

Fall 2005

Community-Based Learning

Courses



CENTER FOR SOCIAL CONCERNS



UNIVERSITY OF
NOTRE DAME

March 2005

Dear Student,

This booklet is intended to help you find courses that address social issues through experiential learning, or EL. EL 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 EL is service-learning, also referred to as community-based learning, or CBL. In CBL courses, you provide some meaningful service in the community. One might, for example, do research for an area agency. This is called community-based research, or CBR.

Whatever the form of EL, you are challenged to learn in different ways than in other types of courses. A special advantage of such learning is that it can enhance your motivation and capacity to be an effective civic participant.

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,



Associate Director, Academic Affairs and Research
Concurrent Associate Professor, Economics
E-mail: mbeckman@nd.edu

Assembled by: Julie Boser

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

SCHOOL OF ARCHITECTURE

Architecture

ARCH 31112
Design Studio

ARCH 31112
Design III

ARCH 41111/51111
Design VII

ARCH 51111
Design VII (South Bend Downtown Design Center Studio)

COLLEGE OF ARTS & LETTERS

African and African-American Studies

AFAM 40201/AMST 40500/ANTH 40025/GSC 40265/HESB 30408/SOC
43825*
Ethnicity in America

AFAM 43075*/CSC 43075
Social Concerns Seminar: Gullah People

American Studies

AMST 40500/AFAM 40201/ANTH 40025/GSC 40265/HESB 30408/SOC
43825*
Ethnicity in America

AMST 43120/HESB 30451/PSY 43247*/SOC 43037
Leadership, Ethics, and Social Responsibility

Anthropology

ANTH 40025/AFAM 40201/AMST 40500/GSC 40265/HESB 30408/SOC
43825*

Ethnicity in America

ANTH 45839

Mexican Migration and Transnationalism in South Bend

ANTH 47377*/LAST 40005/IIPS 30904

Cultural Difference and Social Change

College Seminar

CSEM 23101

Why are People Poor?

Computer Applications

CAPP 30515

Systems Analysis and Design

Economics

ECON 33430

Collective Bargaining

ECON 47498

Special Studies: Economics and Catholic Social Teaching Summer

Internship: Worker Issues

Education, Schooling, and Society

ESS 33360/THEO 33964*

Holy Cross Mission in Education Seminar

Film, Television and Theatre

FTT 30467

The Principles of Mass Communication

Gender Studies

GSC 40265/AFAM 40201/AMST 40500/ANTH 40025/HESB 30408/SOC
43825*

Ethnicity in America

Hesburgh Program

HESB 20212/IIPS 20703/THEO 20628*

War, Law, and Ethics

HESB 30408/AFAM 40201/AMST 40500/ANTH 40025/GSC 40265/SOC
43825*

Ethnicity in America

HESB 30451/AMST 43120/PSY 43247*/SOC 43037

Leadership, Ethics, and Social Responsibility

Latin American Studies

LAST 40005/IIPS 30904/ANTH 47377*

Cultural Difference and Social Change

Latino Studies

ILS 20900 /ROSP 20211E*

Intermediate Spanish for Heritage Speakers

Music Department

MUS 37900

Special Studies

Peace Studies

IIPS 20703/HESB 20212/THEO 20628*

War, Law, and Ethics

IIPS 30904/ANTH 47377*/LAST 40005

Cultural Difference and Social Change

IIPS 33501/THEO 33938*/CSC 33938

Summer Service-Learning: International

IIPS 33502/CSC 33957/THEO 33957*

Conscience in the Crossfire: Ethics and the Environment

IIPS 33503/THEO 33858*/CSC 33858

Social Concerns Seminar: International Issues

IIPS 33901/PSY 23855*

Take Ten: Acting to Prevent Childhood Violence

IIPS 50801

Strategies and Tactics of Nonviolent Social Change

Philosophy

PHIL 43308*/BIO 50544/STV 43396

Environmental Justice

PHIL 43705*/CSC 43705/PSY 45853/STV 43134

Addiction, Science and Values

Political Science

POLS 35901

Internships

POLS 37906/THEO 33951*/CSC33951

Social Concerns Seminar: Washington, D.C.

