked to West Africa. In South Carolina, this group of African-Americans and the language they speak is referred to as Gullah (Gul-luh). Because of their geographic isolation, the Gullah have been able to retain more of their African heritage than any other African-Americans. In the 1950's bridges were built to the Sea Islands to provide access to resorts. These

bridges led to an increase in tourism but also challenged the traditional farming, fishing, and folkways of the Gullah people. In addition to several class sessions at Notre Dame, students will spend fall break in South Carolina, working with the Sisters of Charity of Our Lady of Mercy in a variety of ministries, in home repair, doing GED and ESL tutoring, shadowing in their medical programs, etc, in addition to having time to experience the rich history and culture of the area.

afam425/amst425z/anth426gsc425/hesb426/soc425* (cb1)

Ethnicity in America

American Studies

amst422 (e1)

Confronting Homelessness in American Culture and Society, 1890-Present Benedict Giamo

In recent years, the prevalence of homelessness has tended to aggravate the problem of inequality in the United States. As a form of extreme poverty, the crisis of contemporary homelessness reflects a rupture from within the social system. This rupture tears at the heart of the nations' democratic ideals and puts into question the effectiveness of the current social welfare state.

The purpose of this seminar is to examine the conditions of extreme poverty and homelessness within the broader context of American culture and society. In order to confront the nature of these conditions, this seminar will draw upon insights from history, literature, documentary film/photography, and the social sciences. We will focus on the degree of permanence and change in our approach to both traditional and modern forms of the social problem. In addition, the causes and processes related to extreme poverty and homelessness will be explored as well as the various cultural representations that work to organize social perceptions of the situation. There will be an experiential component to the course as well.

amst425z/afam425/anth426/gsc425/hesb026/soc425* (cb1)

Ethnicity in America

amst426/hesb407/psy407*/soc437 (cb1)

Leadership and Social Responsibility

Anthropology

anth426/afam425/amst425z/gsc425/hesb426/soc425* (cbl)

Ethnicity in America

anth429 (cbr)

Mexican Migration and Transnationalism in South Bend **Karen Richman**

Mexican immigrants are the fastest growing ethnic group in South Bend. Their three-fold increase over the past decade in South Bend and myriad other U.S. cities reflects how deeply institutionalized migration has become as a domestic strategy for escape from the pressure of relentless poverty, rural decline, and underemployment in rural Mexico. Despite their massive exodus, however, Mexican migrants remain connected to their homelands, unlike earlier migrants who eventually severed their ties to their home countries. Kinship networks, economic relations, political activities and religious practices simultaneously involve Mexicans in home and diaspora locations. Mexican migrants send home about \$8 billion annually. The Mexican government encourages the mobility of its people and offers novel ways to unify those abroad in a borderless nation.

This course uses experiential learning in the Mexican community of South Bend in order to understand how Mexican migrants conduct their lives across the vast distances separating South Bend and their homeland. The course begins with readings about transnationalism, Mexican-U.S. migration and the history and sociology of the local community. Next we learn ethical fieldwork methods in preparation for community research. We will gather data on local and transnational households and kin networks, political involvement, employment, consumption practices, cultural activities and religious life, working through contacts with social service agencies, the Mexican consulate, and Mexican- or Latino-run media, businesses, food stores, and sports leagues. We will document the innovative adaptations of this migrant community, especially the growth of an ethnic enclave of small businesses that both unite Mexicans as an ethnic group and sustain their ties to their homeland. We intend to compile the research in a volume published by Latino Studies to be given to those who shared their lives with us and to entities that are committed to helping them.

anth377*/last377

Cultural Difference and Social Change

Subarea: Topics in Anthropology

Greg Downey

Pre-requisites: Overseas Study or service in the developing world, permission

This course is designed especially for students returning from summer service projects or study abroad programs in the developing world. Students can only enroll with the permission of the instructor or the director of the ISSLP at the Center for Social Concerns.

In the class, students will conduct research to better understand the sites that they visited during their overseas projects, orienting them in relation to broader global, regional, and national patterns. Course readings will cover such topics as world systems theory, globalization, development, NGOs, various understandings of “human rights,” applied anthropology, activism, and the relation between cultural relativism and service. Students will develop three collaborative web sites during the semester (although each student will receive individual grades for their work). These collective projects will present the student’s own research interests based on their overseas experience, and will focus on the site where they worked, a problem that they observed in cross-cultural perspective, and an analysis of strategies for redressing this sort of problem. The overall goal of the course will be for students to gain an understanding of how social science analysis might help to understand and confront problems in cross-cultural contexts.

anth454

(cbl)

Cultural Aspects of Clinical Medicine

Robert Wolosin

Permission Required

Eligibility:

1. Open only to juniors and seniors.
2. Must have access to transportation to a local hospital.
3. Must be able to spend one 4-hour evening session per week in hospital internship.

This course focuses on social science approaches to sickness and healing. The medical encounter is examined from anthropological perspectives. The course emphasizes the difficulties traditional biomedicine has in addressing patients’ expectations for care. Students serve an internship as patient ombudsman in a local hospital emergency room 4 hours per week. Students must obtain authorization numbers through the Department of Anthropology (314 O’Shaughnessy).

Art, Art History and Design

graphic design 3

(cbr)

Robert Sedlack, Jr.

Logo and Identity Design for local not-for-profit agencies

Every semester my Graphic Design 3 students are asked to design a new logo and initial identity pieces for not-for-profit organizations. The organization can be in South Bend area or their hometown. Many students have had their work accepted and produced, including logo and additional design materials for the Potowatomi Zoo, Center for the Homeless, Paint Services, El Buen Vecino, Notre Dame Pilot Initiative, Campus Ministries, Global Health Alliance, A Different Way, Iron Sharpens Iron, Reins of Life, A.D.A.P.T., and Holy Cross Elementary School.

