

Fall
2006

Community-Based Learning
COURSES

CENTER FOR SOCIAL CONCERNS



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. For example, if the course deals with homelessness, you might have the chance to meet with people who are experiencing homelessness through a panel presentation at the Center for the Homeless.

One form of EL is service-learning, also referred to as community-based learning, or CBL. In CBL courses, you provide some meaningful service to the community. For example, in a course on peace studies, you might volunteer directly with children in the Take Ten program.

One form of CBL is community-based research, or CBR. If the class is designated CBR, for an engineering course you might do an assessment of energy usage at the request of a local not-for-profit organization. You would then make recommendations to the organization to help it reduce energy costs.

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.

Each course in this booklet has an “EL,” “CBL,” or “CBR” notation to assist you. In the rare occasion where a course does not have one of these designations, it is a follow-up class for a Center for Social Concerns domestic or international course experience.

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,

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

Mary Beckman, Ph.D.

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Concurrent Associate Professor, Economics and Policy Studies

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SOC 43825*
Ethnicity in America

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SOC 43825*
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BA 30200
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BA 30229
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COLLEGE OF ARTS & LETTERS

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IIPS 33901/PSY 23855*
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MENDOZA COLLEGE OF BUSINESS

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COLLEGE OF SCIENCE

CHEM 30331
Chemistry in Service of the Community

APPLICATION DEADLINES

The application deadline for all Fall Break, CSC-Cross-Listed Courses is Thursday, August 25, 2006.

The application deadline for the International Summer Service-Learning Program is Wednesday, November 1, 2006.

Domestic Summer Service-Learning Program applications are accepted on a rolling basis.

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

COURSE DESCRIPTIONS

SCHOOL OF ARCHITECTURE (Architecture Majors Only)

ARCH 81151 (CBL)
Urban Design II
Philip Bess
Credit Hours: 6

Part II of a two studio sequence for students concentrating in urban design, entailing an on-site real-world charrette to create a neighborhood or town plan and the graphic docs and legal mechanisms needed to implement it.

COLLEGE OF ARTS & LETTERS

Africana Studies

AFAM 43704/AMST 40500/ANTH 40025/GSC 40265/HESB 30408/
SOC 43825* (EL)
Ethnicity in America
Leonard Chrobot
Credit Hours: 3

American Studies

AMST 40500/ANTH 40025/AFAM 43704/GSC 40265/HESB 30408/
SOC 43825* (EL)
Ethnicity in America
Leonard Chrobot
Credit Hours: 3

AMST 43120/ HESB 30451/PSY 43247*/SOC 43037 (CBL)
Leadership, Ethics, and Social Responsibility
Jay Brandenberger
Credit Hours: 3

Anthropology

ANTH 35588/ANTH 65588 (CBL)
Archaeology Field School
Mark Shurr
Credit Hours: 3

Students in the field school learn basic archaeological field techniques by participating in a dig. This intensive introduction to field methods includes mapping, geophysical surveys, and all phases of excavation, laboratory processing, and artifact identification. The project will be conducted in cooperation with the Kankakee Valley Historical Society, and students will work along with residents of the local community who are interested in learning more about their region's past. Student teams will be partnered with community members who are interested in participating in the dig, and the students are expected to serve as team leaders for their work team.

The excavations will be designed to answer specific questions about the prehistoric and historic archaeology of northwestern Indiana.

ANTH 40025/AFAM 43704/AMST 40500/GSC 40265/HESB 30408/
SOC 43825* (EL)
Ethnicity in America
Leonard Chrobot
Credit Hours: 3

ANTH 45820 (CBR)
Researching Disease: Methods in Medical Anthropology
Daniel Lende
Credit Hours: 3

This class will provide extensive classroom and hands-on training in research methods for medical anthropology. It will place slightly greater emphasis on qualitative methods, such as participant observation and interviewing, but it will also provide an overview of quantitative methods (including building surveys and some basic statistical analysis). Students will learn by doing, conducting original research on contemporary health issues in the local community (such as HIV/AIDS and substance abuse).

ANTH 47377*/IIPS 30904/LAST 40005
Cultural Difference and Social Change
Vassiliki Tsitsopoulou
Pre-requisites: Overseas study or service in the developing world
Permission Required
Credit Hours: 3

This course is designed specifically for students returning from summer-service projects or study abroad programs in the developing world. In this course, students will have the opportunity to re-visit and re-examine their overseas experiences by exploring the concept of citizenship in a global context. The central question we will engage is whether the developed world can be usefully involved in addressing the social problems of developing countries in the absence of an internationally applicable definition of citizenship. Do we need such a definition if we believe that the social problems of the developing countries are also in some ways the problems of the developed world? Can there be true reciprocity between developed and developing countries when it comes to identifying these problems and confronting them? During the semester, students will

examine these questions from the perspectives of ethical philosophy, international legal theory, and art. In parallel, they will develop three collaborative projects.

In these group projects, students will focus on a problem they have each identified in the geographical location(s) where they worked, studied, or visited. They will research how these overseas locations are linked to the United States and northern Indiana through global networks of labor, finance, trade, legislation, etc. They will then analyze this problem in relation to these networks and the question of global citizenship. Finally, they will suggest strategies for addressing it.

Throughout the semester, students will engage in dialogue with a group of international students as their interlocutors/learning partners who will bring their own perspectives to the questions examined by the class and the research projects that will be developed.

ANTH 65588/ANTH 35588 (CBL)
Archaeology Field School
Mark Shurr
Credit Hours: 3

Art, Art History, and Design

DESN 41103 (CBR)
Graphic Design III: Transpo Publicity Campaign
Robert Sedlack
Credit Hours: 3

Under the direction of South Bend/Mishawaka Transpo's General Manager Mary McLain, this class will research, assess, and offer recommendations for the design of a new publicity campaign to promote Transpo's bus services to the Notre Dame and St. Mary's Communities. Do you know that all Notre Dame and St. Mary's students, faculty, and staff can ride Transpo for free when they show a valid, current identification card issued by either school? This amazing benefit to the two campus communities is not well known. It will be our mission to promote this opportunity.