Psychology

PSY 23855*/IIPS 33901

Take Ten: Acting to Prevent Childhood Violence

PSY 25270

Practicum in Development Disabilities

PSY 43230

Mental Health and Aging

PSY 43247*/AMST 43120/HESB 30451/SOC 43037

Leadership, Ethics, and Social Responsibility

PSY 43342

Latino Psychology

PSY 45853/PHIL 43705*/CSC 43705/STV 43134

Addiction, Science & Values

Romance Languages & Literatures

ROSP 20211*/ILS 20900

Intermediate Spanish for Heritage Speakers

Science, Technology and Values

STV 43134/PHIL 43705*/CSC 43705/PSY 45853

Addiction, Science & Values

STV 43396/BOP 50544/PHIL43308*

Environmental Issues

Sociology

SOC 33062/THEO 33959*/CSC 33959

Social Concerns Seminar: Cultural Diversity

SOC 43037/AMST 43120/HESB 30451/PSY 43247*

Leadership, Ethics, and Social Responsibility

SOC 43825*/AFAM 40201/AMST 40500/ANTH 40025/GSC 40265/HESB
30408

Ethnicity in America

SOC 45096

Sociology Internships

Theology

THEO 20625

Discipleship: Loving Action for Justice

THEO 20628*/IIPS 20703/HESB 20212

War, Law, and Ethics

THEO 20828

Christianity and World Religions

THEO 33931*/CSC 33931

Summer Service-Learning Internship: ACCION

THEO 33932*/CSC 33932

Summer Service-Learning Intern: African-American Leadership

THEO 33933*/CSC 33933

Summer Service-Learning Intern: Hispanic Leadership

THEO 33936*/CSC 33936
Summer Service-Learning: Confronting Social Issues

THEO 33937*/CSC 33937
Summer Service-Learning: Confronting Social Issues

THEO 33938*/CSC 33938/IIPS 33501
Summer Service-Learning: International

THEO 33939*/CSC 33939
Summer Service-Learning: NYSP

THEO 33950*/CSC 33950
Social Concerns Seminar: Appalachia

THEO 33951*/CSC 33951/POLS 37906
Social Concerns Seminar: Washington, D.C.

THEO 33954*/CSC 33954
Social Concerns Seminar: Leadership Issues

THEO 33956*/CSC 33956
Social Concerns Seminar: Field Education

THEO 33957*/CSC 33957/IIPS 33502
Conscience in the Crossfire: Ethics and the Environment

THEO 33858*/CSC 33858/IIPS 33503
Social Concerns Seminar: International Issues

THEO 33959*/CSC 33959/SOC 33062
Social Concerns Seminar: Cultural Diversity

THEO 33960*/CSC 33960
Social Concerns Seminar: Mexico Service-Learning

THEO 33961*/CSC 33961
Social Concerns Seminar: Discernment

THEO 33962*/CSC 33962
Social Concerns Seminar: Gospel of Life
THEO 33963
Church and Social Action: Urban Plunge

THEO 33964*/ESS 33360
Holy Cross Mission in Education

THEO 33965
Social Concerns Seminar: Organizing Power and Hope

THEO 33966
Social Concerns Seminar: Border Issues

COLLEGE OF BUSINESS (MENDOZA)

Business Administration

BA 30200
Introduction to Entrepreneurship

BA 30229
ACCION

BA 40300
Business Ethics: Field Project

Management

MGTE 40550/70550
Social Entrepreneurship

MGT 70419
Advanced Leadership

Marketing

MBCM 60490
Persuasion

COLLEGE OF ENGINEERING

CE 25600/35600/45600
Civil Engineering Projects in Community Service

CSE 20600/30600/40600

Engineering Projects in Community Service

COLLEGE OF SCIENCE

Biological Sciences

BIOS 50544/PHIL 43308*/STV 43396
Environmental Justice

Chemistry

CHEM 30331
Chemistry in Service of the Community

Physics

PHYS 20061
Nuclear Weapons and Nuclear Warfare

FIRST YEAR STUDIES

First Year Composition

FYC-CBL 13200
First Year Composition-Community Based Learning

FYC 13200
English Composition: Bridging the Gap: Community, Social Justice, and the
Call of Service (2 Sections)