Art in April at St. John the Baptist

In a continuing effort to have the class give back to the community and help more people understand what design is, every year my spring semester Graphic Design 3 class visits children at St. John the Baptist elementary school here in South Bend and guide the upper level students through a graphic design project. The Notre Dame students are broken up into groups and each group selects a project they would like to teach to the elementary school children. We visit St. John two times, first to introduce ourselves and the project and then return to “art direct” the students as they create their pieces.

Bottle Prop Poster

This semester (spring 2004), my Graphic Design 3 class created various posters for South Bend’s Center for the Homeless. The subject matter was centered on the dangers of bottle-propping for mothers with infant children. The Center for the Homeless has reviewed all of the posters and will receive a select group for display.

Banned Books Week

In the fall of 2003, my Graphic Design 3 class worked with area libraries (Notre Dame, St. Mary’s, St. Joe County and St. Joe High School) to create posters for the national Banned Books Week campaign. A variety of posters were selected and displayed at the various libraries. St. Mary’s Library displayed all twenty-two posters in their library’s exhibit space.

Billboard

My spring 2003 Graphic Design 3 class designed various billboard

options for Take Ten, a national organization promoting violence prevention. Senior Tara Beckley's billboard was chosen and is currently on display in downtown South Bend.

Northern Indiana Center for History

My spring 2002 Graphic Design 3 class designed various poster options for the Northern Indiana Center for History's "Women in Sports: Breaking Barriers" exhibition. Senior design major Emily Hallinan's poster was chosen for production and Ms. Hallinan was hired by the museum for the following summer to create an entire marketing campaign under my pro-bono art direction.

Voter Participation

In the fall of 2000, my Graphic Design 3 class mounted an on-campus voter participation campaign. The campaign was funded in part by both the university's Young Republicans and Young Democrats organization. The produced pieces included almost 300 silkscreened posters, hundreds of buttons and a website that included voter information.

Reunion T-shirt (yearly)

Each spring semester my Graphic Design 3 class designs various t-shirts for the ND Alumni Association's Alumni Reunion event which occurs in the early summer. One student's work is selected for the final shirt and produced.

Snite T-shirt (yearly)

Each spring semester my Graphic Design 3 class designs various t-shirts for a selected gallery (e.g. Pre-Columbian, American, 20th Century, etc) in the Snite Museum of Art. One student's work is selected for the final shirt and produced.

Computer Applications

cap316

(cbr)

Computer Applications Systems Analysis and Design Louis Berzai

Administered in two major segments, the course first exposes students to the full scope of analyzing and designing computer systems by covering problem definition, data collection, documentation of existing systems, and definition of new systems requirements. We use

the methodology of Systems Development Life Cycle (SDLC). The second segment deals first with students working on genuine business projects. The second phase of this segment gets into object-oriented systems analysis which is a new concept in systems analysis and design. Students do work on and off-campus in the South Bend community.

Economics

econ339i*/ess339/hesb341i

(cbl)

Addressing U.S. Poverty on the Local Level: Homelessness, Education, Health Care, Jobs **Mary Beckman**

After discussing definitions of poverty and related controversies, and taking a general look at who is poor in this country, this course will focus on four arenas where poverty manifests itself: homelessness, education, health care, and jobs. We will visit local entities that are responding in each area: Center for the Homeless (CFH), Robinson Community Learning Center (RCLC), Chapin Street Clinic, and the City's Office of Economic and Community Development. We will analyze the work of these organizations through three lenses, one calling for relatively unfettered markets within a capitalist framework; another advocating interference in markets; and the last urging dramatic alterations in the capitalist market system itself. Students will be asked throughout the course to consider ways they might use their skills to address some aspect of poverty now and in later life. To provide additional spark to such thinking, we will add two local visits. First, we will go to the Near Northwest Neighborhood organization to hear about the faith-based choice of some individuals to live in that community and to learn about their work. Second, we will spend time at an organization focused on poverty-related research. This is a writing intensive course. Requirements: two hours a week of community service at CFH, RCLC, or Chapin Street Clinic. Majors only through first two periods. One ECON course or by permission of the instructor. Recommended: Economics 335.

econ453

(e1)

Collective Bargaining **William Leahy**

An analysis of the procedures and economic implications of collective bargaining as it now operates in the U.S. Emphasizes a game theory

approach resulting in the negotiation of a labor contract. Permission of instructor required.

econ498

(cbl)

**Economics & Catholic Social Teaching Summer Internship: Worker Issues
Economics Special Studies
Martin Wolfson**

Many of the thirty-two million people who live in poverty in our country hold full time jobs. Immigrant workers often make \$6.00 an hour with no health benefits, working under dangerous conditions. In a recent Department of Labor study, 100 percent of poultry plants, 60 percent of nursing homes, 50 percent of restaurants and 90 percent of farms were found to be violating wage and hour laws. In this internship, students from Notre Dame and other Catholic colleges and universities will work for ten weeks during the summer with one of 60 interfaith committees around the country through the National Interfaith Committee for Worker Justice (NICWJ). They will assist local staff on a wide range of worker issues, including access to affordable health care, immigrant worker rights, and worker rights to organize. They will explore how economic theory, trends and policy inform the experience of workers in this country and gain a solid introduction to Catholic social teaching on labor issues.

Education, Schooling and Society

ess339/econ339i*/hesb341i

(cbl)

Addressing U.S. Poverty on the Local Level: Homelessness, Education, Health Care, Jobs

Film, Television and Theatre

ftt300

(cbl)

**The Principles of Television and Media
Vincent Friedewald**

This course is designed to provide a fundamental understanding of video and multimedia program production, from initial concept to final broadcast. The point of view is from the perspective of the Executive Producer, who oversees all business and creative aspects of

television programs. All media which incorporate video, including broadcast television, CD-ROM, DVD, and the Internet will be covered. Topics include proposal development and budget; understanding the target audience; audience exposure, attention, perception, and retention; production elements; locations; the script; sponsor relations; credibility and ethics; motivational television; and on-camera interview techniques.