You should approach this project with a very open attitude regarding what the final deliverable products will be. While website design, billboards, bus signage, and newspaper ads are certainly viable solutions, do not exclude atypical and even unusual ways to

connect to your audience. Budgetary restraints will become a driving force for the final selection, but initial ideas should not be restricted by cost or scale. This is a complex project that will create multiple challenges. Students will breakup into teams to address various issues as they develop.

College Seminar

CSEM 23101 | Section 26 (EL)
Labor, Race, and the Struggle for Dignity
Marty Wolfson
Credit Hours: 3

This course will examine the lives of workers and people of color in America by examining their struggles for dignity and respect, especially as they come together in our nation's workplaces. The perspective will be on people's own stories about the conditions of their daily lives as expressed in nonfiction, novels, films, and oral histories. The course will also examine the methods that have been used in the struggle for dignity, especially through the roles of unions and nonviolent campaigns.

The content of the course will focus on three areas: 1) the African-American Civil Rights Movement, especially as it linked up with workers' lives in the campaign of the Memphis sanitation workers in 1968; 2) the Farmworkers' campaign led by Cesar Chavez and influenced by the philosophy of the nonviolent direct action of Mahatma Gandhi and Dr. Martin Luther King, Jr.; and 3) the struggles of workers in the meatpacking industry as representative of current labor developments, and especially as related to the issues of interracial conflict and unity.

A requirement of the course is to conduct an oral history with a worker and/or person of color in order to understand their life experiences in the context of the issues discussed in the course.

CSEM 23101 | Section 14 (CBL)
Why Are People Poor?
Mary Beckman
Credit Hours: 3

Are people poor because they make bad choices? Because of 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, arts, and social sciences complement one another to enhance our understanding. We will also visit an area organization that addresses aspects of poverty, and students will do research or service for a local organization. They will develop oral skills through several in-class presentations.

Computer Applications

CAPP 30515 (CBR)
Systems Analysis and Design
Louis Berzai
Credit Hours: 3

Administered in two major segments, this 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 by using the methodology of Systems Development Life Cycle (SDLC). The second segment deals with students working on genuine business projects and then moves into object-oriented systems analysis, a new concept in systems analysis and design. Students do on- and off-campus work in the South Bend community.

Education, Schooling, and Society

ESS 30611 (CBL)
Tutoring in the Community
Nancy Masters
Credit Hours: 1

This seminar will provide tutors with an opportunity to explore the social, economic, and cultural forces that influence the lives of the students they tutor. This course will enable tutors to expand their knowledge and improve their skills in the areas of literacy instruction, discipline, management, multiculturalism, and motivation. Additionally, students will receive advanced training in reading instruction that will support the growth and development of their students as literacy learners. This course will provide information to help tutors plan and implement successful tutoring sessions, including models, resources, sample training sessions, assessment tools, and handouts.

ESS 30615 (CBR)

Ideas that Shaped Catholic Education

Rev. Ronald J. Nuzzi

Credit Hours: 3

Catholic elementary and secondary schools contribute to the common good of civic society while advancing the evangelical mission of the Catholic Church. This course focuses on the historical successes of Catholic schools in the United States; surveys current research; and analyzes trends in theology, history, and philosophy that have shaped the current structure of the K-12 Catholic school system. Participants will conduct observations at local Catholic schools in order to identify unique, constitutive elements of Catholic identity as discussed in class and discovered in course readings. Requirements include a field-based experience at a local Catholic school.

ESS 33360/CSC 33964/THEO 33964* (CBL)

Social Concerns Seminar: Holy Cross Mission in Education

Sr. Sue Dunn

Trip Required during Winter Break

Application Required

Credit Hours: 1

English

ENGL 40741*/ILS 40305 (EL)

The Sacred and Divine in Latina Literature

Theresa Delgadillo

Permission Required

Credit Hours: 3

Students in this course will travel to Mexico for a ten-day seminar on Mesoamerican cultures and religions, Mexican and Latina expressions of spirituality, and Latina literature about the spiritual. In the seminar, students will participate in daily lectures and discussions in each area supplemented by visits to important Mexican archaeological sites of Cuicuilco, Teotihuacan, Templo Mayor, and Tepeyac; Mexican sites of popular religiosity, healing, and curanderismo; and community organizations. Students will examine and discuss images of the sacred and divine in Latina literatures (including poetry, fiction, and essay) based on the greater

understanding of the historical, cultural, and religious context that the seminar will provide. Through a combination of focused readings, guided tours, lectures/classes, group discussions, and reflections and writing, students will systematically explore key materials in each area. This is a collaborative effort on an existing program with Our Lady of the Lake University in San Antonio, and, therefore, participation is limited to Latina students and female students who expect/plan to work in Latina communities. Spanish language skills are an important asset but not a necessity. When necessary, translation will be provided for participants, and course readings are in English. Students, however, must be willing to learn and incorporate some Spanish.

Requirements: participation in a five-day pre-seminar reading and discussion, a ten-day seminar from July 21- 30 in Mexico City, a ten-page research paper upon return under the guidance of the professor, and \$1,500.00 for travel expenses.

For permission to enroll or for further information, contact: Theresa Delgadillo at delgadillo.1@nd.edu. For questions about assistance with funding, please contact: Yolanda Lizardi Marino at ymarino@nd.edu.

Film, Television and Theatre

FTT 41008 (EL)

Theatre and Social Activism

Wendy Arons

Credit Hours: 3

In this course, we will explore the potential of theatre as social activism and as a vehicle for social change. The course will involve two modes of study: 1) investigation of a variety of techniques and approaches to creating activist, "grassroots" theatre (e.g. looking at work by artists/activists like Augusto Boal ("Theatre of the Oppressed"), Bread and Puppet Theatre, ACT/UP, etc.) and 2) creation of original theatre pieces addressing social concerns in the local community (for example, students might focus on creating theatre centered on local environmental issues, the living wage campaign, the Michiana Peace Coalition, etc). The class will culminate in public performances of our own "activist theatre," with the aim of making an impact and effecting change through the performing arts.

