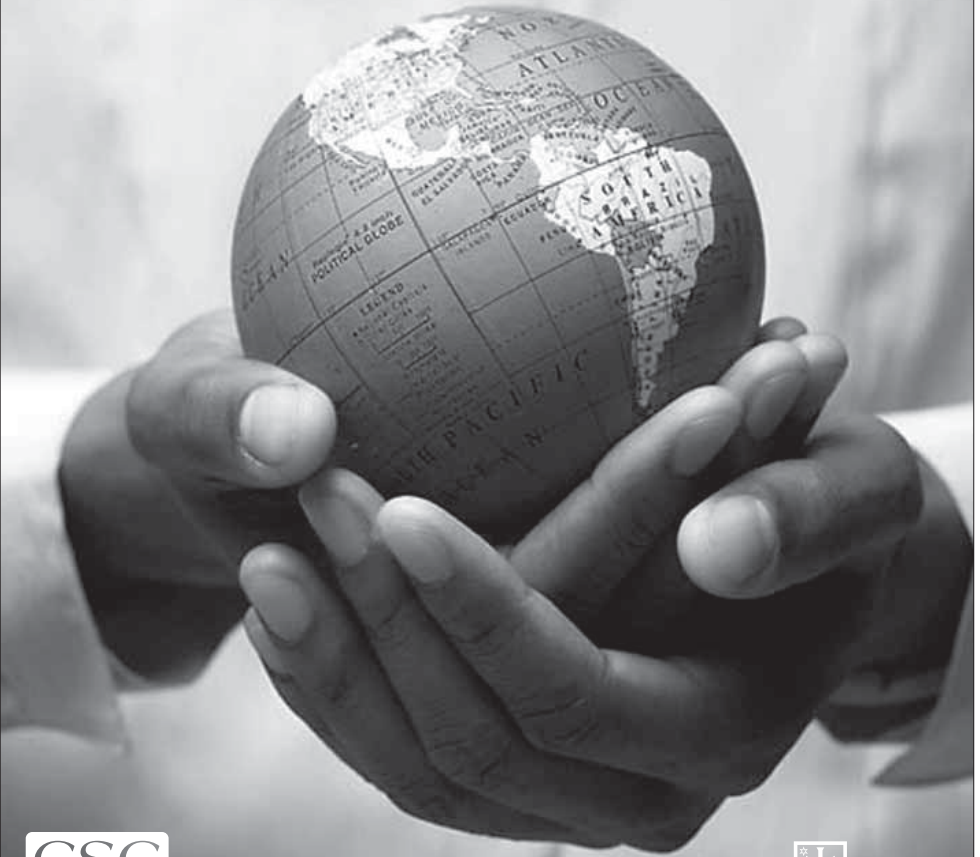


# COMMUNITY-BASED LEARNING COURSES spring 2004



November 2003

**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 & Research  
Concurrent Associate Professor, Economics  
E-mail: beckman.9@nd.edu

