

Spring 2005

# Community-Based Learning

# Courses



CENTER FOR SOCIAL CONCERNS



UNIVERSITY OF  
NOTRE DAME

November 2004

Dear Student,

This booklet is designed to help you find courses that address social issues with an experiential learning EL, community-based learning CBL, or community-based research CBR pedagogy. EL opportunities put you in direct contact with the phenomenon you are studying or with important contexts of that phenomenon. CBL courses involve community service or other ways for you to be involved in and learn from and with the local community. For example, if the course deals with homelessness, you might volunteer directly with individuals at the Center for the Homeless throughout the semester or participate in discussions with government officials about local policy pertaining to homelessness. If the class is designated CBR, you might do research on topics of interest to the Center for the Homeless or to individuals without homes themselves. In all cases, you are challenged to learn in new ways. Each course in this booklet has an "EL", "CBL", or "CBR" notation to assist you.

Who offers these kinds of opportunities? Faculty members in many departments believe in the importance of creative pedagogies and in helping you to think critically about the issues under discussion. We hope the booklet is helpful to you. We would like your advice for future booklet editions. Please stop by or e-mail to offer your suggestions.

Peace,



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

Assembled by: Julie Boser  
Design by Kelly Roberts

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

## SCHOOL OF ARCHITECTURE

### Architecture

ARCH 344  
Design Studio: Rome Studies Program

ARCH 544  
Design VII: South Bend Downtown Design Center Studio

## COLLEGE OF ARTS & LETTERS

### American Studies

AMST 496B  
Community Service Internship

### Anthropology

ANTH 400/ESS 405/PSY 405\*  
Children and Poverty: Developmental Implications

ANTH 454  
Cultural Aspects of Clinical Medicine

ANTH 462\*/CSC 462/ILS 432/SOC 462C  
Applied Anthropology: Immigrant Labor Rights

### Computer Applications

CAPP 316 Systems Analysis and Design

### Economics

ECON 498\*/CSC 359D  
Economics & Catholic Social Teaching Summer Internship Worker  
Issues; Economics Special Studies

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## Education, Schooling and Society

ESS 405/ANTH 400/PSY 405\*  
Children and Poverty: Developmental Implications

### English

ENG 407  
The Study of the Teaching of Writing

### Gender Studies

GSC449/SOC 449\* Sociology of Masculinity

### Institute for Latino Studies

ILS 368E/THEO 368E\*  
Social Concerns Seminar: Hispanic Ministry

ILS 432/ANTH 462\*/CSC 462/SOC 462C  
Applied Anthropology: Immigrant Labor Rights

### Institute for International Peace Studies

IIPS 310F/PSY 310F\*  
Social Concerns Seminar  
Take Ten: Acting to Prevent Childhood Violence

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

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

IIPS 466/566  
Strategies and Tactics of Non-Violent Social Change

### Philosophy

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

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## Political Science

POLS 333W/THEO 363\*

Social Concerns Seminar: Washington, D. C.

POLS 496

Internships

## Psychology

PSY 310A\*/CSC 358

Social Concerns Seminar: Children and Poverty

PSY 310B/THEO 357\*

Social Concerns Seminar: L'Arche Communities

PSY 310E/CSC 310E\*

Social Concerns Seminar: NYSP Training

PSY 310F\*/IIPS 310F

Social Concerns Seminar

Take Ten: Acting to Prevent Childhood Violence

PSY 390B

Practicum in Developmental Disabilities

PSY 405\*/ANTH 400/ESS 405

Children and Poverty: Developmental Implications

PSY 449

Character Formation: Theory, Research and Pedagogy

PSY 483B/ PHIL 434\*/CSC 434

Addiction, Science, and Values

PSY 485C

Seminar in Autism

PSY 496

Psychology Externship

## Romance Languages & Literatures

ROSP 246E

Spanish for the Medical Profession

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ROSP 250E (2)  
Spanish Composition and Conversation

### Sociology

SOC 375  
Polish Americans

SOC 449\*/GSC449  
Sociology of Masculinity

SOC 462C/ILS 432/ANTH 462\*/CSC 462  
Applied Anthropology Immigrant Labor Rights

SOC 496B  
Sociology Internships

### Theology

THEO 273  
Vocation and Leadership in the Catholic Social Tradition

THEO 290  
Christianity and World Religions

THEO 325\*/THEO 541A/CSC 325  
From Power to Communion

THEO 356  
Social Concerns Seminar: Migrant Experiences

THEO 357\*/ PSY 310B  
Social Concerns Seminar: L'Arche Communities

THEO 359A  
Summer Service Learning Internship: ACCION

THEO 359C  
Summer Service Learning Internship: Hispanic Leadership

THEO 360  
Summer Service Learning Internship: Confronting Social Issues

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THEO 360A  
Confronting Social Issues