Gender Studies

GSC 40265/AFAM 43704/AMST 40500/ANTH 40025/HESB 30408/
SOC 43825* (EL)
Ethnicity in America
Leonard Chrobot
Credit Hours: 3

Hesburgh Program

HESB 30408/AFAM 43704/AMST 40500/ANTH 40025/GSC 40265/
SOC 43825* (EL)
Ethnicity in America
Leonard Chrobot
Credit Hours: 3

HESB 30451/AMST 43120/PSY 43247*/SOC 43037 (CBL)
Leadership, Ethics, and Social Responsibility
Jay Brandenberger
Credit Hours: 3

Latin American Studies

LAST 40005/ANTH 47377*/IIPS 30904
Cultural Difference and Social Change
Vassiliki Tsitsopoulou
Pre-requisites: Overseas study or service in the developing world
Permission Required
Credit Hours: 3

Latino Studies

ILS 30804/CSC 33966/THEO 33966* (CBL)
Border Issues Seminar
Trip during Winter Break Required
Application Required
Jim Paladino
Credit Hours: 1

ILS 40305/ENGL 40741* (EL)
The Sacred and Divine in Latina Literature
Theresa Delgadillo
Permission Required
Credit Hours: 3

Peace Studies (IIPS)

IIPS 30904/ANTH 47377*/LAST 40005
Cultural Difference and Social Change
Vassiliki Tsitsopoulou
Pre-requisites: Overseas study or service in the developing world
Permission Required
Credit Hours: 3

IIPS 33501/CSC 33938/THEO 33938* (CBL)
Summer Service-Learning Program: International
Rachel Tomas Morgan/Paul Kollman
Trip Required during Summer Break
Application Required
Credit Hours: 3

IIPS 33503/CSC 33858/THEO 33858* (EL)
Social Concerns Seminar: International Issues
Rachel Tomas Morgan/Jay Brandenberger/Paul Kollman
Permission Required
Credit Hours: 1

IIPS 33901/PSY 23855* (CBL)
Take Ten: Acting to Prevent Childhood Violence
Jay Caponigro/Jay Brandenberger/Kim Overdyck
Credit Hours: 1

IIPS 50801 (EL)
Strategies and Tactics of Nonviolent Social Change
David Cortright
Credit Hours: 3

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, grassroots 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 discussions 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

PHIL 43308*/BIOS 50544 (CBR)
Environmental Justice
Kristin Schrader-Frechette
Credit Hours: 3

Students in this course will study the phenomenon of environmental injustice as it relates to how poor people, minorities, and children are most affected by pollution and usually endure much higher pollution levels. For example, hazardous-waste sites are disproportionately surrounded by black and Latino communities. The course examines some of the scientific ways polluters get away with this injustice and some of the ethical reasons for correcting it. It also shows students how their research and service can help correct it. Main coursework is project based: analyzing ethical or scientific flaws in impact statements, regulations, or policy decisions that disproportionately affect the poor and minorities. Students will work with the communities to analyze their health and environmental materials and obtain a statement of the problem. They will be analyzing draft government impact assessments to show whether they meet the scientific or ethical standards necessary to protect poor people and minorities. Students supply the results of their analyses to the affected communities as well as to legislators. In the past, this research has been used to protect children and poor people in many areas of the US and abroad.

PHIL 43705*/CSC 43705/PSY 45853/STV 43134 (EL)
Addiction, Science, and Values
Ed Manier
Credit Hours: 3

Students take one of two paths in this course. One involves community-based learning; the other is purely academic. The two paths share common sessions during the first seven weeks of the class. These deal with the best current clinical approaches to the prevention of and recovery from drug abuse. The two paths diverge

during the next five weeks when those on the CBL path in the course focus upon two hr/week observational visits to the South Bend Life Treatment Center, a facility for those recovering from substance abuse and dependence. Those who choose the purely academic path focus on current field and laboratory research on the biological and cultural aspects of substance abuse and substance dependence. Students who enroll in the CBL course path must notify the instructor of that intent before the end of the Spring 2006 Semester.

Political Science

POLS 35901 (CBL)
Internships
Carolina Arroyo
Permission Required
Credit Hours: 3

The goal of the internship program is to provide opportunities to integrate courses with work experience. Internships are available throughout the local area with a variety of government offices, non-profits organizations, and NGO's. Students can explore career options while working with professionals in their field of interest. Interns are required to work six-eight hours per week. All internships are unpaid. Please visit the Internship Program website at www.nd.edu/~gointern for complete details.

POLS 37906/CSC 33951/THEO 33951* (EL)
Social Concerns Seminar: Washington, D.C.
Trip Required during Fall Break
Application Required
Angela Miller McGraw/Matt Ashley
Credit Hours: 1

Psychology

PSY 23271 (CBL)
Autism
Thomas Whitman
Permission Required
Credit Hours: 3

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 approximately two times a week for a total of about four hours. In addition, students will meet in class once a week for discussions on 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, counseling, education, developmental psychology, medicine, social work, and occupational therapy. This course is open to non majors. Students who enroll must have access to a car in order to attend their practicum. The requirements of this course include regular attendance (practicum setting and class), completion of a practicum diary, active class participation, and some short writing assignments.

PSY 23855*/IIPS 33901 (CBL)

Take Ten: Acting to Prevent Childhood Violence
Jay Caponigro/Jay Brandenberger/Kim Overdyck
Credit Hours: 1

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 School System and teach nonviolent communication, listening skills, conflict resolution skills, and respect for diversity. Take Ten promotes a new social norm – nonviolence – to a group desensitized to violence by the media.

PSY 25270 (CBL)

Practicum in Developmental Disabilities
Thomas Whitman
Pre-Requisites: Autism course at the 300 or 400 level
Permission Required
Credit Hours: 3

This practicum provides the opportunity for students to learn about and implement early intervention programs for children with autism. Supervision is provided by the course instructor, other professionals, and parents. This course is open to non majors.