CENTER FOR SOCIAL CONCERNS

CSC 33957/IIPS 33502/THEO 33957*
Conscience in the Crossfire: Ethics and the Environment

CSC 33931/THEO 33931*
Summer Service Learning Internship: ACCION

CSC 33932/THEO 33932*

Summer Service-Learning Intern: African-American Leadership

CSC 33933/THEO 33933*

Summer Service-Learning Intern: Hispanic Leadership

CSC 33936/THEO 33936*

Summer Service-Learning: Confronting Social Issues

THEO 33937*/CSC 33937

Summer Service-Learning: Confronting Social Issues
(shared course with BA 30229 = 3 credits combined)

CSC 33938/THEO 33938*/IIPS 33501

Summer Service-Learning: International

CSC 33939/THEO 33939*

Summer Service-Learning: NYSP

CSC 33950/THEO 33950*

Social Concerns Seminar: Appalachia

CSC 33951/THEO 33951*/POLS 37906

Social Concerns Seminar: Washington, D.C.

CSC 33954/THEO 33954*

Social Concerns Seminar: Leadership Issues

CSC 33956/THEO 33956*

Social Concerns Seminar: Field Education

CSC 33858/THEO 33858*/IIPS 33503

Social Concerns Seminar: International Issues

CSC 33959/THEO 33959*/SOC 33062

Social Concerns Seminar: Cultural Diversity

CSC 33960/THEO 33960*

Mexico Seminar (Immersion: May 2005)

CSC 33961/THEO 33961*

Social Concerns Seminar: Discernment

CSC 33962/THEO 33962*

Social Concerns Seminar: Gospel of Life

CSC 43075/AFAM 43075*

Social Concerns Seminar: Gullah People

CSC 43705/PHIL 43705*/PSY 45853/STV 43134

Addiction, Science and Values

PSY 23855*/IIPS 33901

Take Ten: Acting to Prevent Childhood Violence

THEO 20625

Discipleship: Loving Action for Justice

THEO 33963

Church and Social Action: Urban Plunge

THEO 33964*/ESS 33360

Holy Cross Mission in Education Seminar

THEO 33965

Social Concerns Seminar: Organizing Power and Hope

THEO 33966

Social Concerns Seminar: Border Issues Seminar

LAW SCHOOL

LAW 70301

Immigration Law

SCHOOL OF ARCHITECTURE

ARCH31112 (CBL)

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.

ARCH31112 (CBL)

Design III

ARCH41111/51111 (CBL)

Design VII

The fourth and fifth year studios normally focus on communities with needs for a new building. The students make fieldtrips to the communities, the site, meet with the clients and design projects based on the clients' requirements. This gives the communities 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 projects in Chicago, Washington, D.C., Wisconsin, New York, and Cambridge, MA.

ARCH51111 (CBL)

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.

COLLEGE OF ARTS & LETTERS

African and African-American Studies

AFAM40201/AMST40500/ANTH40025/GSC40265/HESB30408/
SOC43825* (CBL)

Ethnicity in America

AFAM43075*/CSC43075 (CBL)

Social Concerns Seminar: Gullah People
Angela Miller McGraw

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 most 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, in addition to having time to experience the rich history and culture of the area.

American Studies

AMST40500/AMST40500/ANTH40025/GSC40265/HESB30408/
SOC43825* (CBL)

Ethnicity in America

AMST43120/HESB30451/PSY43247*/SOC43037 (CBL)

Leadership, Ethics, and Social Responsibility

Anthropology

ANTH40025/AFAM40201/AMST40500/GSC40265/HESB30408/
SOC43825* (CBL)

Ethnicity in America

ANTH45839 (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.

ANTH47377*/LAST40005/IIPS30904 (CBL)

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 readdressing 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.

College Seminar

CSEM23101

(CBR)

Why are People Poor?

Mary Beckman

Are people poor because they make bad choices? Due to the situation into which they are born? Because of laws and systems? These are among the questions that will be investigated in this course. We will consider ways various disciplines from the humanities and the arts as well as the social sciences complement one another to enhance our understanding. We will visit a number of area organizations that address aspects of poverty, such as the city’s office of economic development and the Near Northwest Neighborhood Association. Students will do research for one of these entities. They will develop oral skills through several in-class presentations, with special emphasis on a report they will give to representatives of the organizations to which they are accountable through their community-based research projects.