Gender Studies

gsc425/afam425/amst425/anth426z/hesb426/soc425* (cbl)

Ethnicity in America

Hesburgh Program

hesb341i/econ339i*/ess339 (cbl)

Addressing U.S. Poverty on the Local Level: Homelessness, Education, Health Care, Jobs

hesb407/amst436/psy407*/soc437 (cbl)

Leadership and Social Responsibility

hesb426/afam425/amst425z/anth426/gsc425/soc425* (cbl)

Ethnicity in America

Latin American Studies

last377/anth377*

Cultural Difference and Social Change
Subarea: Topics in Anthropology

Latino Studies

ils382/rosp111e* (cbl)

Beginning Spanish for Heritage Speakers

Music Department

mus498 (cb1)

Special Studies

RCLC Director: Patricia Collins Jones

Bandlink Director: Kenneth Dye

The Music Department supports two outreach programs in the South Bend community that allow students to pursue apprenticeship training by teaching inexperienced musicians. Enrollment is under Special Studies for one hour of credit per semester. Pianists can gain valuable pedagogical experience and contribute to the community by teaching piano students at the Robinson Community Learning Center. Wind musicians can volunteer to staff the BANDLINK program at Holy Cross Grade School. Participation in either is by permission of the Director.

Peace Studies

iips310f/psy310f* (cb1)

Take Ten: Acting to Prevent Childhood Violence

iips360b/theo360b* (cb1)

Summer Service-Learning: International

iips368c/theo368d/csc368c* (e1)

Conscience in the Crossfire: Elections 2004

iips371/theo371* (e1)

Social Concerns Seminar: International Issues

iips466/566 (e1)

Strategies and Tactics of Nonviolent Social Change

David Cortright

This course will help students understand and participate more effectively in movements for nonviolent social change. Students will become familiar with both the theories of nonviolence and social action and the practice of effective social organizing. Topics to be addressed include the religious roots and philosophy of nonviolence, recent cases of nonviolent social struggle, principles of strategy, and the techniques

and methods of nonviolent action, including media communications, fundraising, lobbying, grass roots organizing, and coalition building. Relevant historical and contemporary examples will be reviewed to illustrate how movements for social change work in practice. Course work will consist of readings, lectures, videos and class discussion on the identified topics. In addition, students will be asked to participate in class activities and team-learning exercises on and off-campus. Two team learning exercises are scheduled during the semester.

iips490a

(e1)

The Struggle for Accountability
Martha Merritt

The accountability of public officials –or, more commonly, the perceived lack of it – is a serious problem for democratic societies worldwide and, understandably, even more so for non-democratic societies. Democratic political accountability is distinguished by what Amartya Sen calls an “early warning system,” a complex web of monitors and checks in order to limit the ability of leaders to craft public policy that may lead to undue harm. The relatively high level of awareness in a democracy among the governors and the governed that at any moment a public official may be called to justify his or her actions is intended to minimize irresponsible decision making.

Our critical examination of accountability in practice consists of two parts. First, we consider the wide range of means for holding government accountable, including the courts, the media, elections, official and unofficial monitoring, and public protest. Second, we study the roles of individual dissidents as voices of the oppressed in their societies and the ability of exceptional individuals to promote more responsible government. The final assignment allows students to re-write and expand upon two previous papers in order to create a long research paper and case study of an instance where a government was challenged. Why and how did a movement to hold government accountable yield answerability or change, or why did it fail? There will be a field study analysis in the South Bend community.

Philosophy

phil 434*/csc434/psy483b/stv434

(cb1)

Addiction, Science & Values
Ed Manier

By permission.

Application required.http://www.nd.edu/~ndphil0/434_application.htm

This community based learning course places students with the Life Treatment Center, (LTC), 1402 South Michigan, South Bend. The LTC serves indigent recovering addicts, many recently released from prison, and offers on the job training and clinical experience with its programs for detoxification, intensive treatment programs, group therapy, case management, and relevant aspects of public policy.

<http://www.lifetreatmentcenters.org/index.htm>

Students schedule 2 hours/week at the LTC and one 75 minute class meeting/week.

Students will arrange the nature of volunteer service with the administration of the LTC. Students should consider rotating services to familiarize themselves with significantly different aspects or stages of treatment.

The class meeting component of the course will cover the following topics:

1. Overview of current biomedical and psychological models of addiction and its prevention and treatment;
2. Introduction to the ethics and politics of care for substance-related disorders;
3. Survey of leading community coalitions for the prevention of substance abuse, analysis of “what works” in prevention, treatment and recovery.

Writing requirements. A weekly journal reviewing the volunteer experience; a critical literature review on a related topic selected by the student in consultation with the instructor; and a final essay integrating required textual materials with the volunteer experience.

phil 470*/bios573

(cbr)

Environmental Justice
Kristin Shrader-Frechette

Every year in hundreds of communities across the US, poor people and minorities have noxious facilities put in their neighborhoods because they are politically and economically powerless to stop them. For example, nearly all US hazardous-waste facilities are in Black, Latino, or Native-American neighborhoods. As a result, poor people and minorities breathe much dirtier air and drink much dirtier water. The purpose of the course is to empower students to evaluate draft environmental impact assessments (EIA), technology assessments (TA), and risk assessments (QRA), so that their analyses can be submitted to the affected communities and to the federal government. This work will ensure more equitable environmental decision-making.