PSY 33290 (CBL)

Applied Behavior Analysis
Thomas Whitman
Permission Required
Credit Hours: 3

Applied behavior analysis (ABA) is a field of inquiry that investigates the factors that influence learning and human behavior. It then uses this knowledge to develop effective educational and therapeutic programs. This course will introduce students to the concepts, techniques, and methodology associated with ABA. Students will observe ABA programs being used in home settings to teach children with autism and then have the opportunity to implement such programs with this same population. The course is especially recommended for students interested in developmental psychology, clinical psychology, social work, and special education. The requirements of this course include the completion of assigned readings, a practicum, and writing assignments.

PSY 43247*/AMST 43120/HESB 30451/SOC 43037 (CBL)

Leadership, Ethics, and Social Responsibility
Jay Brandenberger
Permission Required
Credit Hours: 3

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.

PSY 43271 (CBL)

Seminar in Autism
Thomas Whitman
Permission Required
Credit Hours: 3

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 approximately about two times a week for about a total of four to five hours. In addition, students will meet in class once a week for discussions on 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, counseling, education, developmental psychology, medicine, social work, physical therapy, and occupational therapy. This seminar differs from the Autism (PSY 23271) course in that a term paper is required. Students who enroll must be majors and have access to a car in order to attend their practicum. The requirements of this course include regular attendance (practicum setting and class), completion of a practicum diary, active class participation, and a term paper on some topic related to autism.

PSY 43290 (CBL)
Applied Behavior Analysis
Thomas Whitman
Permission Required
Credit Hours: 3

Applied behavior analysis (ABA) is a field of inquiry that investigates the factors that influence learning and human behavior. It then uses this knowledge to develop effective educational and therapeutic programs. This course will introduce students to the concepts, techniques, and methodology associated with ABA. Students will observe ABA programs being used in home settings to teach children with autism and then have the opportunity to implement such programs with this same population. The course is especially recommended for students interested in developmental psychology, clinical psychology, social work, and special education. The requirements of this course include the completion of assigned readings, a practicum, and a series of writing assignments.

PSY 45853/CSC 43705/PHIL 43705*/STV 43134 (EL)
Addiction, Science, and Values

Ed Manier
Credit Hours: 3

Science, Technology and Values

STV 43134/CSC 43705/PHIL 43705*/PSY 45853 (EL)
Addiction, Science, and Values
Ed Manier
Credit Hours: 3

Sociology

SOC 33062/CSC 33959/THEO 33959* (EL)
Social Concerns Seminar: Cultural Diversity
Trip required during Fall Break
Application Required
Rebecca Pettit/Iris Outlaw
Credit Hours: 1

SOC 43037/AMST 43120/HESB 30451/ PSY 43247* (CBL)
Leadership, Ethics, and Social Responsibility
Jay Brandenberger
Credit Hours: 3

SOC 43825*/AFAM 43704/AMST 40500/ANTH 40025/GSC 40265/
HESB 30408 (EL)
Ethnicity in America
Leonard Chrobot
Credit Hours: 3

Students in this course will study the dynamic and continual process of the formation and development of the United States as a nation by its cultural, religious, ethnic, and racial diversity. They will also review 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 research in the South Bend area.

SOC 45096 (CBL)
Sociology Internships
Ann R. Power
Application and Permission Required
Credit Hours: 3-5

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 to prepare them 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 pre-requisites; however, preference is given to Sociology majors, ESS minors, and students who have had coursework 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 Ann 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
Near Northwest Neighborhood, Inc.
Neighborhood Development Association
Safe Station (Youth Runaway Shelter)
Sex Offense Services, Madison Center
South Bend Department of Community and Economic Development
South Bend Housing Authority*

*Early Childhood Development Center
Good Shepherd Montessori School
Robinson Community Learning Center
Upward Bound
Washington High School, South Bend*

*AIDS Ministries
Hospice of St. Joseph County
St. Joseph Medical Center's Chapin Street Clinic*

*Indiana Legal Services
St. Joseph County Police Department*

*St. Joseph County Prosecutor's Office
South Bend Police Department*

SOC 48901 (CBR)
Community-Based Research Practicum
Mark Gunty
Credit Hours: 3

This variable-credit course enhances students' research skills by an application to an action-research project for a not-for-profit, social-services organization in the community. Students work with a Notre Dame faculty member and an on-site supervisor to conduct needs assessment or evaluation research, typically in the form of interviews/surveys, focus groups, or content analysis. The practicum begins with an orientation session and individual goal setting followed by an extensive period of working with the service organization to meet their research needs. Students may be involved in designing new research, data collection for an ongoing project, or analysis and reporting, depending upon the student's interest and the organization's needs. The overall objective is the development of the student's knowledge and skills by putting them at the service of the community. Please contact Mark Gunty at mgunty@nd.edu for more information.

Theology

THEO 13183 (CBL)
Theology University Seminar
Tim Matovina
Credit Hours: 3

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

THEO 33858*/CSC 33858/IIPS 33503 (EL)
Social Concerns Seminar: International Issues
Rachel Tomas Morgan/Jay Brandenberger/Paul Kollman
Permission Required
Credit Hours: 1

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

THEO 33931*/CSC 33931 (CBL)
 Summer Service Learning Program: ACCION
 Andrea Smith Shappell/Carl Ackerman
 Trip Required during Summer Break
 Application Required
 Credit Hours: 1
Taken with:
 BA 30200
 ACCION
 Carl Ackerman
 Trip Required during Summer Break
 Application Required
 Credit Hours: 2
 Total Credit Hours for ACCION: 3

A pioneer in micro-lending, ACCION is a non-profit organization with a 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, by 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.

THEO 33933*/CSC 33933 (CBL)
 Summer Service-Learning Program: Hispanic Leadership
 Rosie McDowell
 Trip during Summer Break Required
 Application and Interview Required
 Credit Hours: 3

This is a leadership internship for Hispanic students who will work for ten-twelve 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.