Assembled by Ardis King

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

## **ARTS & LETTERS**

### **African and African American Studies**

AFAM 331/ANTH 331\*/LLRO 331/SOC 331  
Creole Language and Culture

### **American Studies**

AMST 496B: Community Service Internship

### **Anthropology**

ANTH 331\*/AFAM 331/LLRO 331/SOC 331:  
Creole Language and Culture

ANTH 359 Peoples of Africa

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

### **Education, Schooling And Society**

ESS 368D/THEO 368D\*: Social Concerns Seminar: Education

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

### **Institute For Latino Studies**

ILS 325/THEO 396\*/LAST 325:  
Christian Theological Traditions II

## community-based learning courses

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

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

### **Institute International For Peace Studies**

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

IIPS 320: Introduction to Peace Studies

IIPS 474: Strategies and Tactics of Non-Violent Social Change

### **Latin American Studies**

LAST 325/ILS 325/THEO 396\*:  
Christian Theological Traditions II

### **Philosophy**

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

PHIL 470: Environmental Justice

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

PSY 390B/PSY 485C: Practicum in Developmental Disabilities

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

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

### **Romance Languages & Literatures**

ROSP 230E: Conversational Spanish

ROSP 246E: Spanish for the Medical Profession

### **Sociology**

SOC 331 /AFAM 331/ANTH 331\*/LLRO 331:  
Creole Language and Culture

SOC 375: Polish Americans

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

SOC 496B: Sociology Internship

### **Theology**

THEO 273:  
Vocation and Leadership in the Catholic Social Tradition

THEO 290: Christianity and World Religions

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

THEO 356 Social Concerns Seminar: Migrant Experiences

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 Seminar

## community-based learning courses

THEO 367: Social Concerns Seminar:Advanced Studies

THEO 368D\*/ESS 368D: Social Concerns Seminar:Education

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

THEO 372: Social Concerns Seminar:Field Education

THEO 396\*/ILS 325: Christian Theological Traditions II

THEO 449: Feminist and Multicultural Theologies

## **Mendoza College Of Business**

BA 439: Organizational Structure, Culture,  
and the Entrepreneurial Venture

BA 441: Business Ethics Field Project

### **Accountancy**

ACCT 486/486A: Tax Assistance Program

### **Management**

MGT 320: Introduction to Entrepreneurship

MGT 450: MIS Projects

MGT 455: Systems Analysis and Design of Information Systems

MGT 519: Corporate Strategy and Planning

BS 428/MBA 628: Social Entrepreneurship

## **COLLEGE OF ENGINEERING**

### **Civil Engineering and Geographical Sciences**

CE 498\*/CSC 371D: Haiti Seminar

### **Computer Science and Engineering**

EG 112 (4-0-4): Introduction to Engineering II

**EPICS**

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

**COLLEGE OF SCIENCE**

BIO 191: Molecular Genetic Technology

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

**FIRST YEAR STUDIES**

**First Year Composition**

FYC 110C 2 & 4:

English Composition: Social Justice and the Community

FYC 110C 6:

English Composition: Social Justice and the Community

FYC110C 3 & 5:

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

**UNIVERSITY SEMINARS IN ENGLISH**

LLRO 331/AFAM 331/ANTH 331\*/SOC 331:  
Creole Language and Culture

**CENTER FOR SOCIAL CONCERNS**

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

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

**Social Concerns Seminars (one credit)**

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

community-based learning courses

CSC 371D/CE 498\*: Haiti Seminar

PSY 310F: Take Ten: Acting to Prevent Childhood Violence

THEO 356: Social Concerns Seminar:Migrant Experiences

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 Seminar

THEO 367: Social Concerns Seminar:Advanced Studies

THEO 368D\*/ESS 368D: Social Concerns Seminar:Education

THEO 368E\*/ILS 368E:

Social Concerns Seminar:Hispanic Ministry

THEO 372: Social Concerns Seminar:Field Education

## **LAW SCHOOL**

LAW 652F: Asylum Law

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

## ARTS & LETTERS

### African and African American Studies

afam331/anth331\*/llro331/soc33

el

#### Creole Language and Culture

### American Studies

amst496b

cb1

#### Community Service Internship

**Ben Giamo**

**By Application Only**

**Not Counted Towards 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.

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.

### Anthropology

anth331\*/afam331/llro331/soc331

el

#### Creole Language and Culture

**Karen Richman**

**Subarea:Area Studies**

This course introduces students to the vivid, sonorous language of Kreyol, or Haitian Creole, and to the fascinating culture of its speakers. This intensive, beginning-level course is intended for students with no knowledge of Haitian Creole. In small group teaching sessions, students will be prepared for conversational fluency with basic reading and writing skills, emphasizing communicative competence as well as grammatical and phonetic techniques. Our study of Kreyol is closely linked to our exploration of how the language is tied to Haitian society

and culture. The course includes a survey of the anthropology of Haiti, including its history, economy, politics, and religion.

In addition to class work, all courses make use of a language laboratory and cultural activities to enhance the study of the language. Evaluation of student achievement and proficiency will be conducted both informally and formally during and at the conclusion of the course. To give participants an additional immersion in the Haitian-speaking environment they will have an opportunity to participate, on a voluntary basis, in activities of Haitian community-based organizations in the Chicago area.