Computer Applications

CAPP30515

(CBR)

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

ECON33430

(EL)

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.

ECON47498

(CBL)

Special Studies: Economics and Catholic Social Teaching Summer
Internship: Worker Issues
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

ESS33360/THEO33964* (CBL)

Holy Cross Mission in Education Seminar

Film, Television and Theatre

FTT30467 (CBL)

The Principles of Mass Communication
Vincent Friedewald

This course is designed to provide a fundamental understanding of television, multimedia, and Web-based production, from initial concept to final program delivery. The point of view is from the executive producer, who oversees all business and creative aspects of media productions. Topics include proposal development and budgets; defining the messages and target audiences; distribution, attention, perception and retention barriers; production elements; locations and studios; script writing; sponsor relations; media credibility and ethics; effects on behavior; television interview techniques; interactive learning; distance education; and Web design and advertising.

Gender Studies

GSC40265/ANTH40025/AFAM40201/AMST40500/HESB30408/
SOC43825* (CBL)

Ethnicity in America

Hesburgh Program

HESB20212/IIPS20703/THEO20628* (CBL)

War, Law, and Ethics

HESB30408/GSC40265/ANTH40025/AFAM40201/AMST40500/
SOC43825* (CBL)

Ethnicity in America

HESB30451/AMST43120/PSY43247*/SOC43037 (CBL)

Leadership, Ethics, and Social Responsibility

Latin American Studies

LAST40005/IIPS30904/ANTH47377* (CBL)

Cultural Difference and Social Change

Subarea: Topics in Anthropology

Latino Studies

ILS20900/ROSP20211*

(CBL)

Intermediate Spanish for Heritage Speakers

Music Department

MUS37900

(CBL)

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

IIPS20703/HESB20212/THEO20628*

(CBL)

War, Law, and Ethics

IIPS30904/LAST40005/ANTH47377*

(CBL)

Cultural Difference and Social Change

Subarea: Topics in Anthropology

IIPS33501/THEO33938*/CSC33938

(CBL)

Summer Service-Learning: International

IIPS33502/CSC33957/THEO33957*

(EL)

Conscience in the Crossfire: Ethics and the Environment

IIPS33503/THEO33858*/CSC33858

(EL)

Social Concerns Seminar: International Issues

IIPS33901/PSY23855*

(CBL)

Take Ten: Acting to Prevent Childhood Violence

IIPS50801

(EL)

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.

Philosophy

PHIL43308*/BIO50544/STV43396

(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.

PHIL43705*/CSC43705/PSY45853/STV43134

(CBL)

Addiction, Science & Values

Ed Manier

By Permission. Application required at:

<http://www.nd.edu/~ndphil/434 application.htm>

This is a community-based learning course placing students in service with local treatment centers for indigent addicts. We study addiction as a compulsive drug-seeking and drug-taking behavior that continues despite adverse consequences.

In addition to two hours/week service in one or more local treatment centers, students will (i) examine the development of integrated biopsychosocial models of addictive processes; (ii) examine the translation of basic research into clinically effective treatment programs; iii) study the moral, political, and spiritual aspects of care for indigent addicts; and iv) the implications of addiction for philosophical understanding of human nature.

Students are required to keep journals of their community service (Vista WebCT preferred) and write one longer paper (to be revised twice with supervision).

Political Science

POLS35901

(CBL)

Internships, 3 credits

Carolina Arroyo

Permission Required

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-profits and NGO's. Students can explore career options while working with professionals in their field of interest. Interns are required to work 6-8 hours per week. All internships are unpaid. Please visit the Internship Program web site www.nd.edu/~gointern for complete details.

POLS37906/THEO33951*/CSC33951 (EL)

Social Concerns Seminar: Washington, D.C.

Psychology

PSY23855*/IIPS33901 (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.

PSY25270 (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.