THEO 33936*/CSC 33936 (CBL)
 Summer Service-Learning Program: Confronting Social Issues
 Andrea Smith Shappell/Margie Pfeil
 Trip Required during Summer Break
 Application and Interview Required
 Credit Hours: 3

This service-learning course takes place before, during, and after student participation in the eight-week Summer Service-Learning Program sponsored by the Center for Social Concerns. The goal of the course is to reflect upon 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 structured journal, reflections, and an integration paper of 6-8 pages. The course is completed during the first five weeks of fall semester and is graded S/U. Contact the Center for Social Concerns for more information at (574) 631-5293.

THEO 33937*/CSC 33937 (CBL)
 Summer Service-Learning Program: Confronting Social Issues
 Andrea Smith Shappell/Margie Pfeil
 Trip Required during Summer Break
 Application and Interview Required
 Credit Hours: 3

This is a graded course for Theology majors or minors in the Summer Service-Learning Program. In addition to the requirements of the SSLP, students complete a major research paper.

THEO 33938*/CSC 33938/IIPS 33501 (CBL)
 Summer Service-Learning Program: International
 Rachel Tomas Morgan/Paul Kollman
 Trip Required during Summer Break
 Application and Interview Required
 Credit Hours: 3

This course is comprised of participation in the International Summer-Service Learning Program (ISSLP) offered through the Center for Social Concerns and includes academic requirements during and after the eight weeks of on-site service-learning over the summer. Designed for students who have had domestic service-learning experience, those involved in this unique service-learning course

will gain an understanding of the multi-dimensionality of poverty in the developing world, gain an understanding of international issues in light of Catholic Social Teaching, and strengthen cross-cultural competencies. The aim of the course is to develop critically thinking and analytical global citizens. The academic requirements bear similarity to THEO 33936 but include additional re-entry requirements during the fall semester. Students interested in the ISSLP for Summer 2007 need to apply by November 1, 2006. Theology 33970: International Issues, a one-credit orientation seminar during Spring 2007, is a requirement of all students accepted to the 2007 ISSLP.

THEO 33939*/CSC 33939 (CBL)
 Summer Service-Learning Program: NYSP
 Rebecca Pettit/Jay Brandenberger
 Application and Interview Required
 Residency in South Bend or on Campus Required during Summer Break
 Credit Hours: 3

In past summers, Notre Dame has been the recipient of a National Collegiate Athletic Association grant that generously provides for a five-week enrichment and athletic program for economically disadvantaged youths, ages ten to sixteen. 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 in these activities. Assignments are identical to those listed in the THEO 33936 description.

THEO 33950*/CSC 33950 (EL)
 Social Concerns Seminar: Appalachia
 Angela Miller McGraw/Matt Ashley
 Trip Required during Fall Break
 Application Required
 Credit Hours: 1

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 healthcare, environmental issues, etc.) at various sites while learning about the region and rural matters.

THEO 33951*/CSC 33951/POLS 37906 (EL)
 Social Concerns Seminar: Washington, D.C.
 Angela Miller McGraw/Matt Ashley
 Trip during Fall Break Required
 Application Required
 Credit Hours: 1

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

THEO 33954*/CSC 33954 (EL)
 Social Concerns Seminar: Leadership Issues
 Introduction to Leadership Theory and Practice
 Rosie McDowell
 Credit Hours: 1

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 in residence halls). This seminar will examine leadership and empowerment issues from a multidisciplinary 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 reading, discussion, and practice.

Additional requirements: Social Concerns Commissioners - attendance at the "Leadership in Ministry" retreat in late August; Student Group Leaders - attendance at the "Engaging the Community" workshop in late August. To register, please contact Rosie McDowell at McDowell.9@nd.edu

THEO 33956*/CSC 33956 (EL)
 Social Concerns Seminar: Field Education
 Jay Brandenberger/Margie Pfeil
 Permission Required
 Credit Hours: 1

This course is a directed field education experience in theology, augmented by readings and dialogue with faculty and others. The area of focus and placement is 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.

THEO 33959*/CSC 33959/SOC 33062 (EL)
 Social Concerns Seminar: Cultural Diversity
 Rebecca Pettit/Iris Outlaw
 Application Required
 Trip during Fall Break Required
 Credit Hours: 1

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 and preparatory and follow-up meetings are required.

THEO 33960*/CSC 33960 (CBL)
 Social Concerns Seminar: Mexico Service-Learning
 Rachel Tomas Morgan/Virgilio Elizondo
 Application Required
 Trip during Summer Break Required
 Credit Hours: 1

This seminar involves orientation sessions during Spring 2006, two weeks of service-learning in Mexico in May, and re-entry sessions during Fall 2006. The seminar is designed to expose students to the current reality of Mexico through inter-cultural exchange, shared work experience, guest lecturers, readings, discussion, written assignments, and reflection. Students will examine social, cultural, economic, political, religious, and international aspects of Mexican society. Applications for Summer 2007 will be available in November 2006 at the Center for Social Concerns.

THEO 33961*/CSC 33961 (EL)
 Social Concerns Seminar: Discernment
 Liz Mackenzie
 Credit Hours: 1

This seminar helps students discern and envision the integration of faith/theology and social concerns into their lives beyond Notre Dame. Over the duration of this course, students will engage in a process that builds upon their previous connections with the Center for Social Concerns and integrates their experiences with the insights of speakers and authors of course readings. The requirements of this course include two written papers and active participation in all sessions.

THEO 33962*/CSC 33962 (EL)
 Social Concerns Seminar: Gospel of Life
 Angela Miller McGraw
 Trip during Fall Break Required
 Application Required
 Credit Hours: 1

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

THEO 33963*/CSC 33963 (CBL)
 The Church and Social Action: Urban Plunge
 Rebecca Pettit/Jay Brandenberger
 Trip during Winter Break Required
 Application Required
 Credit Hours: 1

This seminar, a Notre Dame tradition for more than 30 years, is a two-day introduction to the life in the inner-city. 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.

THEO 33964*/CSC 33964/ESS 33360 (CBL)
 Social Concerns Seminar: Holy Cross Mission in Education
 Sr. Sue Dunn
 Trip during Winter Break Required
 Application Required
 Credit Hours: 1

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 the Holy Cross. Student participants also collaborate with those in ministry with Holy Cross in Phoenix, AZ.

