Spring 2015 Courses

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AMST 398 (001) Service-Learning in America
Aaron Shackleford
This seminar explores the history and theory of volunteerism and service-learning in America. Requirements for the course include an academic seminar and significant placement in a service-learning project. Students produce published websites from their specific internship. This is supplemented by relevant visual and audio documentation. Students apply for enrollment at www.unc.edu/ccps/portal/. Applications will be open until the course is filled. EE

ANTH 93 (001) UNITAS
Cassandra Hartblay, Jami Powell
UNITAS is the second of a two-semester course that explores issues of social and cultural diversity including class, gender, race, religion, sexuality and ethnicity. Students enrolled in the course must be residing in the UNITAS living learning community. EE

BIOL 294H (001) Service-Learning in Biology
Marshall Mazepa
In this course, the community partner is the UNC Health Care Blood Donation Center located in the NC Cancer Hospital. Class time will be spent with the organization representatives to learn the biology of blood donation (including donation of blood cells, stem cells and bone marrow) and how these blood products are used for the treatment of blood disorders and other medical conditions. In addition, class time will be spent actively developing, implementing and evaluating a social marketing plan with a goal of helping the Blood Donation Center to increase collection of blood products to meet the ever-increasing needs of patients at UNC Hospitals. Students provide a large base of donations, making the partnership between this community partner and UNC students critical. EE

BIOL 410 (001) Principles and Methods of Teaching Biology
Jennifer Coble
Students will learn about innovative methods for teaching biology and strategies that allow these methods to be a reality within the contexts of current public high school science classrooms. EE

BMME 698 (401) Senior Design Project II
Richard Goldberg
Students apply the theoretical and practical knowledge they have acquired in their previous seven semesters to the design and implementation of a solution to a real-world problem. EE
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<tbody>
<tr>
<td>COMM 668 (001)</td>
<td>The Ethnographic Return</td>
<td>Della Pollock</td>
<td>This course explores the intersection of ethnographic theory, practice and discourses of sustainable community change with the aim of making appropriate and effective contributions to community development. As a part of this course, students will work with a food distribution center and residents in the Northside community. Each Thursday after class from 3:30 – 5 p.m., students will travel to the Northside community to complete their service hours. EE.</td>
</tr>
<tr>
<td>COMP 80H (001)</td>
<td>First-Year Seminar: Enabling Technology—Computers Helping People</td>
<td>Gary Bishop</td>
<td>This service-learning course explores issues surrounding computers and people with disabilities. Students work with users and experts to develop ideas and content for new technologies. No previous computer experience required. EE</td>
</tr>
<tr>
<td>DHYG 362 (001)</td>
<td>Community Dental Health II</td>
<td>TBA</td>
<td>Senior dental hygiene students apply knowledge about assessing, planning, implementing and evaluating a dental health program plan for an assigned community of people. Students will visit the assigned centers and carry out a dental health program in groups during the semester. They will volunteer at the assigned centers for a minimum of 30 hours. EE</td>
</tr>
<tr>
<td>DHYG 393 (001)</td>
<td>Dental Hygiene Practicum</td>
<td>TBA</td>
<td>This course is a culmination of in-depth study in dental hygiene. Through lectures and specialized clinical rotations at pediatric, geriatric, hospital and/or community dental experiences at selected on- and off-campus training sites, the expanding role of the dental hygienist in health care delivery systems is emphasized. EE</td>
</tr>
<tr>
<td>GEOG 429 (001)</td>
<td>Urban Political Geography: Contested Places and Politics</td>
<td>Nina Martin</td>
<td>An interdisciplinary exploration of urban social problems, bridging the literature on urban geography with that on urban politics. Students are required to complete 30 hours of service for an organization that works on an urban social issue. EE</td>
</tr>
<tr>
<td>GEOG 452 (001)</td>
<td>Mobile Geographies: The Political Economy of Migration</td>
<td>Mark Dorosin</td>
<td>This course is designed to be a series of guided, intensive discussions about the context, development, history, public policies and impacts of residential segregation and racial exclusion. Students will be involved in a research project related to the course content. EE</td>
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Spring 2015 Courses