PSY43230

(CBL)

Mental Health and Aging

Cynthia Bergeman

The primary purpose of this course is to expose students to basic issues relevant to the mental health of the elderly, which includes an experiential learning component in the form of volunteer relationships with an older adult. In the classroom, students will be challenged to think critically about the mental health issues associated with later life and are expected to actively participate in class discussions. Topics focused on pathological aging include: psychological disorders, assessment, diagnosis, and treatment; resiliency in aging topics include: physical and mental health, social support, personality, coping, and stress. Class presentations, volunteer activities, and the readings will be used to stimulate discussion and critical thinking. Students will also keep a journal for this purpose. The format of the course may include some lecture, but will rely heavily on class discussion and group activities. Students are required to participate in some type of volunteer activity over the course of the semester (i.e., a minimum of 1 hour/week). Students may generate their own volunteer placement or I can help match you up with one.

PSY43247*/AMST43120/HESB30451/SOC43037

(CBL)

Leadership, Ethics, 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.

PSY43342

(EL)

Latino Psychology
Lucas Torres

The purpose of this course is to examine the psychosocial research and literature about Latino/a individuals and communities within the United States. Students will be actively involved in discussing issues relevant to Latino/a mental health and well-being, including immigration, acculturation, ethnic identity, religiosity, family life, prejudice and discrimination, and multiracial identity. Also, economic, educational, and social opportunities for Latinos will be studied, and efforts towards social advocacy, particularly in the form of experiential learning (EL), and the delivery of psychological interventions for Latino communities will be critically examined.

PSY45853/PHIL43705*/CSC43705/STV43134

(CBL)

Addiction, Science & Values

Romance Languages & Literatures

ROSP20211*/ILS20900

(CBL)

Intermediate Spanish for Heritage Speakers
Maria Coloma

A course of intensive grammar study, reading and writing designed for those who may speak with some fluency but need additional work on their grammar and writing skills. It is most appropriate for students who 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, although some high school Spanish is recommended. This course may be used as one of the two 200-level electives for the Spanish major.

Science, Technology and Values

STV43134/PHIL43705*/CSC43705/PSY45853

(CBL)

Addiction, Science & Values

STV43396/BIO50544/PHIL43308*

(CBL)

Environmental Justice

Sociology

SOC33062/THEO33959*/CSC33959 (EL)

Social Concerns Seminar: Cultural Diversity

SOC43037/AMST43120/HESB30451/PSY43247* (CBL)

Leadership, Ethics, and Social Responsibility

SOC43825*/HESB30408/GSC40265/ANTH40025/AFAM40201/
AMST40500 (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.

SOC45096 (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, education, health care, 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 per 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. 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 for more information and/or an application, at Power.4@nd.edu.

The following is a list of agencies that have accepted interns. Students may also request placement in an agency they find on their own (subject to approval by the instructor).

The CASIE Center
Center for the Homeless
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 (Public) Housing Authority
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
Indiana Legal Services
St. Joseph County Police Department
South Bend Police Department

Theology

THEO20625

(CBL)

Discipleship: Loving Action for Justice
Margaret Pfeil

This course is open to all students who have completed the first theology requirement, and it will require a commitment of 2 hours of service work per week as part of its community-based learning method. Students returning from Summer Service Internships or service experiences who desire an extended opportunity for reflection and analysis are especially encouraged to enroll. 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 student's service experiences and which addresses a particular societal need. More information about the course format, the community-based learning method, and the process of evaluation is explained in the Application Form which is available at the Center for Social Concerns. This course fulfills the second theology requirement.

THEO20628*/IIPS20703/HESB20212

(CBL)

War, Law, and Ethics

Margaret Pfeil/Lt. Col. Kelly Jordan, Army ROTC Commander

This course is designed to explore ethical, legal, and military considerations related to war and the use of force. Beginning with a historical overview of Christian thinking on war and peace, we will develop an account of various ethical positions on the use of force, including views rooted in the just war tradition and in pacifism. We will also consider the ethical implications of contemporary issues related to the use of force, e.g., sanctions, war crimes, humanitarian intervention, terrorism, and peacekeeping strategies. Students will have the option of choosing a community-based learning commitment involving accompaniment of veterans returning from the current wars in Iraq and Afghanistan. This course will be crosslisted under IIPS, the Catholic Social Tradition Program, and the Hesburgh Program.