THEO 33965*/CSC 33965 (CBL)
 Social Concerns Seminar: Organizing Power and Hope
 Trip during Winter Break Required
 Application Required
 Jay Caponigro
 Credit Hours: 1

Through an in-depth immersion in Chicago, 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.

THEO 33966*/CSC 33966/ILS 30804 (CBL)
 Border Issues Seminar
 Jim Paladino
 Trip during Winter Break Required
 Application Required
 Credit Hours: 1

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

MENDOZA COLLEGE OF BUSINESS

Accountancy

ACCT 30210 (CBL)
 Accounting for Decision Making & Control
 Margaret Shackell-Dowell
 Credit Hours: 3

The course takes information within and outside the firm and compiles it for decision makers. Topics include budgeting, cost allocation, and the Balanced Scorecard, among others. There is an optional service-learning component. Students provide "consulting" on decision-making information to non-profit organizations in the community.

Business Administration

BA 30200 (CBL)
 Introduction to Entrepreneurship
 David Hayes
 Credit Hours: 3

Entrepreneurs are passionate about their ideas but often lack research skills, time, or access to market data. Since 1998, student teams from this course have completed Feasibility Analyses for local entrepreneurs recommended by 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 entrepreneur as the project begins and meet with her/him several more times throughout the project. The entrepreneurs attend the student team's oral, in-class presentation and receive a written feasibility analysis.

BA 30229 (CBL)
 ACCION
 Carl Ackerman
 Trip during Summer Break Required
 Application and Interview Required
 Credit Hours: 2

Taken with:
 THEO 33931*/CSC 33931 (CBL)

Summer Service Learning Program: ACCION
 Andrea Smith Shappell/Carl Ackerman
 Trip during Summer Break Required
 Application and Interview Required
 Credit Hours: 1
 Total Credit Hours for ACCION: 3

A pioneer in micro-lending, ACCION is a non-profit organization with a 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, by 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.

BAET 40300 (CBL)
 Business Ethics Field Project
 Jessica McManus Warnell
 Credit Hours: 1

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 three-page final paper, and completion of ten hours of service. Discussions incorporate 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.

BAMG 30505 (CBL)
 Microenterprise: The Road to Equality
 Jim Davis/Frank Belatti
 Credit Hours: 3

The purpose of this course is to promote the creation of sustainable communities equipped with the tools to improve lives and reinforce their commitment to the betterment of society by equipping college students with adequate seed capital and training to make lasting contributions to the creation or expansion of select small businesses. The purpose of this course is to learn the essential elements of small business development and social entrepreneurship. Students will concentrate on defining the role of social entrepreneurship in solving the larger problems of domestic and global poverty. The fundamentals of finance, law, marketing, and management will be introduced and applied to practical projects with the intent of creating viable business solutions in the marketplace.

Management

MGTE 30500 (CBL)
 Introduction to Entrepreneurship
 John Fitzmartin
 Credit Hours: 3

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 \$20.00 loan and develop a for-profit or not-for-profit business during the semester with a team of classmates. The goal for each "company" 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.

MBA Program

MBCM 60460 (CBL)
 Listening and Responding
 Sandra Collins
 Credit Hours: 3

This course helps students develop their listening skills through an examination of individual barriers to good listening, personal

strategies to overcome them, and an exploration of feedback techniques that facilitate effective communication. The course explores strategic listening practices in the work environment with a focus on particularly challenging listening situations, such as listening in teams and during conflict. To gain practical experience in applying listening strategies, students form teams and select a nonprofit organization. The teams compete in a fundraising project for the nonprofit that requires them to have team meetings with specific goals that present different sorts of listening challenges, such as brainstorming or reaching consensus on a solution. The communication process for the team is evaluated after each meeting. At the end of the course, students complete anonymous feedback forms on the listening strengths and weaknesses of their team members. That feedback is compiled and given to each student.

MBCM 60490 (CBL)

Persuasion

Sandra Collins

Credit Hours: 3

This course introduces students to the dynamics of social influence. Students learn how to craft persuasive messages, evaluate the attempts of others to influence them, and recognize unethical attempts at persuasion. Students will learn about classic and contemporary research and how organizations are putting these findings into practice through readings and lectures. Students engage in community-based learning as they apply what they are being taught in the classroom in an effort to help a local nonprofit organization achieve a social influence goal. Student teams of four to six members work with a single non-profit organization on an issue identified by the non-profit.

MGT 60750 (CBL)

Project Management

Lee Krajewski

Credit Hours: 3

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 is to assess the nature and purpose of a specific project at a sponsoring company and the company's project management abilities in general. Teams will apply the project to local

corporate and not-for-profit community-based organizations.

COLLEGE OF ENGINEERING

Civil Engineering and Geological Sciences

CE 25600/CE 35600/CE 45600 (CBL)

Civil Engineering Service Projects

Lloyd Ketchum, Jr.

Permission Required

Credit Hours: 1-10

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, multidisciplinary effort, and a strong communication component. These projects have a civil engineering emphasis, but benefit from enrollment of most other undergraduate majors. CESP brings sophomores, juniors, and seniors together to form multi-disciplinary teams across the curriculum. Students may enroll for variable credits in more than one semester; for example, 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 assume leadership of the teams.