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

THEO 360C Summer Service Learning: NYSP

THEO 361 Social Concerns Seminar: Appalachia

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

THEO 366  
Social Concerns Seminar: Mexico

THEO 368E\*/ILS 368E  
Social Concerns Seminar: Hispanic Ministry

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

MENDOZA COLLEGE OF BUSINESS

Business Administration

BA 441  
Business Ethics Field Project

Accountancy

ACCT 486/486A  
Tax Assistance Program

Management

MGTE 320  
Introduction to Entrepreneurship

MGTE428/628  
Social Entrepreneurship

MGT 455  
Systems Analysis and Design of Information Systems

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MGT 459 MIS  
Capstone Projects

MGT 519  
Corporate Strategy and Planning

MGT 624  
Entrepreneurship in the Developing World (South Africa)

MGT 624.01  
Entrepreneurship in the Developing World (Jamaica and Mexico)

MGT 654  
Strategic Project Management

### Marketing

MARK 374  
Marketing Research

## COLLEGE OF ENGINEERING

### Civil Engineering and Geological Sciences

CE 498\*/CSC 371D  
Haiti Seminar

CESP  
CE 200, 300, 400  
Civil Engineering Service Projects

### Computer Science and Engineering

EG 112  
Introduction to Engineering II

EPICS  
EG 200, 300, 400  
Engineering Projects in Community Service

## FIRST YEAR STUDIES

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## First Year Composition

FYC 110C 1  
The Call to Service: Catholic Identity, Intellectual Commitment, and  
Social Activism

FYC 110C 2 & 4  
Bridging the Gap: Community, Social Justice, and the Call of Service

FYC 110C 3 & 5  
Rhetoric, Writing, and Community-based Learning

## CENTER FOR SOCIAL CONCERNS

CSC 310E\*/PSY310E  
Social Concerns Seminar: NYSP Training

CSC325/THEO 325\*/THEO 541A  
From Power to Communion

CSC 358/PSY 310A\*  
Social Concerns Seminar: Children and Poverty

CSC 359D/ECON 498\*  
Economics and Catholic Social Teaching Summer Internship:  
Worker Issues; Economics Special Studies

CSC 371D/CE 498\*  
Haiti Seminar

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

CSC 462/SOC 462C/ILS 432/ANTH 462\*  
Applied Anthropology: Immigrant Labor Rights

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

THEO 356  
Social Concerns Seminar: Migrant Experiences

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Community-Based Learning Courses Spring 2005

THEO 357\*/PSY 310B  
Social Concerns Seminar: L'Arche Communities

THEO 361  
Social Concerns Seminar: Appalachia

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

THEO 366  
Social Concerns Seminar: Mexico

THEO 368E\*/ILS 368E  
Social Concerns Seminar: Hispanic Ministry

LAW SCHOOL

LAW 652F  
Asylum Law



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

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## SCHOOL OF ARCHITECTURE

ARCH344

CBL

Design Studio  
Rome Studies Program  
Prof. José Cornélio da Silva, Lucien Steil, Ettore Mazzola

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.

ARCH544

CBL

Design VII  
South Bend Downtown Design Center Studio  
John Stamper

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 &amp; LETTERS

## American Studies

AMST496B

CBL

Community Service Internship  
Ben Giamo  
By Application Only  
Not Counted Towards the Major

All American Studies Internships provide opportunities for practical work experiences under the supervision of a professional. Students will spend nine to twelve unpaid, supervised hours per week on the job, the hours to be arranged between the student and the "employer." Intern candidates should so arrange their academic schedule as to allow large chunks of time for Internship work, such as entire days or entire mornings. Internships are open to American Studies majors only, are graded "S" or "U", and are taken in addition to the requirements for the major. Prerequisite: One AMST course in writing. Placements have been made at the Area Planning Commission, the Housing Allowance Corporation, the American Red Cross, Head Start, etc.

## Anthropology

ANTH400/ESS405/PSY405\*

CBL

Children and Poverty: Developmental Implications

ANTH454

CBL

Cultural Aspects of Clinical Medicine  
Robert Wolosin  
Permission Required

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).

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

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Applied Anthropology: Immigrant Labor Rights  
Kimbra Leigh Smith

Within local Michiana communities, one of the most economically challenged groups is that of immigrant workers. Nationwide, there has been a steady decline in access to worker rights, and this decline is even more acute for non-native workers, who are frequently unaware of the rights they are entitled to under U. S. law. Ethnographic research in nearby Elkhart suggests that Spanish-speaking immigrant populations are much higher than is reflected in census results, and that many of those workers are being treated unfairly by employers based on their immigration status or national origin.

In conjunction with local organizations and social science researchers, students will work within Elkhart, collecting data from immigrant community members at a weekly workshop held each Sunday at a local church and throughout the community of Elkhart. Students will make their field notes available to one another online, and will read each other's notes before the classroom meeting. The classroom component of the course will include lectures on ethnographic methods and issues of ethics, discussion of field notes, and discussions of how to turn our joint ethnographic research into applicable policy or approaches to community service.

In this course, students will learn to conduct ethnographic research and record results. They will also learn how to apply the data they have collected to models for serving the community. Finally, it is a community-based learning/research course, in which students, professors, community organizations, and community members will work together to find ways to better serve the local community and meet its needs.