This course will (1) survey EIA, TA, QRA; (2) investigate ethical and methodological issues related to these techniques; then (3) apply these techniques to contemporary assessments for which the government is seeking comments by scientists and citizens. The course is hands-on and will have no tests. Instead it will be project-based, with students working on actual assessments which they choose (about 2500 are done in the US each year). This should be a particularly good course for science pre-professional students. Prerequisites: Students must have (a) a reasonably good high-school or college science background, (b) at least one prior course in philosophy; and (c) the ability to work independently. First priority for enrollment will be for students who have fall-break, spring-break, or summer-break SERVICE PROJECTS WITH THE CENTER FOR SOCIAL CONCERNS. If you are interested, email Dr. Shrader-Frechette (kshrader@nd.edu) and tell her (1) the dates/place/nature of your CSC service work; (2) your major; (3) your GPA; and (4) why you want to take the course. Course is experiential learning (EL) and focuses on community-based research (CBR). Course meets Wed., 4-6:30 pm. Dr Shrader-Frechette will have the course numbers for you to gain admission to the course.

Political Science

pol 333w/theo363* (e1)

Social Concerns Seminar: Washington, D.C.

pol s496 (cb1)

Internships Carolina Arroyo

The goal of the internship program is to provide opportunities to integrate courses with real work experience. Internships are available throughout the Notre Dame area with a variety of government offices, non-profit agencies and NGO's. Students can explore career options while improving their writing, analytical, organizational and networking skills. Students will need a resume and a cover letter to apply for an internship. Interns are required to work at least 4 hours per week. All internships are unpaid. Internship credits do not fulfill the Political Science major requirements. Permission required.

Psychology

psy310f*/iips310f

(cbl)

Take Ten: Acting to Prevent Childhood Violence Caponigro/Brandenberger

The goals of TAKE TEN are to reduce and prevent violence by teaching positive alternatives for solving problems and expressing feelings. Students work with children in the South Bend Public Schools and teach nonviolent communication and listening skills, conflict resolution skills, and respect for diversity. TAKE TEN promotes a new social norm – nonviolence – to a group desensitized to violence through the media.

psy390b

(cbl)

Practicum in Developmental Disabilities Thomas Whitman Permission Required

This practicum/seminar is the logical outgrowth of a long informal relationship that student volunteers have had with families in the Michiana community who have autistic and other special needs children. The practicum aspect of the course will involve students going into a family home and working in a structured program with an autistic child - on average about two times a week for about a total of four to five hours. In addition, students will meet in class once a week (Tuesdays, 3:30-4:45) for discussion of a range of topics relating to autism: including issues regarding its definition, assessment, etiology, and treatment, as well as topics regarding the impact of autism on the family, community resources and social policy. A number of classes will feature discussions led by parents of autistic children. This class is particularly recommended for students interested in child clinical psychology, education, developmental psychology, medicine (Pediatrics, Developmental Pediatrics, and General Practice), social work physical therapy and occupational therapy. The course is open to non-majors. Majors wishing to satisfy their 400 level requirement may take this course at the 400 level (Psych 485). Permission of instructor is required. Students must have access to a car in order to attend their practicum. Requirements: Regular attendance (practicum setting and class), completion of practicum diary, active class participation, a short paper on some topic related to autism.

psy407*/amst426/hesb407/soc437

(cbl)

Leadership and Social Responsibility
Jay Brandenberger

This course examines leadership and empowerment issues from various disciplinary perspectives, focusing on the role of the leader within organizations that promote service, social action, or other forms of social responsibility. Alternative models of leadership are explored, with attention to value and moral implications. Sample topics include: historical/cultural paradigms of leadership, organizational theory, leadership and gender, and the like.

Student leaders from various majors and campus student organizations are encouraged to participate. Readings will be drawn from a variety of sources and discussed in a seminar format. Independent student research and experiential learning opportunities will augment the learning experience. Special permission required.

psy483b/phil 434*/csc434/stv434

(cbl)

Addiction, Science & Values

Romance Languages & Literatures

rosp111e*/ils382

(cbl)

Beginning Spanish for Heritage Speakers
Maria Coloma

A course of intensive grammar study, reading and writing. Designed for students who may speak some Spanish in the home but whose primary language is English. The goal is to work toward becoming fully bilingual, and to strengthen the command of written Spanish and the mechanics of composition and style. There is no prerequisite. This course is followed by ROSP 211, Intermediate Spanish for Heritage Speakers.

Science, Technology and Values

stv434/phil 434*/csc434/psy483b

(cbl)

Addiction, Science & Values

Sociology

soc362/theo362* (el)

Cultural Diversity

soc419 (el)

Self, Society, and Environment

Andrew Weigert

This course focuses on social psychological aspects of relationships between humans and the natural environment. Issues include how humans interact with different environments, symbolic transformations of environments, and competing accounts or claims concerning human-environment relationships. The course is framed in a sociology of knowledge perspective and touches on alternative ways of envisioning and valuing individual and institutional perspectives on human-environment relationships with an eye toward implications for social change. There will be a field trip.

soc425*/afam425/amst425z/anth426/gsc425/hesb426 (cbl)

Ethnicity in America

Leonard Chrobot

A study of the dynamic and continual process of formation and development of the United States as a nation by its cultural, religious, ethnic and racial diversity; a review of the history and theory of inter-ethnic relations and their manifestation in the basic institutions of family, education, religion, economics, and government. Students are encouraged to conduct actual research in the South Bend area.

soc437/amst426/hesb407/psy407* (cbl)

Leadership and Social Responsibility

soc496 (cbl)

Sociology Internships

Ann R. Power

Permission Required

3 credits; or variable

This is an “experiential” course designed to give students some practical experience in the area of urban affairs, social welfare,

community-based learning courses

education, health care services, or business, in order to test their interest, complement their academic work, or acquire work experience preparatory for future careers. Students are placed with a community agency in the South Bend area and normally work six hours a week as interns under the supervision of an experienced practitioner. Hours are flexible, usually set to accommodate the intern's availability and the needs of the host agency. Below is a list of agencies that have accepted interns. Students may also find other possible placements on their own (subject to approval by the instructor).