THEO20828

(EL)

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.

THEO33931*/CSC33931

(CBL)

Summer Service Learning Internship: ACCION

Smith Shappell/Ackermann

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.

THEO33932*/CSC33932

(CBL)

Summer Service-Learning Intern: African-American Leadership
Andrea Smith Shappell

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 33932 and work with the Center for Social Concerns to build partnerships with the agencies and people involved. Application and interview necessary for participation.

THEO33933*/CSC33933

(CBL)

Summer Service-Learning Intern: Hispanic Leadership
Rosie McDowell

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 33933 and work with the Center for Social Concerns to build partnerships with the agencies and people involved. Application and interview necessary for participation.

THEO33936*/THEO33936

(CBL)

Summer Service-Learning: Confronting Social Issues
Smith Shappell/Pfeil

This three-credit hour service-learning course takes place before, during, and after student participation in an eight-week "Summer Service Internships" sponsored by the Center for Social Concerns. The goal of the course is to reflect on the meaning and dynamics of Christian service, compassion and Catholic social teaching through readings and writing, along with discussion with site supervisors and alumni/ae. Writing assignments include a journal, an integration 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 into the course is based on the student's application and

interview. Contact the Center for Social Concerns for more information.

THEO33937*/CSC33937

(CBL)

Summer Service-Learning: Confronting Social Issues
Shared course with BA 30229 = 3 credits combined
Smith Shappell/Pfeil

Same as THEO 33936 but restricted to THEO majors; graded course.

THEO33938*/CSC33938/IIPS33501

(CBL)

Summer Service-Learning: International
Tomas Morgan/Smith Shappell

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 33936, 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.

THEO33939*/CSC33939

(CBL)

Summer Service-Learning: NYSP
Pettit/Brandenberger

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 33936 (Summer Service Project) description.

THEO33950*/CSC33950

(EL)

Social Concerns Seminar: Appalachia
Miller McGraw/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, education) at various sites while learning about the region and rural issues.

THEO33951*/CSC33951/POLS37906 (EL)

Social Concerns Seminar: Washington, D.C.
Miller McGraw/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.

THEO33954*/CSC33954 (EL)

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.

THEO33956*/CSC33956 (EL)

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.

THEO33957*/CSC33957/IIPS33502

(EL)

Conscience in the Crossfire: Ethics and the Environment
Beckman/Pfeil

This one-credit course-offered during the first six weeks of the semester-will explore the meaning of conscience as it applies in moral decisionmaking. We will focus in particular on the formation of conscience, both individual and social, and consider specific applications such as capital punishment, environmental justice, workplace ethics, politics, and conscientious objection to war. Students will be required to engage in several experiential learning activities.

THEO33858*/CSC33858/IIPS33503

(EL)

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.

THEO33959*/CSC33959/SOC33062

(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.

THEO33960*/CSC33960

(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 intercultural 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 2005. Applications for Spring 2006 will be available in November 2005 at the Center for Social Concerns.

THEO33961*/CSC33961

(EL)

Social Concerns Seminar: Discernment
Mackenzie/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.

THEO33962*/CSC33962

(EL)

Social Concerns Seminar: Gospel of Life
Miller McGraw/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. 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.

THEO33963

(CBL)

Church and Social Action: Urban Plunge
Pettit/Brandenberg
Application Deadline: October 2005

This seminar, a Notre Dame tradition for more than 30 years, is a two-day introduction to the life in the inner-city over winter break. The objective is to gain a deeper awareness of the United State's complex social issues

through personal interactions with those at the margins. Approximately 300 participants travel to more than 50 cities to work with individuals, agencies, and parishes involved in social and structural change.

THEO33964*/ESS33360 (CBL)

Holy Cross Mission in Education Seminar
Dunn, OP/Brandenberger
Application Deadline: October 2005

This seminar focuses on the educational and outreach endeavors of St. John Vianney Catholic Parish in Goodyear, Arizona, and builds upon Notre Dame's relationship with the Congregation of Holy Cross. Students also collaborate with those in ministry with Holy Cross in Phoenix over winter break.