Throughout the semester, we will invite speakers to talk to the joint classes about how different community-based organizations deal with community problems, their strategies, successes, and failures. We will also provide opportunities for students in both courses to compare ethnographic notes and discuss new approaches to community-based learning. The goal of linking the courses is to raise student awareness of the many ways academic science can be applied in community service settings.

Prerequisites: conversational fluency in Spanish, a record of service work, and any one of the following: ANTH 328 Fundamentals of Social and Cultural Anthropology, ANTH 377 Cultural Difference and Social Change, SOC 300 Foundations of Sociological Theory, SOC 302 Research Methods, SOC 279 Intro to Latinos in American Society, SOC 479 International Migration and Human Rights, or permission of instructor.

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## Computer Applications

CAPP316

EL

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.

## Economics

ECON498\*/CSC359D

CBL

Economics and 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

ESS405/ANTH400/PSY405\* CBL

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Children and Poverty: Developmental Implications

### English

ENG407 CBL

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The Study of the Teaching of Writing  
John Duffy

How do people learn to write? What are the cultural, political, economic, and spiritual forces that shape literacy development? And how can teachers most effectively help students develop their writing skills, whether in a community literacy center or in a university setting?

In this course, we will consider the development of writing skills and the role of teachers in promoting literacy at different educational levels. The course will call upon students to work in theory and practice. We will read articles about writing theory, do research in a writing program, and write about our experiences and developing theories. Our aim will be to understand the literacy development of individuals and communities.

This course will be writing intensive. Students will be expected to write continuously, discuss their drafts in writing workshops, and revise their written work. Students will have the option of participating in a local literacy program

### Institute for Latino Studies

ILS368E/THEO368E\* CBL

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Social Concerns Seminar: Hispanic Ministry

ILS432/ANTH462\*/CSC462/SOC462C CBL/CBR

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Applied Anthropology: Immigrant Labor Rights

### Institute for International Peace Studies

IIPS310F/PSY310F\* EL

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Social Concerns Seminar: Take Ten: Acting to Prevent Childhood Violence

IIPS360B/THEO360B\* CBL

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Summer Service Learning: International

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IIPS371/THEO371A\*

EL

Social Concerns Seminar: International Issues  
Rachel Tomas Morgan  
Application Deadline: November 1, 2004

IIPS466/566

EL

Strategies and Tactics of Non-Violent 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. Two team learning exercises are scheduled during the semester.

### Philosophy

PHIL434\*/PSY483B/CSC434

CBL

Addiction, Science, and Values  
A. E. Manier, Sr.

This is a community-based learning course placing students in service with the Life Treatment Center, a local institution providing treatment, friendship, and/or advocacy for indigent addicts. We will focus especially on addicts recently released from prison or those placed at the LTC by local criminal courts. In addition, students will integrate, in discussion and in writing, their experience as volunteers with discussions and written analysis of multi-media materials introducing current biomedical and cognitive/behavioral models of addiction and its treatment.

## Political Science

POLS333W/THEO363\* CBL

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Social Concerns Seminar: Washington, D. C.

POLS496 EL

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Internships  
Carolina Arroyo

The goal of the internship program is to provide opportunities to integrate coursework 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. Two to three reflective papers are required. All internships are unpaid. Internship credits do not fulfill the Political Science major requirements. Permission required.

## Psychology

PSY310A\*/CSC358 CBL

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Social Concerns Seminar: Children and Poverty  
1 Credit  
Jay Brandenberger

The goal of this seminar experience is to expose participants to issues related to children living in poverty, such as education, early intervention, resiliency, violence, and foster care. Students will begin their exploration during orientation sessions, which will examine the current state of children in poverty and present insights from educators and children's advocates. During a week in New York City, students will learn from individuals and community-based organizations. Visits with both children and program administrators will enable participants to experience first-hand the realities of growing up in poverty. Following the week-long immersion, facilitated discussions will identify developmental implications.

PSY310B/THEO357\* EL

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Social Concerns Seminar: L'Arche Communities

PSY310E/CSC310E\*

CBL

Social Concerns Seminar: NYSP Training  
Immersion: Summer 2005

PSY310F\*/IIPS310F

EL

Social Concerns Seminar: Take Ten: Acting to Prevent Childhood  
Violence  
Jay Caponigro

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 requirements 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.

PSY405\*/ANTH400/ESS405

CBL

Children and Poverty: Developmental Implications  
Jay Brandenberger  
Majors Only

Every fifth child in America faces hunger or poverty. This course examines the impact of rising levels of child poverty and related concerns from the perspective of developmental and social psychology. Topics will include changing family demographics, the effects of homelessness, educational inequalities, the experience of children among specific ethnic/cultural groups, children and violence, child development and social policy, and the like. Central to the course will be an emphasis on children's developing cognitive perceptions of self in relation to society, and an examination of potential solutions/model programs. Independent student research and experiential learning opportunities (with agencies serving children) will contribute to the learning experience and course. Requirements include: 1) brief writing assignments followed by a major research paper, 2) approximately two examinations, and 3) active and consistent class participation.