Adoption Network
Center for the Homeless
Firefly Festival for the Performing Arts
FIRE Home
Home Management Resources
La Casa de Amistad
Neighborhood Development Association
Safe Station (Youth Runaway Shelter)
Sex Offense Services, Madison Center
South Bend Department of Community and Economic Development
South Bend Heritage Foundation
South Bend (Public) Housing Authority
Alliance for Catholic Education's IEI Office
Early Childhood Development Center
Good Shepherd Montessori School
Robinson Community Learning Center
Upward Bound
Washington High School, South Bend
Aids Ministry
Hospice of St. Joseph County
St. Joseph Medical Center's Chapin Street Health Center
Adult Probation
Indiana Legal Services
Individual Judges
Juvenile Justice Center (2 semesters)
St. Joseph County Police Department
South Bend Police Department

There are no prerequisites; however, preference is given to Sociology majors, ESS minors, and students who have had course work in a related area. This is a graded course. In addition to field work, academic work includes reading scholarly works related to the field placement, and a final paper. Contact Dr. Power (1-0803) for more information and/or an application.

Theology

theo180

(e1)

Theology University Seminar
Tim Matovina

This seminar offers a critical study of the Bible, the person of Jesus, contemporary depictions of Jesus in film, and the significance of Christianity's theological foundations for contemporary Christian life and theology. The course has a particular focus on the themes of vocation and calling in the scriptures, the Christian tradition, and the Christian life today. An optional service-learning project provides students with an opportunity to reflect on the meaning of vocation in contemporary Christian life.

theo274

(cb1)

Discipleship: Loving Action for Justice
Pfeil/Smith Shappell

This course is for students returning from Summer Service Internships or other service experiences who desire an extended opportunity for reflection and analysis. Some of the major themes to be discussed are social analysis, discipleship, and Catholic social teaching. The course culminates with a comprehensive research project on an issue which emerges from the summer and/or other service experiences and is explored with other academic disciplines. More information about the course format, the experiential learning method and the process of evaluation is explained in the Learning Agreement and Application Form which is available at the Center for Social Concerns. This course fulfills the second theology requirement.

theo290a

(e1)

Christianity and World Religions
Bradley Malkovsky

The purpose of this course is to introduce the student to the basic teachings and spiritualities of Hinduism, Buddhism, and Islam. We will approach these religions both historically and theologically, seeking to determine where they converge and differ from Christianity on such perennial issues as death, meaning, the nature of the ultimate Mystery, the overcoming of suffering, etc. We will also examine some traditional and contemporary Catholic and Protestant approaches

to religious pluralism. Our own search to know how the truth and experience of other faiths is related to Christian faith will be guided by the insights of important Catholic contemplatives who have entered deeply into the spirituality of other traditions. By course end we ought to have a greater understanding of what is essential to Christian faith and practice as well as a great appreciation of spiritual paths of others. There are some experiential learning opportunities involved, including regular practice of Asian meditation. **Requirements:** Short papers, midterm exam, and final exam.

theo359a

(cbl)

**Summer Service Learning Internship: ACCION
Cunningham**

A pioneer in micro-lending, ACCION is a non-profit organization with a 38-year history of reducing poverty and creating employment in the Americas. ACCION is dedicated to providing financial services to the smallest of small business people, and, in turn, families, through providing loans.

Ten week Internships will offer students exposure and experience in areas such as: community outreach and marketing, fundraising and public relations, management and information systems, loan processing and monitoring, micro-lending and economic development.

theo359b

(cbl)

**Summer Service-Learning Intern: African-American Leadership
Cunningham /Knight Santoni**

This is a leadership internship for African-American students who work 10-12 weeks in an African-American area with organizations dedicated to empowering local communities. Students will complete the requirements of THEO 359 and work with the Center for Social Concerns to build partnerships with the agencies and people involved. Application and interview necessary for participation.

theo359c

(cbl)

**Summer Service-Learning Intern: Hispanic Leadership
Cunningham/Knight Santoni**

This is a leadership internship for Hispanic studies working 10-12 weeks in a Hispanic/Latino area with organizations dedicated to empowering local communities. Students will complete the requirements for THEO 359 and work with the Center for Social

Concerns to build partnerships with the agencies and people involved. Application and interview necessary for participation.

theo360

(cbl)

**Summer Service-Learning: Confronting Social Issues
Cunningham/Pfeil**

This three-credit hour service-learning course takes place before, during, and after student participation in eight-week “Summer Service Projects” sponsored by the Center for Social Concerns. The goals of the course are to reflect on the meaning and dynamics of Christian service, compassion and Catholic social teaching through readings and writing, along with discussion and reflection with site supervisors and alumni/ae, and scheduled group discussions upon return to campus. Writing assignments include a journal, a reflection paper of 6-8 pages, and responses to study questions related to the readings packet. The course is completed during the first five weeks of fall semester and is graded Satisfactory or Unsatisfactory. Acceptance is based on the student’s application and interview. Contact the Center for Social Concerns for more information.

theo 360a shared course with ba329 = 3 credits combined (cbl)

**Summer Service-Learning: Confronting Social Issues
Cunningham/Pfeil**

Same as THEO 360 but restricted to THEO majors; graded course.

theo360b*/iips360b

(cbl)