GEOG 650 (001) Technology and Democracy Workshop
Scott Kirsch
Are technological choices open to democratic participation? Through a novel research workshop format, this graduate and undergraduate course explores political and geographical dimensions of technological change around key environmental issues--energy, water and waste. EE

GEOL 412 (001) Principles and Methods of Teaching Earth Science
Melissa Hudley
This course develops the knowledge and skills teachers need to implement inquiry-based earth science instruction: conceptual knowledge of earth sciences and mastery of inquiry instructional methods. Students study inquiry in cognitive science and learning theory. EE

GLBL 382 (001) Latin American Migrant Perspective: Ethnography and Action
Hannah Gill
This interdisciplinary course combines anthropological fieldwork, migration theory and service-learning in an examination of Latin American immigrant perspectives. This course includes a service-learning experience in Guanajuato, Mexico during spring break where students will work with migrant families on various community projects as well as attend cultural events. This course is open only to students who have been selected through a prior application process, (applications closed October 25). EE

GLBL 490 (001) Current Topics
Michal Osterweil
This course explores paradigms of development and social justice. It asks how experiences of global, as well as domestic development and service, connect to social change projects and paradigms. By deliberately juxtaposing questions of global development with an investigation of approaches in community organizing—both through course material and service learning assignments—the course encourages students to develop a more critical understanding of the relationship between development projects and social change or emancipatory frameworks. As such, students will be intentionally placed with organizations with diverse models/mission statements, as long as they fit within a community organizing, community development or community empowerment rubric. EE

HBEH 610 (001) APPLES Alternative Spring Break
Bob Pleasants
Alternative spring break trips provide an avenue for students to perform service activities across North Carolina, the Southeast and the Mid-Atlantic regions of the country. Students will meet twice a week to discuss readings and delve deeper into the social issue anchoring each trip. During spring break, students will contribute more than 40 hours of service within an identified community, focused on a particular issue. Students must apply and be accepted in order to participate (applications closed October 27). EE
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HBEH 611 (001) Philanthropy as a Tool for Social Change
Lynn Blanchard
This course is a unique opportunity through the Carolina Center for Public Service’s Buckley Public Service Scholars program and the Learning By Giving program for students to learn about and experience the process of awarding grants to local agencies. Throughout the course, students function as a committee and are responsible for researching the needs of North Carolina, designing grant award criteria, drafting and distributing a request for proposals, reviewing submissions and awarding $10,000 to select community organizations. In addition to meeting weekly and participating in the grant making process, students learn about the nonprofit sector and the philosophy and practice of philanthropy through readings, class exercises and guest speakers. (applications close Oct. 26). EE

HIST 234 (001) Native American Tribal Studies
Malinda Maynor Lowery
This service-learning course will examine the history of the Lumbee and Tuscarora people whose homeland is in Robeson County, North Carolina, beginning in the 1500s up to the present. Topics discussed include the effects of early exploration and colonization, the coming together of these groups from multiple Indian groups, their histories in major colonial and United States wars, and how the Lumbee and Tuscarora experience reflects the American nation as a whole. Students will conduct original research in collaboration with members of these communities, and a field trip will be required. This course does not fulfill EE.

HIST 390 (003) Special Topics in History
Rachel Seidman
Subject matter will vary with instructor but will focus on some particular topic or historical approach. Course description available from departmental office. Closed to graduate students. Repeatable for credit. EE

JOMC 232 (001, 002, 003, 004, 005) Public Relations Writing
Esther Campi Lois Boynton, Adam Saffer, Valerie Fields, Lynn Waddell
Students in this course serve at local nonprofits by creating major communicative tools of the public relations trade including news releases, features, speeches, pitch letters, fact sheets, public service announcements and more. EE

JOMC 333 (001) Video Communication for Public Relations and Marketing
Bruce Curran
Prerequisite, JOMC 137. Introduction to the use of video as a means of communicating with a variety of an organization's publics, both internal and external. Significant emphasis on building professional skills including teamwork, project management, client management and creative problem solving. EE

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JOMC 459 (001) Community Journalism
Jock Lauterer
Prerequisite: JOMC 153. This course is a comprehensive study of the community press, including policies, procedures and issues surrounding the production of smaller newspapers within the context of the community in its social and civic setting. Students in this course volunteer with one of the local community newspapers: Carrboro Commons and the Northeast Central Durham VOICE. EE