PSY/449

CBL

Character Formation: Theory, Research and Pedagogy  
Darcia Narvaez

Description: Students read research, study theory and pedagogical approaches in the area of character education and moral development. They apply course material in a real-world setting of their choice. Students develop creative, analytical and practical intelligences as well as leadership skills. Students will work with the Robinson center in delivering instruction for character development

PSY483B/PHIL434\*/CSC434

CBL

Addiction, Science, and Values

PSY485C

CBL

Seminar in Autism  
Thomas Whitman

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, social work, physical therapy, and occupational therapy. The course is open to non-majors as well as majors. Majors wishing to satisfy their 400 level requirement can 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 paper on some topic related to autism. Permission required.

PSY496

CBL

Psychology Externship  
Kathy Gibney

This course provides an opportunity for students to gain supervised work experience in a health, school, or social service agency. The student will be expected to find a placement from among those specified by the psychology department where they will be required to spend 8 hours a week for the semester. (Examples of past sites from these last two semester include: Chapin Street Clinic, AIDS Ministries, St Margaret's House, Portage Manor, Madison Center, Substance Abuse Court Center, Home Resource Management, Child Abuse Services Investigations and Education (CASIE)). A learning agreement will be required. The classroom portion of the course is a weekly 2 and 1/2 hour seminar where issues related to the externship experience and relevant research materials, ethical situations, community application of psychology skills, and overall processing discussions will be addressed.

Prerequisites for admission to the course are: psychology major, instructor permission, suitable externship placement, and a tentative learning agreement. Enrollment is limited. If interested, please contact Dr. Gibney at gibney.8@nd.edu or 631 3363.

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## Romance Languages & Literatures

ROSP246E

CBL

Spanish for the Medical Profession  
Isabel Jakab

This course is designed for those who have already mastered the rudiments of Spanish grammar and who wish not only to improve their facility with spoken Spanish but also to familiarize themselves with terminology of the medical field. It would be especially useful for pre-med students who want to become doctors, and for those wishing to pursue careers as: nurses, medical technicians, hospital administrators, or counselors in a medical setting. Emphasis is on vocabulary, compositions, conversations, dialogues, and oral presentations. This course counts as a cognate towards the Spanish major.

Students will meet with a native speaker for at least one hour a week to practice spoken Spanish. There will be experiential service-learning opportunities with the Hispanic community, serving as interpreters at the Indiana Health Center, at Saint Joseph Medical Clinic at Chapin Street, and at Memorial Hospital.

ROSP250E(2)

CBL

Spanish Composition and Conversation  
Isabel Jakab

This course is designed for anyone who has already mastered the rudiments of Spanish grammar and who wishes to improve his/her facility with spoken and written Spanish. Emphasis is on listening and speaking skills, for the conversation part, through organized discussions, and covering a number of topics related to the Hispanic culture. The course will also improve students' writing abilities by daily practice writing essays, by developing Spanish reading materials to be used by Spanish speaking families, and by oral compositions that will be put in cassette format to share with classmates.

Student community service options will include the following: volunteering on campus with the Hispanic workers who want to learn English, working with a student organization (CASH), teaching ESL at La Casa de Amistad and Robinson Community Learning Center, helping Hispanic students with homework, tutoring in elementary schools, teaching Spanish to children at the Early Childhood Development Center and in some Catholic schools in South Bend, and serving as interpreters at Indiana Health Center, St. Joseph Clinic at Chapin Street, or Memorial Hospital.

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For the final essay, students will interview members of the Hispanic population, to identify the most common needs of this community, especially those needs with which students from Notre Dame could help.

## Sociology

SOC375

EL

Polish Americans  
Leonard Chrobot

Students in this course will study the cultural and racial pluralism of American Society through the focus of the Polish American experience; they will review social and historical background, the immigration experience, and adaptation to the American experience in terms of family, religion, education, work, and government. Students will tour South Bend's WestSide Polish parishes and will have opportunities to tutor in the Hedwig Educational Outreach Program for minorities. For their final paper, they are encouraged to do projects in which they interview people on the WestSide.

SOC449\*/GSC449

CBR

Sociology of Masculinity  
Mark Gunty

A seminar exploring topics related to the contemporary construction of variations on masculine gender identity. The final project includes a requirement of conducting original interview or survey research which usually involves men on campus or in the surrounding community.

SOC462C/ILS432/ANTH462\*/CSC462

CBL/CBR

Applied Anthropology: Immigrant Labor Rights

SOC496B

CBL

Sociology Internships  
Ann R. Power  
Permission Required

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

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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  
Northern Indiana Center for History  
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  
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, there is academic work, which 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

THEO273

CBL

Vocation and Leadership in the Catholic Social Tradition  
Margaret Pfeil/Andrea Smith Shappell and MDiv Students

This course will invite students to consider the meaning of vocation in relation to the social mission of the church. Beginning with a theological understanding of the significance of vocation and charisms, this course will provide a narrative-based exploration of the vocational journey of prominent figures in the Catholic social tradition such as Francis of Assisi, Dorothy Day, Cesar Chavez, and Oscar Romero. The emergent understanding of vocation will be held in conversation with the witness given by leaders from other religious traditions, e. g., Badshah Khan, Gandhi, and Thich Nhat Hanh. Using the method of service-learning, this course will invite students to develop an awareness of their social justice commitments in light of their own sense of vocation.