**Summer Service-Learning: International
Tomas Morgan/Cunningham**

This internship seeks to provide international service-learning experiences in social concerns inspired by Gospel values and Catholic social teachings through: challenging students who have domestic service-learning experiences to encounter international realities and to provide them the opportunity to work with and learn from the poor and marginalized in international settings; providing students the opportunity to work with persons and grass roots groups working to address the needs of the poor and to learn from those who raise questions and share insights about the social, political, economic, religious, and cultural forces operative in the international setting. Academic requirements bear similarity to THEO 360, including follow-up presentations, a pre-and post-retreat weekend and assisting

in the future recruiting of next year's interns, and evaluation/development of the ISSLP site and program.

theo360c

(cbl)

**Summer Service-Learning: NYSP
Pettit/Loesch**

Notre Dame, in past summers, has been the recipient of a NCAA grant that generously provides for a five-week enrichment and athletic program for economically disadvantaged kids, ages ten to 16. For the duration of this formation program, computer instruction, math and science assistance, drug and alcohol education, and other classes beneficial to at-risk youth will be held. Each Youth Coordinator will be responsible for leading a group of participants through these activities. Assignments are identical to those listed in the THEO 360 (Summer Service Project) description.

theo361

(el)

**Social Concerns Seminar: Appalachia
Loesch/Ashley**

The course is centered on a service-learning immersion in the region of Appalachia and provides preparation for and follow-up to that experience. Students may focus on particular themes (e.g., rural health care, environmental issues) at various sites while learning about the region and rural issues.

theo362*/soc362

(el)

**Social Concerns Seminar: Cultural Diversity
Pettit/Outlaw/Pfeil**

The Cultural Diversity Seminar explores the rich cultural heritage of Chicago's ethnic neighborhoods and immigrant traditions while examining the corresponding problems of urban life and racism. During the Fall Break immersion, dialogue with various community leaders, participation in ethnic activities, and academic reflections will occur. A five-page reflection paper or project is required as well as required preparatory and follow-up meetings.

theo363*/pol s333w

(el)

**Social Concerns Seminar: Washington, D.C.
Loesch/Ashley**

This course centers on a trip to Washington, D.C. over Fall break during which time students analyze a significant social issue through contact with various agencies, government offices, and church organizations. Students participate in preparation and follow-up sessions. Themes (e.g., Educational Reform, Violence in America) vary each year.

theo366

(cbl)

Social Concerns Seminar: Mexico Service-Learning Project
Tomas Morgan/Elizondo

This seminar involves three weeks of service-learning in Mexico. It is designed to expose students to the reality of Latin America through inter-cultural exchange, shared work experience, and faith reflection. Students examine the social, cultural, and international forces operative in the region through discussion, relevant readings, and written reflection. The final component of the seminar (which will last for the first five weeks of the Fall semester) is designed for those who served in Mexico during May of 2004. Applications for Spring 2005 will be available in November 2004 at the Center for Social Concerns.

theo368a

(el)

Social Concerns Seminar: Discernment
Smith Shappell/Pfeil

This seminar focuses on senior students open to discerning and envisioning the integration of faith/theology and social concerns into their lives beyond Notre Dame through: engaging students in a process that builds on their previous connections with the CSC and points them toward integrating social concerns into their lives beyond ND, providing students the opportunity to integrate their experiences with the insights of speakers and the authors of course readings in written and oral expression, and evaluating with the students what could be the long-term value of this course. Requirements include two written papers and active participation in all sessions.

theo368d/csc368c*/iips368c

(el)

Conscience in the Crossfire: Elections 2004

theo368f

(el)

Social Concerns Seminar: Gospel of Life
Loesch/Pfeil

The Gospel of Life Seminar provides opportunities to read, reflect and be of service on a variety of life issues through service and experiential learning. Exploration begins in the orientation classes where students will become familiar with the issues through reading Church documents such as The Gospel of Life and through meeting people of the South Bend and Notre Dame communities that work on pro-life issues. During the week of service and experiential learning in Washington D.C., the seminar participants will learn from Church and government leaders, various agencies, and individuals. The follow-up classes facilitate analysis and synthesis of insights gained during the week in Washington D.C.

theo369

(e1)

Social Concerns Seminar: Leadership Issues
Brandenberger/Caponigro

This course is open to student leaders of various campus organizations focused on community service and social action (e.g., student groups affiliated with the Center for Social Concerns, social concerns commissioners of dorms, etc.). This seminar will examine leadership and empowerment issues from a multi-disciplinary perspective, focusing on the role of the leader within organizations promoting community service, social awareness and action for justice and peace. The course will provide students with an opportunity to examine and develop their personal leadership styles and potentials through a variety of experientially based learning experiences.

theo371*/iips371

(e1)

Social Concerns Seminar: International Issues
Tomas Morgan/Brandenberger/Kollman

This course revolves around an international experiential learning opportunity, examining the culture, community, and life of the people encountered, including the poor. Students participate in preparation and follow-up sessions.

theo372

(e1)

Social Concerns Seminar: Field Education
Brandenberger/Pfeil

A directed field education experience in theology, augmented by readings and dialogue with faculty and others. Area of focus and placement determined by student interest and initiative, in

collaboration with the Center for Social Concerns. Site placements may involve service-learning or related work (at, for example, La Casa de Amistad, the Center for the Homeless, or other site where the Center has placed a Community-Based Learning Coordinator). A learning agreement will outline specific learning tasks and requirements. Special permission (during the semester prior to the experience) is required.