This is a Community-Based Learning (CBL) course with current clients: South Bend Potawatomi Zoo, YMCA Camp Eberhart, and the City of Elkhart. The zoo projects focus on developing preliminary plans for exhibits, improvement of utilities and existing facilities, development of educational units, and preparation of proposals for use by the zoo staff to seek external funding. The current Camp Eberhart project, which will be the major focus for several semesters, seeks to develop a nature walk near wetlands and uplands areas. Biology and natural sciences students are encouraged to enroll and prepare learning modules that relate to this unique natural site and the nearby lakefront. The plan may result in one or more construction weekends to complete the path with wheelchair access, a boardwalk, an outdoor learning center in the wetlands, observation areas, and numerous educational nature modules. These weekends include an afternoon on the High Ropes Course. No current project exists in Elkhart, but former and possible new projects include the development of environmental assets, design of bike paths and other recreational facilities, design of safe railroad crossings, development

of environmental education modules or displays, and the promotion of green construction and redevelopment of Brown Fields. For more information, contact: Lloyd Ketchum at ketchum@nd.edu. Website: <http://www.nd.edu/~cegeos/Service/Local.htm>

Computer Science and Engineering

CSE 20600/CSE 30600/CSE 40600 (CBR)
Computer Science and Engineering Service Projects
Permission Required
Credit Hours: 1-10

Greg Madey
Habitat for Humanity

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

Greg Madey

WCSG (Women and Children's Service Group)

This project will provide technical consulting services for non-profit agencies supporting the needs of women and children in the community. Current projects include: toy (and appliance) redesign for the handicapped, and faculty renovation designs for St. Margaret's Women's shelter. Future projects focusing on the development of scientific learning tools for children and web development for a children's center are under review.

Greg Madey

Greater Michiana Autism Center Technology Support

This project will provide database, website, 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 website design.

Curt Freeland

The River Project

This project will provide 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, webpage design, security, human-computer interfaces, and GIS/GPS positioning information. See <http://epics.cse.nd.edu/erp> for more information.

COLLEGE OF SCIENCE

Biological Sciences

BIOS 50544/PHIL 43308* (CBR)
Environmental Justice
Kristin Schrader-Frechette
Credit Hours: 3

Chemistry

CHEM 30331 (CBL)
Chemistry in Service of the Community
Dennis Jacobs
Credit Hours: 1

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 30333 and 31333) or have taken CHEM 31333 previously. CHEM 30331 counts towards graduation as one science-elective credit.

Physics

PHYS 20061 (EL)
Nuclear Weapons and Nuclear Warfare
Michael Wiescher
Credit Hours: 3

This 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 effects, as well as the decay radiation driven biological and medical consequences. The material will be presented in the perspective of ethical, legal, political, and economic impact and consequences for social groups and society, exemplified in a medium sized community, South Bend. The students will address specific course related topics through field or case studies discussing the implications and consequences for the broader South Bend community.

FIRST YEAR STUDIES

First Year Composition

FYC 13200 (CBL)

Bridging the Gap: Community and the Rhetoric of Idealism

Ed Kelly

Credit Hours: 4

This course 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 Catholic Social Tradition. Permission is required for each of these and is obtained through the Center. More information is available at the Center for Social Concerns at 631-5293 and <http://centerforsocialconcerns.nd.edu>.

CSC 33858/IIPS 33503/THEO 33858* (EL)

Social Concerns Seminar: International Issues

Rachel Tomas Morgan/Jay Brandenberger/Paul Kollman

Permission Required

Credit Hours: 1

CSC 33931/THEO 33931* (CBL)

Summer Service Learning Program: ACCION

Andrea Smith Shappell/Carl Ackerman

Trip during Summer Break Required

Application and Interview Required

Credit Hours: 1

Taken with:

BA 30229 (CBL)

ACCION

Carl Ackerman

Trip during Summer Break Required

Application and Interview Required

Credit Hours: 2

Total Credit Hours: 3

CSC 33933/THEO 33933* (CBL)

Summer Service-Learning Program: Hispanic Leadership

Trip during Summer Break Required

Application and Interview Required

Rosie McDowell

Credit Hours: 3

CSC 33936/THEO 33936* (CBL)

Summer Service-Learning Program: Confronting Social Issues

Andrea Smith Shappell/Margie Pfeil

Trip during Summer Break Required

Application and Interview Required

Credit Hours: 3

CSC 33937/THEO 33937* (CBL)

Summer Service-Learning Program: Confronting Social Issues

Andrea Smith Shappell/Margie Pfeil

Trip during Summer Break Required

Application and Interview Required

Credit Hours: 3

CSC 33938/IIPS 33501/ THEO 33938* (CBL)

Summer Service-Learning: International

Rachel Tomas Morgan/Paul Kollman

Trip during Summer Break Required

Application and Interview Required

Credit Hours: 3

CSC 33939/THEO 33939* (CBL)
 Summer Service-Learning: NYSP
 Rebecca Pettit/Jay Brandenberger
 Residency in South Bend or on Campus Required during
 Summer Break
 Application and Interview Required
 Credit Hours: 3

CSC 33950/THEO 33950* (EL)
 Social Concerns Seminar: Appalachia
 Angela Miller McGraw/Matt Ashley
 Trip during Fall Break Required
 Application Required
 Credit Hours: 1

CSC 33951/POLS 37906/THEO 33951* (EL)
 Social Concerns Seminar: Washington, D.C.
 Angela Miller McGraw/Matt Ashley
 Trip during Fall Break Required
 Application Required
 Credit Hours: 1

CSC 33954/THEO 33954* (EL)
 Social Concerns Seminar: Leadership Issues
 Introduction to Leadership Theory and Practice
 Rosie McDowell
 Credit Hours: 1

CSC 33956/THEO 33956*/ (EL)
 Social Concerns Seminar: Field Education
 Jay Brandenberger
 Credit Hours: 1

CSC 33959/SOC 33062/THEO 33959* (EL)
 Social Concerns Seminar: Cultural Diversity
 Rebecca Pettit/Iris Outlaw
 Trip during Fall Break Required
 Application Required
 Credit Hours: 1

CSC 33960/THEO 33960* (CBL)
 Social Concerns Seminar: Mexico Service-Learning
 Rachel Tomas Morgan/Virgilio Elizondo
 Trip during Summer Break Required

Application Required
 Credit Hours: 1

CSC 33961/THEO 33961* (EL)
 Social Concerns Seminar: Discernment
 Liz Mackenzie
 Credit Hours: 1

CSC 33962/THEO 33962* (EL)
 Social Concerns Seminar: Gospel of Life
 Angela Miller McGraw
 Trip during Fall Break Required
 Application Required
 Credit Hours: 1