Permission is required. More information about the course format is explained in the Learning Agreement and Application Form that are available at the Center for Social Concerns.

THEO290

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 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. The experiential learning opportunities involved are comparisons of the doctrines and spiritualities of Hinduism, Buddhism, and Islam with those of Christianity. In class we regularly practice a type of meditation that is foundational to both Hindu and Buddhist schools.

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THEO325\*/THEO541A/CSC325

EL/CBR

From Power to Communion

Robert Pelton, C. S. C.

The premise of this course is that the churches of America are learning from each other, and that all Christians are called to ministry in one form or another. This is leading to a greater appreciation of the role of the laity. The historical context for the course is the Second Vatican Council 1962-65. This is experienced particularly through what is called the theology of communion. This theology will be studied through the lenses of a series of inter-American meetings: Medellin 1968; Puebla 1979; and Santo Domingo 1992. A special focus will be placed upon the Special Synod for America (Rome 1997), and the growing role of Small Christian Communities. In consultation with the course instructor, students will choose a specific theme to develop a research project. They will work on this project using the resources at Notre Dame. During the Spring Break the students will have a "hands on" experiential learning experience in Cuba. This will be achieved through an examination of on-site projects under the supervision of the Catholic Relief Services. In the final weeks of the course, we will reflect further on our experiences and complete the research projects in the class sponsored Notre Dame Synod. Admission to this course is by the instructor's permission only. Interested students should participate in a publicly announced information session.

THEO356

CBL

Social Concerns Seminar: Migrant Experiences

1 Credit

Angela Miller McGraw

This seminar is a unique immersion into the lives of migrant farm workers in Florida during the spring harvest. Students pick tomatoes in the fields (donating their wages), live with migrant families, assist church and social agencies that serve migrants, and meet with community leaders, never again to take food for granted.

THEO357\*/PSY310B

EL

Social Concerns Seminar: L'Arche Communities

1 Credit

Angela Miller McGraw

This Seminar centers around travel to a L'Arche community (e. g. Toronto, Canada) to share community life with developmentally chal-

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lenged persons. Students draw from the philosophy of Jean Vanier, the works of theologian Henri Nouwen, and other spiritual writings to augment this participatory learning experience.

THEO359A

CBL

(shared course with BA 329 = 3 credits combined)  
Summer Service Learning Internship: ACCION  
Andrea Smith Shappell  
Application Deadline: February 16, 2005  
Immersion: Summer 2005

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. During the summer, 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.

THEO359C

CBL

Summer Service Learning Internship: Hispanic Leadership  
Rosie McDowell  
Application Deadline: November 19, 2004  
Immersion: Summer 2005

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 Internship: Confronting Social Issues  
Andrea Smith Shappell  
Application Deadline: February 22, 2005  
Application Deadline for Students Going Abroad: November 19, 2004  
Immersion: Summer 2005

This three-credit hour service-learning course takes place before, during, and after student participation in eight-week "Summer Service

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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.

THEO360A

CBL

Summer Service Learning Internship: Confronting Social Issues  
Andrea Smith Shappell  
Application Deadline: February 22, 2005  
Application Deadline for Students Going Abroad: November 19, 2004

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

THEO360B\*/IIPS360B

CBL

Summer Service Learning: International  
Rachel Tomas Morgan  
Application Deadline: November 1, 2004  
Immersion: Summer 2005

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  
Rebecca Pettit

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

CBL

Social Concerns Seminar: Appalachia  
1 Credit  
Angela Miller McGraw

The course is centered on a service-learning immersion during semester break 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.

## THEO363\*/POL333W

CBL

Social Concerns Seminar: Washington, D. C.  
1 Credit  
Angela Miller McGraw

This course centers on a trip to Washington, D. C. over spring 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

EL

Social Concerns Seminar: Mexico  
1 Credit  
Rachel Tomas Morgan  
Application Deadline: November 15, 2004. Immersion: May 2005

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The Mexico Seminar continues a Notre Dame service tradition in Mexico dating to the mid-1960s. During the last two weeks of May, students travel to Mexico to examine issues facing this developing country through collaboration with church, social change, and cultural organizations. Apply by November 15, 2004.

THEO368E\*/ILS368E CBL

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Social Concerns Seminar: Hispanic Ministry  
1 Credit  
Sr. Sue Dunn  
Immersion: Spring 2005

This seminar gives participants the opportunity to experience the Church's option for the poor through an immersion into the spirituality, culture, and economy of the rural, southern California valley community of Coachella. Students work with the members of the Congregation of Holy Cross who are in ministry there.

THEO371A\*/IIPS371 EL

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Social Concerns Seminar: International Issues  
1 Credit  
Rachel Tomas Morgan  
Application Deadline: November 1, 2004

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. This one-credit course is for students participating in ISSLP.