THEO33965 (CBL)

Social Concerns Seminar: Organizing, Power and Hope
Jay Caponigro
Application Deadline: October 2005

Through an in-depth immersion in Chicago over winter break, this Seminar examines ways that churches, schools, and communities are organizing to build leadership and improve neighborhoods. Participants will be challenged to examine perceptions of power, service, and social action.

THEO33966 (CBL)

Social Concerns Seminar: Border Issues Seminar
Paladino/Brandenberger
Application Deadline: October 2005

This seminar examines immigration and related issues that surface between the United States and Mexico. Participants travel over winter break to El Paso, Texas, and Ciudad Juarez, Mexico to meet with refugees, work with parish organizations, and discuss policy issues.

COLLEGE OF BUSINESS (MENDOZA)

Business Administration

BA30200 (CBL)

Introduction to Entrepreneurship

David Hayes

Entrepreneurs are passionate about their ideas; but, often lack research skills, time, or access to market data. Since 1998, student teams from Introduction to Entrepreneurship (320,01) have completed Feasibility Analyses for local entrepreneurs recommended by Mr. Jim Gregar of the Small Business Development Center. The student teams provide objectivity to balance the entrepreneur's passion.

The program provides real time cases for students. Students interview their entrepreneurship as the project begins and meets with the entrepreneur several times during the project. The entrepreneurs attend the student team's oral in-class presentation and receive a written feasibility analysis.

BA30229

(CBL)

ACCION

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

BA40300

(CBL)

Business Ethics: Field Project

Jessica McManus Warnell

This course is designed to provide practical experience in a community-based, social service setting. Students undertake volunteer experiences with community agencies, agency supervisors, and agency clients through placement with a local organization over the five-week period. Frequent interaction between the instructor and student consists of several dimensions: class discussions, individual one-on-one meetings with the instructor, journaling of the community-based learning experience, and follow-up.

Course requirements include class attendance at five mandatory sessions (one per week), a comprehensive journal of the volunteer experience, an assignment and discussions relating the experience to ethical theory, a 3-page final paper, and completion of 10 hours of service. Discussion incorporates issues of integrating community stewardship into a business or other professional career. The course is an exciting way to apply community-based learning to the business education experience.

Management

MGTE40550/70550

(CBL)

Social Entrepreneurship
Rachel Farrell

This course introduces concepts, practices, and challenges of social entrepreneurship in the U.S. and around the world. It is structured under the assumption you will be working in the private sector one day, with heavy emphasis on collaborative models and the powerful role corporations and small businesses can play in social entrepreneurship.

Beyond hearing from a variety of experts, we will explore cases and essays surrounding strategies and lessons learned by nonprofit and for-profit organizations that have launched successful social ventures. You will be exposed to servant leadership, stewardship, youth entrepreneurship, microfinance, cross-sector partnerships, and for-profit social business models. Finally, you will be given an overview of serving as a board member for a local nonprofit.

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

MGT70419

(CBL)

Advanced Leadership
Amy Colbert

The primary objective of this course is to help students develop their leadership skills. To achieve this objective, we will explore leadership theories and examples in an attempt to develop an integrated understanding of effective leadership. Students will also learn more about their current leadership style by participating in applied community-based projects with local nonprofit organizations. Over the course of these projects, students will receive self and peer assessments of their leadership behaviors. Finally, students will develop an action plan to guide their future leadership development.

Marketing

MBCM60490

(CBL)

Persuasion
Sandra Collins

This course introduces students to the dynamics of social influence. Students learn how to craft persuasive messages, how to evaluate the attempts

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 Freeland (Computer Science and Engineering) (CBR)

River Project

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.

CE25600/CE35600/CE45600

(CBR)

Civil Engineering Service Projects

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 25600, CE 35600 and CE 45600, which are all entitled Civil Engineering Service Projects, brings first year and sophomore students (CE 25600), juniors (CE 35600), and seniors (CE 45600) 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. Seniors are expected to assume leadership of the teams. If you are interested in learning about participation in these projects, please contact: Lloyd H. Ketchum, Jr.: E-mail ketchum@nd.edu Office 156 Fitzpatrick Hall.