COLLEGE OF BUSINESS (MENDOZA)

B329

ACCION

Ackermann/Tavis

Internship in micro-lending in partnership with ACCION national program. Contact faculty directors for more information on this exciting opportunity.

ba439

(cbr)

Organizational Structure, Culture and the Entrepreneurial Venture
Jim Falkiner

BA439 is open by permission only to Social Entrepreneur Internship program participants (from any College or School at Notre Dame). When the 15 social entrepreneur interns return from their summer internships they will be enrolled in BA439 Entrepreneurship Intern Class. BA439 will cover topics essential to writing a business plan either for a not-for-profit organization or for a for-profit social venture. The top overviews will qualify as semi finalists for the fourth annual Gigot Center for Entrepreneurial Studies Social Venture Plan Competition to be held in April 2004; in which they will write and present business plans for their social ventures. Five student BizTech™ teachers will serve on the leadership team that produces the third annual Youth Invention Convention to be held in April 2005 in which disadvantaged youth, middle school and high school, will present BizTech taught business plans. At the Youth Invention Convention, disadvantaged youth of middle school and high school age, will present BizTech™ business plans to an audience of private angel investors.

ba441(2sections)

(cbl)

Business Ethics: Field Project

Jessica L. McManus Warnell

Various sections and times

The senior field project in ethics is designed to give the student practical experience in a social service setting. The objectives of the course are: (1) To introduce the student to service experiences outside of the university setting; (2) To provide a mechanism for enhancing the spiritual and intellectual awareness of students; (3) To provide a mechanism for coordinating existing student social service projects with the student's academic work; (4) To interact with people whose values have led them into full-time work in the not-for-profit sector. (5) To provide an opportunity to apply ethical theory to practical experience in the community setting, and (6) To foster in the student an appreciation for the mission of the university which includes service. Students complete 15 hours of community volunteering during this 1.5-credit course at one of over 80 available community-based organizations. The course meets once a week for seven weeks. Students are asked to complete 10-15 hours of service at the community-based organization of their choice from a selection of over 80 sites. This is a one-hour credit course that meets once a week for 5 weeks.

Management

mgt320(01)

(cbr)

Introduction to Entrepreneurship

Dave Hayes

Students complete a Feasibility Analysis for budding entrepreneurs recommended by the South Bend Small Business Development Center (SBDC).

mba628/bsba428

(cbl)

Social Entrepreneurship

Rachel Farrell

Contact the Gigot Center for Entrepreneurial Studies (631-3042) for more information.

Marketing

mark492

(cbl)

Advertising Campaigns Seminar Richard H. Bailey

Aware of the multi-faceted and multi-staged development of today's integrated marketing communications, the Advertising Campaigns course will provide students the opportunity to create, produce and present promotional solutions in support of new or existing products and services. The course will focus on the overall role of the campaign as well as its strategic development and tactical implementation. In addition to its academic value, the class also creates the quasi-real-life opportunity for team development under the guidance of professional promotional executives. Interaction with real clients enhances the reality of this learning opportunity. The course includes a semester-long project with a local business or not-for-profit service organization.

COLLEGE OF ENGINEERING

Formerly EG 200/300/400 EPICS (Engineering Projects in Community Service) Engineering Projects in Community Service has been discontinued at the college level, but the projects are still available at the Departmental level. EG 200, EG 300, and EG 400 have been replaced with:

CE 200, CE 300, and CE 400 (Civil Engineering and Geological Sciences) CSE 200 CSE 300 and CSE 400 (Computer Science and Engineering) Contact the following faculty advisors for more information (EL)

dr. greg madey (computer science and engineering) (cbr)

Habitat for Humanity – database design and implementation for the local chapter of Habitat for Humanity. This database project will develop tools for the Habitat organization to trace materials, donors, and other information related to the mission of Habitat.

dr. greg madey (computer science and engineering) (cbr)

WCSG (Women and Children's Service Group)
Provides technical consulting services for non-profit agencies supporting the needs of women and children in the community. Current projects include: toy (and appliance) redesign for the

handicapped, faculty renovation designs for St. Margaret's Women's shelter. Future projects focusing on the development of scientific learning tools for children and web development for a children's center are under review.

dr. greg madey (computer science and engineering) (cbr)

Greater Michiana Autism Center Technology Support

Provides database, web site, and networking support for the Greater Michiana Center for Autism. Current projects include the design and implementation of online surveys, discussion groups, news feeds, secure registration, and general web site design.

curt freel and (computer science and engineering) (cbr)

The River Project – database development for the communities of South Bend, Mishawaka, and Elkhart.

This database may one day be used by every community in the state, to track the quality of water in rivers, lakes, streams, and creeks. The three local communities are part of a pilot project to develop this database. Students work with Microsoft .NET, MSOL server, Web page design, security, human-computer interfaces, and GIS/GPS positioning information. See <http://epics.cse.nd.edu/erp> for more information.

civil engineering service projects (cbr)

Lloyd Ketchum

Prerequisite: Instructor permission

Variable credit

Civil Engineering Service Projects (CESP) is a course that partners teams of students with local community service organizations. Projects involve strong technical content, significant design, and multidisciplinary effort and a strong communication component. These projects have a civil engineering emphasis, but benefit from enrollment of most other undergraduate majors. CE 200, CE 300 and CE 400, which are all entitled Civil Engineering Service Projects, brings first year and sophomore students (CE 200), juniors (CE 300), and seniors (CE 400) together to form multidisciplinary teams across the curriculum, to assist local community service organizations. Students may enroll for variable credits in more than one semester. For example, a student may enroll for one credit per semester during the first three years and for two credits as a senior. It is unusual for

a student to enroll for three credits for only one semester. Currently, the Department of Civil Engineering and Geological Sciences offers projects serving three clients: the YMCA Camp Eberhart, the South Bend Potawatomi Zoo, and the City of Elkhart, Indiana. Additional clients may be added in the future. Most projects continue from one semester to the next. Contact the department for description of the available fall 2004 projects.

COLLEGE OF SCIENCE

Biological Sciences

bios191 (cbl)

Molecular Genetic Technology

Michelle Murphy Whaley

This course presents genetic concepts and technologies in the context of their historical development and their current use. The course is for Freshman Honors Program students who are not intending to be science majors.