## MENDOZA COLLEGE OF BUSINESS

### Business Administration

BA441(3Sections) CBL

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Business Ethics Field Project  
1 1/2 Credit  
Jessica McManus Warnell

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 to (1) introduce the student to service experiences outside

of the university setting; (2) provide a mechanism for enhancing the spiritual and intellectual awareness of students; (3) provide a mechanism for coordinating existing student social service projects with the student's academic work; (4) interact with people whose values have led them into full-time work in the not-for-profit sector. Students complete 15 hours of community volunteering during this 1.5-hour credit course at one of over 80 available community-based organizations. The course meets once a week for five weeks.

### Accountancy

ACCT486/486A

CBL

Tax Assistance Program  
Ken Milani

Preparing income tax returns for low-income individuals is the primary purpose of the Tax Assistance Program. An introductory Federal Income Tax course is a prerequisite. The course begins with four weeks of classes that focus on tax issues that are important when helping low-income individuals (e.g., determining filing status, calculating the child credit, computing the earned income credit). Following the class sessions, students are assigned to specific locations in South Bend or Mishawaka where the returns are prepared. Certified public accountants are available at several locations to help with complex matters. The Tax Assistance Program has been operating since 1972. The course is a two-credit hour offering graded using a Satisfactory/Unsatisfactory scale. The course is a CBL effort.

### Management

MGTE320

CBL

Introduction to Entrepreneurship  
John Fitzmartin

Open to all business undergraduate juniors and seniors. This course introduces students to the basic concepts and skills required to understand the nature of entrepreneurship, recognize opportunity, and assemble the resources to start a new business. Students will develop a market feasibility study for a new business concept. The class includes entrepreneur guest speakers, cases, and activities that will help students experience what it is like to be an entrepreneur. Several projects are applied to local non-profit organizations. One assignment is to take a \$20 loan and develop a "for profit" or "not-for-profit" business during the semester with a team of classmates. The goal for each "company"

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is to achieve a minimum of a 700% return on investment without going into debt. In the past, students have turned this project around in extraordinary ways to benefit their favorite charities.

MGTE428/MGT628

CBL

Social Entrepreneurship (cross-listed in the MBA & undergraduate business programs)

Rachel Farrell

Social entrepreneurship draws upon the best thinking in both the business and nonprofit worlds to create effective, sustainable responses to social problems. This course will introduce students to the concepts, practices, and challenges of social entrepreneurship in the U.S. and around the world. Students will explore case studies, survey results, and essays surrounding strategies and lessons learned by nonprofit and for-profit organizations which have launched successful social ventures. In addition, students will examine how to create a more socially entrepreneurial culture within organizations by allocating time, talent, and dollars to activities that have the greatest social/financial impact. Students will be applying their business skills as part of mentor teams for our microentrepreneurs in Georgia (via scheduled conference calls). Under the direction of our community partner practitioner groups and local ND alumni business mentors, students will work directly with the microentrepreneur by providing feedback on their business plans and implementation strategies. Also, each student will play a role on a board determining real life issues facing local nonprofits, Logan Center and Center for the Homeless included. Guest speakers from these organizations are lined up to present the issues and help shape the responses. Topics that will be discussed include resource needs and strategies, strategic vision, competitive and cooperative strategies, social ventures and growth, and social performance measurement. Integrating all of these lessons, students will write and deliver their own business plan on an innovative idea, venture, service-expansion, and/or funding initiative that achieves a social objective. These business plans will have the potential for entry into either Mendoza's Annual Social Venture Competition or the Invention Convention depending on the nature of their enterprise.

MGT455

CBL

Systems Analysis and Design of Information Systems

Daewon Sun

An in-depth study of the analysis and design of information

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processing systems. One of the projects is Analysis and Design of Information Systems in Community Service Organizations where the students will determine the problems and opportunities of the current system used in the social organizations, provide a business model of the system, recommend a revised model, and create a prototype of the revised model, usually a database management system on Microsoft Access. All work completed will be documented and submitted to the social organization for future reference and implementation. Participants in the past included the following:

- DISMAS House of Michiana
- Center for the Homeless
- Women's Care Center
- LaCasa de Amistad
- YWCA
- Habitat for Humanity

MGT459 CBL

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MIS Capstone Projects  
Robert Easley

Building upon and integrating the technical and managerial skills developed in the MIS major and related internship experiences, this course will expose students to best practices in project management while directly involving them in the actual implementation of suitably scaled IT projects. Several projects will be completed with not-for-profit service organizations.

MGT519 CBL

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Corporate Strategy and Planning  
Jim Davis, Parthiban David  
2nd Year MBAs only

The scope and role of strategic management encompasses a general management perspective that involves internal and external analysis, complex decision-making, and implementation of these decisions. The course has four goals: (1) to develop an awareness of the strategic decisions that organizations must make and the factors on which they depend; (2) to provide a conceptual framework for identifying, evaluating and formulating strategies; (3) to integrate material learned in the basic functional courses; (4) to convey an understanding of the formal and informal processes involved in formulating and implementing strategies. A strategic consultation project, a key

component of the course, provides an opportunity for students to work with local businesses, including for-profits and nonprofits, to apply tools and skills developed in this as well as the other core courses.