COLLEGE OF SCIENCE

Biological Sciences

BIOS50544/PHIL43308*/BOIS50544/STV43396 (CBR)

Environmental Justice

Chemistry

CHEM30331 (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 30331 counts towards graduation as one science-elective credit.

Physics

PHYS20061 (EL)

Nuclear Weapons and Nuclear Warfare

Michael Wiescher

3 Credits

The course covers the history and emergence of weapons of mass destruction technologies as a consequence of World War I and World War II, culminating in the development and use of the nuclear bomb. This is complemented by a discussion of the underlying physics principles to provide the necessary background for a basic understanding of nuclear weapons techniques and nuclear weapons effects as well as the decay radiation driven consequences. These consequences will be discussed in terms of short range, atmospheric, biological, and medical effects together with the implications for social groups and societies.

This will be accompanied by an extensive discussion of the legal, political, and ethical implications of possession and use of nuclear weapons and

nuclear warfare.

FIRST YEAR STUDIES

First Year Composition

FYC-CBL13200

(CBL)

First Year Composition-Community Based Learning

Along with standard FYC goals, this section of FYC-CBL will provide students with opportunities to volunteer at various local agencies, particularly those that promote literacy skills and serve the homeless, the elderly, and children and at-risk youth.

FYC13200

(CBL)

English Composition: Bridging the Gap: Community, Social Justice, and the Call of Service (2 Sections)

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 online at <http://centerforsocialconcerns.nd.edu> or at the Center for Social Concerns at 631-5293.

CSC33957/IIPS33502/THEO33957*

(EL)

Conscience in the Crossfire: Ethics and the Environment
Beckman/Pfeil

CSC33931/THEO33931*

(CBL)

Summer Service Learning Internship: ACCION

CSC33932/THEO33932* (CBL)

Summer Service-Learning Intern: African-American Leadership
CSC33933/THEO33933* (CBL)

Summer Service-Learning Intern: Hispanic Leadership

CSC33936/THEO33936* (CBL)

Summer Service-Learning: Confronting Social Issues

THEO33937*/CSC33937 (CBL)

Summer Service-Learning: Confronting Social Issues
Shared course with BA 30229 = 3 credits combined

CSC33938/THEO33938*/IIPS33501 (CBL)

Summer Service-Learning: International

CSC33939/THEO33939* (CBL)

Summer Service-Learning: NYSP

CSC33950/THEO33950* (EL)

Social Concerns Seminar: Appalachia

CSC33951/THEO33951*/POLS37906 (EL)

Social Concerns Seminar: Washington, D.C.

CSC33954/THEO33954* (EL)

Social Concerns Seminar: Leadership Issues

CSC33956/THEO33956* (EL)

Social Concerns Seminar: Field Education

CSC33858/THEO33858*/IIPS33503 (CBL)

Social Concerns Seminar: International Issues

CSC33959/THEO33959*/SOC33062 (EL)

Social Concerns Seminar: Cultural Diversity

CSC33960/THEO33960* (CBL)

Mexico Seminar (Immersion: May 2006)

CSC33961/THEO33961* (EL)

Social Concerns Seminar: Discernment

CSC33962/THEO33962* (EL)

Social Concerns Seminar: Gospel of Life

CSC43075/AFAM43075* (CBL)

Social Concerns Seminar: Gullah People

CSC43705/PHIL43705*/PSY45853/STV43134 (CBL)

Addiction, Science and Values

PSY23855*/IIPS33901 (CBL)

Take Ten: Acting to Prevent Childhood Violence

THEO20625 (CBL)

Discipleship: Loving Action for Justice

THEO33963* (CBL)

Church and Social Action: Urban Plunge

THEO33964*/ESS33360 (CBL)

Holy Cross Mission in Education Seminar

THEO33965 (CBL)

Social Concerns Seminar: Organizing, Power and Hope

THEO33966 (CBL)

Social Concerns Seminar: Border Issues

LAW SCHOOL

LAW70301 (CBL)

Immigration

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.

For Additional Information and
Publications about the
Center for Social Concerns
Please contact us at:
(574) 631-5293

NOTES

NOTES

“...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
P.O. Box 766
Notre Dame, IN 46556-0766
<http://centerforsocialconcerns.nd.edu>
ndctrsc@nd.edu
(574) 631-5293