Those looking to develop or improve their language skills are welcome to the class. The program is designed to meet the needs of those who plan to conduct research in Haiti or in the Haitian diaspora, or who intend to work in a volunteer or professional capacity either in Haiti or with Haitians abroad.

anth359

cbr

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**Peoples of Africa**  
**James Bellis**

This course is designed to provide the student with an introduction to the societies of Sub-Saharan Africa. The scope of the course is broad and general. We will use a combination of African film and video, novels, and ethnographic studies. The basic goal is to gain an understanding and an appreciation of the many and varied cultures of Africa. The content of the course includes a consideration of the dimensions of both time and space with emphasis placed on modern Africa, from the period of early colonialism and the slave trade to contemporary independent African countries. It examines cultures in present-day Africa as well as in the past in order to lend an understanding to the developmental processes which led to their modern forms.

The course will be a readings based, seminar format. Evaluation will be based upon one midterm, a final, a term paper, and class participation.

anth400/ess405/psy405\*

cbl

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**Children and Poverty: Developmental Implications**

**Cultural Aspects of Clinical Medicine****Robert Wolosin****Permission Required****ELIGIBILITY:**

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

This course focuses on social science approaches to sickness and healing. The medical encounter is examined from anthropological perspectives. The course emphasizes the difficulties traditional biomedicine has in addressing patients' expectations for care. Students serve an internship as patient ombudsman in a local hospital emergency room 4-hours per week.

Students must obtain authorization numbers through the Department of Anthropology (314 O'Shaughnessy).

**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.

The course will be linked with Dr. Kristin Shrader-Frechette's course, PHIL 470/BIOS 573B Environmental Justice. 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.

## Computer Applications

capp316.

el

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### 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.

## **Education, Schooling and Society**

ess405/anth400/psy405\*

cbl

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**Children and Poverty: Developmental Implications**

### **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**

### **International Institute for Peace Studies**

iips310f\*/psy310f

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

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.

iips320

cbl

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**Introduction to Peace Studies**

**R. Scott Appleby**

This course surveys the major fault lines that have developed in how people think about and act upon issues of violence and peace. In the area of violence we will examine the various and sometimes contending explanations for human violence and examine some particular deadly forms it takes: war and ethnic conflict. We will also explore varying definitions of peace and the implications these have for the study of peace and actions that might build it. Particular attention will be devoted to the utility of peace movements and principled non-violence. Students will be expected to see a number of films, do some serious reading, complete a midterm and a final exam, and write a term paper. See website for current course description: [www.nd.edu/~krocinst/ugspring03.htm](http://www.nd.edu/~krocinst/ugspring03.htm)

iips474

el

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**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.

### **Latin American Studies**

last325/theo396\*/ils325

el

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**Christian Theological Traditions II**

### **Philosophy**

phil 434\*/psy483b/stv434/csc434

cbl

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**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.

**Environmental Justice****Kristin Shrader-Frechette**

Every year in hundreds of communities across the U. S. , poor people and minorities have noxious facilities put in their neighborhoods because they are politically and economically powerless to stop them. For example, nearly all U. S. hazardous-waste facilities are in Black, Latino, or Native-American neighborhoods. As a result, poor people and minorities breathe much dirtier air and drink much dirtier water. The purpose of the course is to empower students to evaluate draft environmental impact assessments (EIA), technology assessments (TA), and risk assessments (QRA), so that their analyses can be submitted to the affected communities and to the federal government. This work will ensure more equitable environmental decision making. This course will (1) survey EIA, TA, QRA; (2) investigate ethical and methodological issues related to these techniques; then (3) apply these techniques to contemporary assessments for which the government is seeking comments by scientists and citizens. The course is hands-on and will have no tests. Instead it will be project-based, with students working on actual assessments which they choose (about 2500 are done in the U. S. each year). This should be a particularly good course for science pre-professional students. Prerequisites: Students must have (a) a reasonably good high-school or college science background, (b) at least one prior course in philosophy; and (c) the ability to work independently. First priority for enrollment will be for students who have fall-break, spring-break, or summer-break SERVICE PROJECTS WITH THE CENTER FOR SOCIAL CONCERNS. If you are interested, email Dr. Shrader-Frechette (kshrader@nd.edu) and tell her (1) the dates/place/nature of your CSC service work; (2) your major; (3) your GPA; and (4) why you want to take the course. Course is experiential learning (EL) and focuses on community-based research (CBR). Course meets Wed. , 4-6:30 pm. Dr Shrader-Frechette will have the course numbers for you to gain admission to the course.