MGT624

CBL

Entrepreneurship in the Developing World (South Africa)  
South Africa MBA Summer Internship  
Jeff Bernel

This course examines how businesses are launched in different global contexts. Issues to be discussed include global and national support agencies, market feasibility and cultural issues. Students become involved in a practicum in which they provide consultative service to a startup in a third-world country. Please note that this course is the preparatory course for the South Africa Intern Program.

MGT624.01

CBL

Entrepreneurship in the Developing World  
Jamaica and Mexico MBA Summer Internship  
Rachel Farrell (Jamaica) and David Hayes (Mexico)

This course is a joint effort between the Gigot Center for Entrepreneurial Studies and the Center for Social Concerns. The course will address entrepreneurship in emerging markets, social issues prevalent in our global society in light of Catholic Social Tradition, as well as provide tools for cross-cultural living and service, including general support within the context of a community of colleagues. This course will serve as preparatory course for the following programs:

Jamaica Summer Internship Program: Launched in 2001, this program pairs MBA students and recent graduates with not-for-profit organizations in the local Kingston area to help create effective partnerships for collaborative growth and change. During the summer months, the interns work on various projects that foster entrepreneurship and create effective business strategies to improve the overall performance of our not-for-profit partners. Program affiliates include Mustard Seed Communities, University of West Indies, and St. Patrick Foundation. For more information, visit <http://www.nd.edu/~entrep>.

Mexico Summer TIES Program: This is a field internship program where the University of Guadalajara hosts three MBA interns for the summer who work with three MBA student interns from the University of Guadalajara. Student teams from UG and ND will work with representatives from a variety of organizations -- such as the NGOs

Fundacion Mexicana para el Desarrollo Rural and Fundacion Produce, the Association of Corn Agricultural Producers of the State of Jalisco, the Secretariat for Rural Development of the State of Jalisco, the Guadalajara Chamber of Commerce, the Society of Rural Producers, the Union of Ejidos, and the Association of Industrialist of the State of Jalisco -- to facilitate the creation and/or improvement of small business units in the rural or urban centers of the economic region around Guadalajara. For more information, visit <http://www.nd.edu/~entrep/MexicoTIESInternProgram.html>.

MGT654

CBL

Strategic Project Management  
Lee Krajewski

This course provides students interested in management or consulting careers with the tools, insights and experiences that form the foundation for sound strategic project management in practice. The term project for a team of MBA students is to assess the nature and purpose of a specific project at a sponsoring company as well as the company's project management abilities in general. Teams will apply the project to local corporate as well as not-for-profit community-based organizations.

### Marketing

MARK374

CBR

Marketing Research  
John Gaski

Required for all marketing majors. A study of the application of scientific method to the definition and solution of marketing problems with attention to research design, sampling theory, methods of data collection and the use of statistical techniques in the data analysis. In several cases, application will be with not-for-profit organizations.

### COLLEGE OF ENGINEERING

#### Civil Engineering and Geological Sciences

CE498\*/CSC371D

EL

Haiti Seminar  
Stephen E. Silliman

The seminar is a joint venture between the Department of Civil

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Engineering and Geological Sciences and the Center for Social Concerns. This one-credit seminar involves student training, interaction with the Haitian population, and reflection. In Haiti, students will participate in teams who will repair hand pumps, the primary water supply in the majority of the rural regions in Haiti. The work will be centered in northern Haiti in the region around the town of Cap Haitian.

The seminar is limited to eight (8) Notre Dame students and is an experiential learning course that will take place during the spring semester. Preparation for the trip will involve a series of weekly training sessions. Each session will require approximately 2 hours of time. At present, we plan to hold these sessions in the evening, typically from 6 pm to 8 pm. These sessions will involve intensive training on hand pump repair, discussion of the mission of the trip to Haiti, and discussion of the social context of this work (within the overall context of the social, religious, and political atmosphere in Haiti). There will be readings to be completed and discussed prior to the trip, a required journal to be maintained during the trip, and a final report to be submitted following the completion of the trip.

#### CESP

#### CBL

Civil Engineering Service Projects: CE200, CE300, and CE400  
Lloyd Ketchum  
Permission Required

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. Seniors are expected to assume leadership of the teams.

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.

Lloyd Ketchum

The Potowatomi Zoo Project – This project is using GIS mapping to plot the location of the utilities and buildings at the Potowatomi Zoo. The long-term goal of the project is to provide detailed drawings of the infrastructure, and then to use this information in the design of new displays and exhibits for the zoo.

Lloyd Ketchum

The YMCA Camp Eberhard Project – This project is working with the YMCA's Camp Eberhard to improve and develop the camp.