An exciting opportunity is available to students in this course through the Logan Center. The Logan Center serves patients with genetic and congenital disorders and their families. Students will do at least 10 hours of service with Logan clients in art, computer, swimming, or music classes, or as a family helper. Students will attend a debriefing session to discuss their experiences, keep a daily journal, and write a paper that connects their work to a disability issue and genetics. This community-based learning component of the course takes the place of a traditional research project if elected by the student.

bios573/phil 470* (cbr)

Environmental Justice

Chemistry

chem331 (cbl)

Chemistry in Service of the Community

Dennis Jacobs

Lead poisoning presents a serious risk to the neurological

development of young children. Chemistry, biochemistry, and chemical engineering majors have the opportunity to join community partners in assessing lead contamination in area homes. Students will interact with residents in local neighborhoods, provide information on the health risks associated with lead poisoning, collect paint chips, soil, and dust samples, and analyze them for lead levels. This community-based learning experience is open only to students who are simultaneously enrolled in Analytical Chemistry (CHEM 333 and 333L) or have taken CHEM 333L previously. CHEM 331 counts towards graduation as one science-elective credit.

FIRST YEAR STUDIES

fyc110c 01 (cbl)

English Composition
Christine Venter

fyc110c 04 (cbl)

English Composition

fyc110c 05 (cbl)

English Composition
Ben Fischer

First Year Composition (FYC 110C) is designed to help students learn how to identify an issue amid conflicting points of view and craft an argument based on different sources of information. The course stresses the identification and analysis of potential counter-arguments and aims to develop skills for writing a research proposal, for conducting original research, and for using print and electronic resources from the library.

Three different essays are required that develop specific skills by creating university-level conversations about a public issue. To give the fullest possible experience with crafting arguments about public issues, some sections of FYC 110C will involve a community-based learning component. In cooperation with the Center for Social Concerns, these sections of FYC 110C place students in learning situations in the wider community where they will be in contact with people who are dealing with the specific content issue of their section. See sections 01, 02, 03, 04, 05.

fyc110c 02 & 03

(cbl)

English Composition: Bridging the Gap: Community, Social Justice, and the Call of Service
Ed Kelly

“Bridging...” focuses on critical reading and writing, community building, and service. It asks students to use close reading skills and experience in community and volunteer service to ground and inform the argumentative essays they generate. In addition to standard FYC goals, there are three others for this course: 1) to foster a genuine spirit of community in the classroom; 2) to deepen student understanding of selected social justice issues; and 3) to promote learning through service. Service opportunities include tutoring local students (including the homeless and detained) or working with the elderly.

CENTER FOR SOCIAL CONCERNS

The following seminars are offered in collaboration with various departments. All include readings from the Catholic social tradition. Permission is required for each of these and is obtained through the Center. More information is available at the Center for Social Concerns at 631-5293 and <http://centerforsocialconcerns.nd.edu>

csc368c*/iips368c/theo368d

(el)

Conscience in the Crossfire: Elections 2004
Beckman/Pfeil

This one-credit course—offered during the first six weeks of the semester—will explore issues central to the 2004 elections, with a focus on how citizens, in particular those who bring a faith perspective, may address social concerns in their voting and political participation. The goals of the course are: 1. To address the process of the formation of conscience. 2. To explore issues, in an interdisciplinary context, relevant to the current national elections. 3. To explore creating the conditions for peace. Guest speakers from campus and beyond will present multiple secular, religious, and policy perspectives. Students will be required to engage in several experiential learning activities.

csc434/phil 434*/psy483b/st v434

(cbl)

Addiction, Science and Values

csc355/afam355*	(cbl)
Social Concerns Seminar: Gullah People	
psy310f*/iips310f	(cbl)
Take Ten: Acting to Prevent Childhood Violence	
theo274	(cbl)
Discipleship: Loving Action for Justice	
theo359a	(cbl)
Summer Service Learning Internship: ACCION	
theo359b	(cbl)
Summer Service-Learning Intern: African-American Leadership	
theo359c	(cbl)
Summer Service-Learning Intern: Hispanic Leadership	
theo360	(cbl)
Summer Service-Learning: Confronting Social Issues	
theo 360a shared course with ba 329 = 3 credits combined	(cbl)
Summer Service-Learning: Confronting Social Issues	
theo360b*/iips360b	(cbl)
Summer Service-Learning: International	
theo360c	(cbl)
Summer Service-Learning: NYSP	
theo361	(el)
Social Concerns Seminar: Appalachia	
theo362*/soc362	(el)
Social Concerns Seminar: Cultural Diversity	
theo363*/pols333w	(el)
Social Concerns Seminar: Washington Seminar	

theo366 (cbl)

Mexico Seminar (Immersion: May 2005)

theo368a (el)

Social Concerns Seminar: Discernment

theo368f (el)

Social Concerns Seminar: Gospel of Life

theo369 (el)

Social Concerns Seminar: Leadership Issues

theo371*/iips371 (cbl)

Social Concerns Seminar: International Issues

theo372 (el)

Social Concerns Seminar: Field Education

LAW SCHOOL

immigration law652 (cbl)

Barbara Szweda

The course surveys the law and practice under the Immigration and Nationality Act. It covers questions of Immigration, removal proceedings, asylum and naturalization, and the federal sources of that power. Procedural issues focus on practice before the Immigration and Naturalization Service, the Department of Labor, the Department of State, and federal courts. The course also has a service component in which all students are required to use the knowledge they gain in the course to plan and present an informative program for the St. Joseph County immigrant population.

With the modified items, the therapists will be able to work more effectively with the mentally and physically challenged youth.

Notes



MISSION STATEMENT

Rooted in the Gospel and Catholic social tradition, the Center for Social Concerns of the University of Notre Dame creates formative educational and service experiences in collaboration with diverse partners, calling us all to action for a more just and humane world.

The Center for Social Concerns
The University of Notre Dame
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