**Political Science**

pol s333w/theo363\*

cbl

**Social Concerns Seminar: Washington, D. C.**

pols496(1)

el

**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

**Social Concerns Seminar: Children and Poverty****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

**Social Concerns Seminar: L'Arche Communities**

psy310f/iips310f

el

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

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

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**Practicum in Developmental Disabilities**

psy485c cbl

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**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.

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.

psy483b/phil 434\*/stv434/csc434

cbl

**Addiction, Science, and Values****Romance Languages & Literatures**

rosp230e

el

**Conversational Spanish****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 Spanish. Emphasis is on listening and speaking skills; so it will concentrate on pronunciation, and clarity on the oral practice through organized discussions covering a number of topics related to the Hispanic culture.

Students are expected to use the Spanish language with a native speaker for at least an hour a week as part of the Experiential Learning component of the class. They will also have the opportunity to do service to the members of the Hispanic community, if they choose to enroll in CASH. The course will also improve students writing abilities by developing Spanish reading materials that will contribute to the **Robinson Learning Center /Mobile Reading Kits** to be used by Spanish

speaking families. These materials: short stories, poems, songs, and short plays will be compiled in the form of children's books.

**EXPERIENTIAL SERVICE LEARNING** will be an integral part of this course. Students will be asked to do research to identify the most common needs of the Hispanic community, especially those with which Notre Dame students could help. They will relate their findings to important information obtained at the library or through the Internet about the same themes. Students will have the option to participate in these Experiential/Service-Learning activities by volunteering on campus with the Hispanic workers, who want to learn English. Or if they prefer, they could help the Hispanic community in the South Bend area, through C. A. S. H. **Community Alliance to Serve Hispanics**, and participate in the service projects planned by this students' organization, under the umbrella of the **Center for Social Concerns**. The service will include teaching English as a Second Language at La Casa de Amistad, and at Robinson Community Learning Center, helping Hispanic students with their home-work, or tutoring in elementary and middle schools. Other types of services will be teaching Spanish to nurses and other persons working at Memorial Hospital, serving as interpreters at Indiana Health Center, at Saint Joseph Clinic at Chapin Street, or at Memorial Hospital. There will also be opportunities for teaching Spanish to children at the Early Childhood Development Centers, at the University of Notre Dame, and at Saint Mary's College. They could also teach Spanish in some Catholic schools.

This course is designed for anyone who has already mastered the rudiments of Spanish grammar and who wishes to improve facility with spoken Spanish. There are EL opportunities to teach English as a second language at the Robinson Community Learning Center, citizenship classes at La Casa de Amistad, Spanish lessons at the Early Childhood Development Center, and help with the after school program at Harrison Elementary.

rosp246e

el

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### **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.

## **Sociology**

soc331/anth331\*/afam331/11ro331 el

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### **Creole Language and Culture**

soc375 el

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### **Polish Americans Leonard Chrobot**

A study of the cultural and racial pluralism of American Society through the focus of the Polish American experience; a review of the social and historical background, the immigration experience, and adaptation to the American experience in terms of family, religion, education, work, and government.

soc462c/ils432/anth462\*/csc462 cbl/cbr

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### **Applied Anthropology: Immigrant Labor Rights**

soc496b cbl

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### **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, or medicine, in order to test their interest, complement their academic work, or acquire work experience preparatory for future careers. Students are placed with a community agency in the South Bend area and normally work six hours a week as interns under the supervision of an experienced practitioner. Hours are flexible, usually

set to accommodate the intern's availability and the needs of the host agency.