Lloyd Ketchum

Small Community Mentoring Center Project (SCMC) – The SCMC EPICS has the objective of assisting small nearby communities to more effectively supply water and treat wastewater. During each of the last three summers, teams of students visited the plants to assess the needs. Students were then teamed with plant operators to conduct full-scale plant studies to address a well-defined need. For example, a bench-scale laboratory study to model the full-scale plant was conducted by a student and an operator that led to plant operating changes, which resulted in both reduced energy consumption and improved effluent quality. Another student prepared a computer spreadsheet to allow the laboratory technicians to calculate analytical results on a computer data sheet. These results were placed automatically into a database, and could be easily culled to prepare the monthly reports of operation and to track changes in the system (e.g., a graph showing the relationship between rainfall and plant inflow). As a final example, a student completed a literature study of methods of reducing arsenic in drinking water from wells, and then conducted a laboratory study to determine the feasibility of a particular approach that showed promise for that town.

## Computer Science and Engineering

EG112

EL

Introduction to Engineering II  
Leo McWilliams

This course is the second of a two-course sequence that introduces engineering to First Year intents and to establish a foundation for their studies in engineering. Design projects are used to provide a multi-disciplinary view of engineering systems and to present the engineering method. The students are actively engaged in applying engineering design methods to solve practical problems. This involves a team

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approach to plan, design, analyze, implement, evaluate and report engineering activities. Students are also enrolled in a learning center section, in which students will get practical hands-on experience with the material covered in the lecture.

EPICS

EL

Engineering Projects in Community Service EG200, EG300, and EG400. Contact the following faculty advisors for more information

Dr. Greg Madey

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

Dr. Greg Madey

Toys Group – This project involves the configuring of toys and other electrical powered items for use by the therapists at the Logan Center. With the modified items, the therapists will be able to work more effectively with the mentally and physically challenged youth.

Dr. Greg Madey

St. Margaret's House, Women's and Children's Center - Architectural design project for open unused space at the center. Additional software support projects anticipated.

Dr. Greg Madey

Logan Industries - Design projects for Logan Industries packaging and assembly facility. Additional software support projects anticipated.

Dr. Greg Madey

Autism Center of Michiana - Development of an interactive website that serves as a critical component of the Center, which was created through a cooperative effort between a variety of community institutions (local school systems, hospitals, and the Logan Center) and the University of Notre Dame. The website serves as an informational tool, both locally and nationally, and a search vehicle to identify the population of individuals with autism in this region (estimated to number about 2000).

Curt Freeland

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

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of a pilot project to develop this database and the types of information stored. See: <http://epics.cse.nd.edu/> for more information.

## FIRST YEAR STUDIES

### First Year Composition

FYC110C(1)

CBL

The Call to Service: Catholic Identity, Intellectual Commitment, and Social Activism  
Kelly Kinney

This section of FYC 110C will examine how Catholic identity calls members of intellectual communities to social activism and service. Along with standard FYC goals, this course will also provide students with opportunities to volunteer at various local agencies, particularly those that promote literacy skills. Students will have the opportunity to work in a variety of service venues, including those that serve the elderly, the homeless, children, and at-risk youth.

FYC110C(2&4)

CBL

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.

FYC110C(3&5)

CBL

Rhetoric, Writing, and Community-based Learning

Along with standard FYC goals, this section of FYC 110C will also provide students with opportunities to volunteer at various local agencies, particularly those that promote literacy skills. Students will have the opportunity to work in a variety of service venues, including those that serve the elderly, the homeless, children, and at-risk youth.

## CENTER FOR SOCIAL CONCERNS

The following Social Concerns 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.

CSC310E\*/PSY310E CBL

Social Concerns Seminar: NYSP Training  
Immersion: Summer 2005

CSC325/THEO325\*/THEO541A EL/CBR

From Power to Communion

CSC358/PSY310A\* CBL

Social Concerns Seminar: Children and Poverty

CSC359D/ECON498\* CBL

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

CSC371D/CE498\* EL

Haiti Seminar

CSC434/PHIL434\*/PSY483B CBL

Addiction, Science, and Values

CSC462/SOC462C/ILS432/ANTH462\* CBL/CBR

Applied Anthropology: Immigrant Labor Rights

PSY310F\*/IIPS310F EL

Take Ten: Acting to Prevent Childhood Violence

THEO356 CBL

Social Concerns Seminar: Migrant Experiences

THEO357\*/PSY310B EL

Social Concerns Seminar: L'Arche Communities

THEO361 CBL  
Social Concerns Seminar: Appalachia

THEO363\*/POLS333W CBL  
Social Concerns Seminar: Washington, D.C.

THEO366 EL  
Social Concerns Seminar: Mexico (Immersion: May 2005)

THEO368E\*/ILS368E CBL  
Social Concerns Seminar: Hispanic Ministry

## LAW SCHOOL

LAW652F CBL  
Asylum Law  
Barbara Szweda

Provides an overview of U. S. substantive law of asylum, withholding of deportation and the Convention Against Torture, including an interpretation of the standards of proof and the various components of the definition of "refugee." Includes a study of the procedures both affirmative and defensive used while interacting with actual asylees in the preparation of their cases.



# 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>  
[ndcntrsc@nd.edu](mailto:ndcntrsc@nd.edu)  
(574) 631-5293