CSC 33963/THEO 33963* (CBL)
 The Church and Social Action: Urban Plunge
 Rebecca Pettit/Jay Brandenberger
 Trip during Winter Break Required
 Application Required
 Credit Hours: 1

CSC 33964/ESS 33360/THEO 33964* (CBL)
 Social Concerns Seminar: Holy Cross Mission in Education
 Sr. Sue Dunn
 Trip over Winter Break Required
 Application Required
 Credit Hours: 1

CSC 33965/THEO 33965* (CBL)
 Social Concerns Seminar: Organizing Power and Hope
 Jay Caponigro
 Trip during Winter Break Required
 Application Required
 Credit Hours: 1

CSC 33966/ILS 30804/THEO 33966* (CBL)
 Border Issues Seminar
 Jim Paladino
 Trip during Winter Break Required
 Application Required
 Credit Hours: 1

CSC 43705/PHIL 43705*/PSY 45853/STV 43134 (EL)

Addiction, Science, and Values

Ed Manier

Credit Hours: 3

LAW SCHOOL

LAW 70301 (CBL)

Immigration Law

Barbara Szweda

Credit Hours: 3

This course surveys 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.

LAW 71301 (CBL)

Immigration Clinic I

Lisa Koop

Pre-Requisite: Immigration Law

Credit Hours: 3

This course is offered to second- and third-year students who have completed or are currently enrolled in Immigration Law and would like to supplement their study of immigration law by working with immigration clients. Students assist clients with a variety of immigration matters including filing petitions and appearing before the United States Citizenship and Immigration Service, the Immigration Courts, the Board of Immigration Appeals, and the Seventh Circuit. Students receive training in basic lawyering skills and ethics issues relevant to their representation of immigration clients. Each week, student interns are expected to attend class meetings, attend a regular one-on-one supervision meeting with a faculty member, and devote approximately 6-10 hours to their cases outside of class time. Demands may vary from week to week as the intensity of particular cases ebbs and flows. Students are expected to be flexible and ready to meet the needs of their clients. For

example, students may have to put in extra time during final preparation for a hearing or while finalizing a brief.

LAW 71302 (CBL)

Immigration Clinic II

Lisa Koop

Permission Required

Credit Hours: 3

This course is offered to students who have completed Immigration Clinic I and Immigration Law. An emphasis is placed on representing clients in Immigration Court. Each week, student interns are expected to attend class meetings, attend a regular one-on-one supervision meeting with a faculty member, and devote approximately 6-10 hours to their cases outside of class time. Demands may vary from week to week as the intensity of particular cases ebbs and flows. Students are expected to be flexible and ready to meet the needs of their clients. For example, students may have to put in extra time during final preparation for a hearing or while finalizing a brief.

LAW 75721 (CBL)

Legal Aid I and Ethics

Various Professors – See individual descriptions below

Credit Hours: 5

Legal Aid I and Ethics is a graded course providing training in basic lawyering skills, including interviewing and counseling as well as ethics, substantive law, and procedural law relevant to the representation of low-income clients in the courts and administrative agencies. Eligible students receive a student-practice certification from the Indiana Supreme Court allowing them to represent clients under the close supervision of a clinical faculty member. Students typically represent three-five clients during the course of a semester. The case types vary somewhat among the sections, as described below. Each week, student interns are expected to attend class meetings, attend a regular one-on-one supervision meeting with a faculty member, and devote approximately six-ten hours to their cases outside of class time. Demands may vary from week to week as the intensity of particular cases ebbs and flows. Students are expected to be flexible and ready to meet the needs of their clients. For example, students may have to put in extra time during final preparation for a hearing or while finalizing a brief.

The classroom component of the course uses a combined lecture and mock exercise format. Students are typically required to participate in at least one community-education presentation. This course satisfies the upper level ethics requirement.

Section 01

Robert Jones

Students in this section may handle landlord-tenant cases, Social Security disability cases, or other poverty-law matters. A goal of this section, subject to the inherent uncertainties of litigation, is to provide each student with at least one opportunity to conduct a hearing before a court or administrative agency. Many cases handled in this section can be completed in the course of a semester, allowing students an opportunity to see a matter through from beginning to end.

Section 02

Judith Fox

This section focuses on consumer protection issues. The particular substantive law issues vary by semester, depending on client needs. The cases during the spring semester will likely involve the Fair Debt Collection Practices Act, common law fraud, and Indiana's small-loan statute, among other issues. Much of the spring semester work will be devoted to discovery. Students can expect to draft and answer interrogatories, conduct and defend depositions, and participate in settlement efforts. Court appearances tend to be motion hearings, with an occasional trial.

Section 03

Michael Jenuwine

This section trains students to advocate on behalf of individuals with mental illnesses and disabilities. Students will participate in cases involving clients who are mental-health consumers and clients with disabilities. Case types may include civil court proceedings such as guardianships, criminal hearings involving mentally ill or mentally retarded defendants, and administrative proceedings involving the denial of benefits such as Social Security disability, Medicaid, or Vocational Rehabilitation.

LAW 75723 (CBL)

Legal Aid II

Robert Jones/Judith Fox/Michael Jenuwine

Permission Required

Credit Hours: 3

Legal Aid II is a graded course open to students who have satisfactorily completed Legal Aid I and Ethics. Legal Aid II allows students to progress to more advanced lawyering skills. Each week, student interns are expected to attend class meetings, attend a regular one-on-one supervision meeting with a faculty member, and devote approximately six-ten hours to their cases outside of class time. Demands may vary from week to week as the intensity of particular cases ebbs and flows. Students are expected to be flexible and ready to meet the needs of their clients. For example, students may have to put in extra time during final preparation for a hearing or while finalizing a brief.

“...The University seeks to cultivate in its students not only an appreciation for the great achievements of human beings but also a disciplined sensibility to the poverty, injustice, and oppression that burden the lives of so many. The aim is to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice.”

**Excerpt from the Mission Statement of the
University of Notre Dame**

MISSION STATEMENT
of
The Center for Social Concerns

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

Compiled and edited by: Melissa Brass

Designed by: Taryn Rhodes

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(574) 631-5293

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