Among the agencies that have accepted interns are:

Adoption Network  
Adult Probation  
Aids Ministry  
Center for the Homeless  
Early Childhood Development Center  
FIRE Home  
Juvenile Justice Center (two semester commitment)  
La Casa de Amistad  
Legal Aid Services  
Madison Center, SOS  
Michiana Area Council of Governments  
REAL Services  
Safe Station (Youth Runaway Shelter)  
Public Housing Authority  
Individual Judges  
St. Joseph Medical Center  
South Bend Department of Economic and Community Development  
South Bend Heritage Foundation  
South Bend Police Department  
Upward Bound

There are no prerequisites; however, preference is given to Sociology majors, ESS minors, and students who have had or are taking course work in a related area. This is a graded course. In addition to the fieldwork, academic work includes scholarly readings related to the objectives of the community agency and a term paper. **Contact Dr. Power (1-0803) for more information and/or an application.**

## Theology

theo273

cbl

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**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

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### **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

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

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**Social Concerns Seminar: Migrant Experiences**  
**Carl Loesch**

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

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**Social Concerns Seminar: L’Arche Communities**  
**Carl Loesch**

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

theo361

cbl

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**Social Concerns Seminar:Appalachia**  
**Carl Loesch**

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\*/pols333w

cbl

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**Social Concerns Seminar:Washington, D. C.**  
**Carl Loesch**

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

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**Mexico Seminar (Immersion:May 2004)**  
**Rachel Tomas Morgan**

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, 2003.

theo367

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**Social Concerns Seminar:Advanced Studies**  
**Jay Brandenberger**

The prerequisite for this course is one other Social Concerns seminar. The Advanced Studies Seminar is designed to enhance students' study and application of a particular social concern issue. The experiential component of the course will be tailored to the specific interest of the student and requires preparation and orientation, follow-up reflection, and associated readings.

theo368d\*/ess368d

cbl

**Social Concerns Seminar:Education**  
**Colleen Knight Santoni**

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

theo368e\*/il s368e

cbl

**Social Concerns Seminar:Hispanic Ministry**  
**Colleen Knight Santoni**

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.

theo372

cbl

**Social Concerns Seminar:Field Education**  
**Jay Brandenberger**

A directed field education experience in theology, augmented by readings and dialogue with faculty and others. Area of focus and placement determined by student interest and initiative, in collaboration with the Center for Social Concerns. Site placements may involve service-learning or related work (at, for example, La Casa De Amistad, the Center for the Homeless, or other site where the Center has placed a community-based learning coordinator). A learning agreement will outline specific learning tasks and requirements.

theo396\*/il s325

el

**Christian Theological Traditions II**  
**Jennifer Herdt**

Tragically, 16<sup>th</sup>-century calls for reform eventuated in the splintering of the Catholic Church. As the Lutheran and Reformed traditions emerged, the Catholic Church defined itself in opposition to these movements. One major task of this course is to explore the unfolding

dialectical relations among these traditions. The other focal point is to understand how the Church has come to terms with the modern world. Is there space for faith in a world dominated by reason and natural science? Is there room for eternal truth in a world of pervasive historical flux? Our selective immersion in theological reflection from the 16<sup>th</sup> to the 20<sup>th</sup> centuries will impress on us the need for theology to be renewed and recreated in every age, while always remaining rooted in the tradition.

Upon completing this course, you should be able: 1) to identify select themes and trends within Christian theological reflection from the Reformation period to the present, and 2) to explain, compare, and assess the approaches of leading theologians, both Roman Catholic and Protestant, throughout this time period.

theo449

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## **Feminist and Multicultural Theologies**

**M. Catherine Hilkert**

An exploration of how the voices of women have helped to reshape theological discourse and to bring to light new dimensions of the living Christian tradition. Like other forms of liberation theology, feminist theologies take the experience of suffering and missing voices in the tradition as the starting points for theological reflection on the mystery of God and all of reality in relation to God. Using the writings of feminist, womanist, Latina, mujerista, Asian, and Third World theologians, this class will focus on the following questions and areas of theology: the theological task and vocation, the significance of gender and social location in the fields of theological anthropology and Christology, theologies of the cross in the face of contemporary suffering, the mystery of God, and implications for women's spirituality in our day. Students will have the opportunity to join an optional reading group which will focus on key texts in the development of feminist theologies.

## **MENDOZA COLLEGE OF BUSINESS**

ba439

cb1

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## **Organizational Structure, Culture, and the Entrepreneurial Venture**

**Jim Falkiner**

This class examines theories of organizational structure, interpersonal communication, leadership, and the environment in

which organizations exist. These variables are integrated into a model of corporate culture. Class members spend nearly 10 weeks working inside sponsor ventures. This class attempts to illustrate the similarities and differences between varied organizations and how theory can be valuable in structuring (or transforming the culture) of an entrepreneurial social venture. Course is capstone of Gigot Center Social Entrepreneur Intern Program (Jim Falkiner, Director).

ba441(3sections)

cbl

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**Business Ethics Field Project**  
**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

cbl

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**Tax Assistance Program**

**Ken Milani**

**ACCT 486A**

**Tax Assistance Program**

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**

mgt320(01)

cbl

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### **Introduction to Entrepreneurship**

**Dave Hayes**

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

mgt450

cbl

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### **MIS Projects**

**Robert Easley**

This course is conceived as a natural follow-up to the Systems Analysis and Design course. We will move quickly at the beginning of the term to identify suitable projects and project teams. Ideally the project will build on existing project designs emerging from the SAD class, provided that sufficient work remains on the project. New projects may be developed, based on MCOB, South Bend community, or personal needs or ideas, but the analysis and design phases will not receive much attention in this course. The course will also cover general topics such as IT project management and best practices for project development, as well as technical topics as appropriate for the projects.

Example projects: Many social service agencies face challenges in adopting modern technologies to improve their efficiency. In particular, they tend to face a somewhat unique challenge in making effective use of volunteers who often don't have training in using technology. Two recent projects have focused on providing web-based interfaces that make it simple for volunteer labor to help maintain databases of information vital to the effective operation of the agency. In Spring 2001, one team worked with the local American Cancer Society office to develop such a system. In Spring 2002 another team provided a similar product for Pets Connect, a non-profit that works to place pets in the community.

mgt455

cbl

**Systems Analysis and Design of Information Systems****Terence Ow**

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

mgt519

cbl

**Corporate Strategy and Planning****Jim Davis, Parthiban David**

Corporate Strategy is a practice-oriented capstone course for 2nd year MBA students. It attempts to prepare students for the workplace by integrating the concepts, knowledge, and skills acquired in each of the various functional areas. This course focuses on preparing students to apply a multi-disciplinary perspective demanded by employers' irrespective of one's chosen industry.

Community Service Component Description: The course includes a major consulting project that allows interaction between our students and area businesses. The South Bend Small Business Development Center coordinates a program entitled Collegiate Management Assistance that aims to aid area businesses in need of formal analyses and sophisticated guidance with business problems. Notre Dame has joined other area schools in lending assistance to these entrepreneurs. The program represents an opportunity to practice newly-acquired

analytical skills, and contribute to the community through helping a “needy” business. The business problems vary widely in their content, but they all share the quality of being a “raw”, unstructured issue that requires a professional, interdisciplinary analysis. The problems may range from formulating an appropriate marketing plan to analyzing personnel needs.

bs428/mba628

cbl

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**Social Entrepreneurship(crosslisted in the MBA & undergraduate business programs)**

**Deborah Hines**

This course will explore the innovative concepts, practices, and strategies related to Social Entrepreneurship, in an 8-week course. The course looks at social entrepreneurship from several perspectives. The course presents a business development process from an entrepreneurial perspective and students are challenged to develop an innovative idea, venture, service-expansion, funding initiative, with clients who will enter Notre Dame’s Social Venture Plan Competition or for the students’ companies (TBD by instructor). Students will create a strategy, business plan, and implementation plan for their ideas. Students will also examine how to create a more social entrepreneurial culture within their own organizations. Several topics will be discussed such as: resource needs & strategy, strategic vision, competitive and cooperative strategies, feasibility studies, social ventures and growth, performance measurement/evaluation, etc.

## **COLLEGE OF ENGINEERING**

### **Civil Engineering and Geological Sciences**

ce498\*/csc371d

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**Haiti Seminar**

**Stephen E. Silliman**

The seminar is a joint venture between the Department of Civil 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.

## **Computer Science and Engineering**

eg112(4-0-4)

el

### **Introduction to Engineering II**

**Kevin Bowyer**

This course is the first of a two-course sequence that introduces students to realm of computing and teaches them how to use computers effectively in problem solving. Students will learn how to formulate data and procedural abstractions, and apply basic problem solving strategies and techniques to problems from different domains. Students are automatically enrolled in the accompanying lab section, in which students will get practical hands-on experience with the material covered in the lecture.

epics

el

### **Engineering Projects in Community Service EG 200, 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.

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

Lloyd Ketchum

The Potawatomi Zoo Project – This project is using GIS mapping to plot the location of the utilities and buildings at the Potawatomi 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.

Doug Hall

Traffic Signals Project – This EPICS group is evaluating the feasibility of replacing the current incandescent traffic signal lights with new high-brightness light emitting diode (LED) technology. The group is working with city leaders to assist them in the decision making process during the adoption of the LED devices, and perform outreach to other communities interested in this technology. The group is also tracking long-term energy/maintenance savings, and LED performance/reliability.

EG200/300/400, (4)

el

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**Project: Indiana LED Signal Adoption Study (ILEDSAS)**

**Doug Hall**

This EPICS group is promoting the accelerated replacement of common (inefficient) incandescent traffic signal lights with new high-brightness light emitting diode (LED) technology. We perform analyses of the significant energy/maintenance savings provided by the LED devices, and methods of financing the initial capital investment. The group is working with city leaders to assist them in the decision making process during the adoption of the LED devices, and perform outreach to other communities interested in this technology. The group also plans to track long-term energy/maintenance savings, and LED performance/reliability.

## **COLLEGE OF SCIENCE**

bio

191cbl

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**Molecular Genetic Technology**

**Michelle Murphy Whaley**

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

An exciting opportunity is available to students in this course through the LOGAN Center. The LOGAN center serves patients with genetic and congenital disorders and their families. Students will do at least 10 hours of service with Logan clients in art, computer,

swimming, or music classes, or as a family helper. Students will attend a debriefing session to discuss their experiences, keep a daily journal, and write a paper that connects their work to a disability issue and genetics. This community-based learning component of the course takes the place of a traditional research project if elected by the student.

stv434/psy483b/phil 434\*/csc434

cbl

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**Addiction, Science, and Values**

## **FIRST YEAR STUDIES**

### **First Year Composition**

fyc110c(2/4)

cbl

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**English Composition: Social Justice and the Community**  
**Kevin Gibley**

fyc110c(6)

cbl

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**English Composition: Social Justice and the Community**  
**Ben Fischer**

CBL freshman writing class which places students at various sites to do literacy work with children. Themes of social justice will be explored including Catholic Social Teaching. Students will be required to write 3 major papers.

fyc110(3/5)

cbl

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

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

the homeless and detained) or working with the elderly.

### **University Seminars in English**

llro331/afam331/anth331\*/soc331 el

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#### **Creole Language and Culture**

### **CENTER FOR SOCIAL CONCERNS**

csc462/soc462c/ils432/anth462\* cbl/cbr

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#### **Applied Anthropology: Immigrant Labor Rights**

csc434/phil 434\*/psy483b/stv434 cbl

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#### **Addiction, Science, and Values**

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.

csc358/psy310a\* cbl

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#### **Social Concerns Seminar: Children and Poverty Seminar**

csc371d/ce498\* el

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#### **Haiti Seminar**

psy310f el

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#### **Take Ten: Acting to Prevent Childhood Violence**

theo356 cbl

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#### **Social Concerns Seminar: Migrant Experiences**

theo357\*/psy310b el

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#### **Social Concerns Seminar: L'Arche Communities**

theo361 cbl

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#### **Social Concerns Seminar: Appalachia**

theo363\*/pols333w cbl

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**Social Concerns Seminar: Washington, D. C.**

theo366 el

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**Mexico Seminar (Immersion: May 2004)**

theo367 el

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**Social Concerns Seminar: Advanced Studies**

theo368d\*/ess368d cbl

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**Social Concerns Seminar: Education**

theo368e\*/ils368e cbl

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**Social Concerns Seminar: Hispanic Ministry**

theo372 cbl

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**Social Concerns Seminar: Field Education**

## **LAW SCHOOL**

law652f cbl

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**Asylum Law**

**Barbara Szweda (2-0-2)**

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**



## MISSION STATEMENT

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

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