JOMC 491 (001) Special Topics in Mass Communication: Creative AD Incubator
Paul Cuadros
This course considers the sources of social conflicts that stem from racial, ethnic and cultural differences as a result of migration or immigration and its coverage in local and national media. This course studies conflict that arises out of migration, its causes, its impact locally on culture and loss of culture and its treatment socially, politically and through the media. The Wednesday class period is spent volunteering with college bound students in Siler City at Jordan-Matthews High School, home of the Jets soccer team featured as the 2009 summer reading, “A Home on the Field.” The second class period is spent discussing readings, media coverage and experiences in Siler City. Students will be expected to carpool to Siler City for regular volunteering. Interested students can contact Paul Cuadros at cuadros@email.unc.edu. This course does not fulfill EE.

JOMC 671 (001) Social Marketing Campaigns
Brian Southwell
Social marketing is the application of marketing concepts and practices to bring about behavior change for a social good. This course is designed as a service-learning course and fulfills the experiential education requirement. EE

MUSC 269 (001) Music in the Community
Merida Negrete
This course connects academic inquiry in community music with an experiential project in the making, organization, or documentation of music locally. EE

NURS 609 (003) Health Care in a Global Context
Sonda Oppewal
School of Nursing students will join students and faculty from the School of Social Work, the Gillings School of Global Public Health, and the Division of Physical Therapy, Department of Allied Health Sciences, School of Medicine to plan, implement and evaluate an interdisciplinary service-learning trip to a North Carolina community. This course does not fulfill EE.
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<td>NUTR 245 (001)</td>
<td>Sustainable Local Food Systems: Intersection of Local Foods and Public Health</td>
<td>Alice Ammerman, Molly DeMarco</td>
<td>Examines the intersection of local foods and public health with respect to nutrition and environmental, economic and community issues. Students explore impacts and potential solutions of the increasingly industrialized and centralized food system, while assisting community partners to increase opportunities for farmers, local food marketers, distributors and entrepreneurs. EE</td>
</tr>
<tr>
<td>PLCY 130 (001)</td>
<td>Project Management for Social Innovation</td>
<td>Micah Gilmer</td>
<td>A student-driven, instructor-aided, workshop open only to students who have received the APPLES Bryan Social Innovation Fellowship. Each fellowship team develops a project's underlying theory of change and the skills necessary for successful implementation. Students study the theories and implementation of one another's projects and external case studies. EE</td>
</tr>
<tr>
<td>PLCY 393 (001)</td>
<td>Public Policy Clinic</td>
<td>Gail Corrado</td>
<td>The clinic provides an opportunity for students to solve a public policy problem for local nonprofits and governmental agencies. Working in small consulting teams with faculty assistance, students will learn how to use their knowledge and skills to propose solutions to complex problems. EE</td>
</tr>
<tr>
<td>POLI 404 (001)</td>
<td>Race, Immigration and Urban Politics</td>
<td>Andrea Benjamin</td>
<td>This course provides a survey of the literature on race, immigration and urban politics in the contemporary United States. The goal is to understand the complex relationship between racial/ethnic identity and local political processes. Students explore topics such as police brutality, immigration, the education system and coalition politics. EE</td>
</tr>
<tr>
<td>PSYC 294 (001)</td>
<td>Psychology Service-Learning</td>
<td>Beth Jordan</td>
<td>Students enrolled in PSYC 250 will have the option to enroll in PSYC 294 during the first week of class. Students in PSYC 294 will engage in a minimum of 30 hours of service in the community, volunteering directly with children. The aim is to augment the PSYC 250 goal of introducing the empirical findings, theories and research methods of child development, placing particular emphasis on the child's physical, cognitive, social and emotional development from infancy through adolescence. EE</td>
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PSYC 502 (001) Psychology of Adulthood and Aging
Beth Jordan
This course offers a developmental approach to the study of adulthood, from young adulthood through death. Topics include adult issues in personality, family dynamics, work, leisure and retirement, biological and intellectual aspects of aging, dying and bereavement. Students in the course will serve in a variety of community and governmental organizations working with aging adults. EE

SOCI 273 (001) Social and Economic Justice
Anne Hastings
This course covers theory and practice of social and economic justice, including analyses of racial, gender, sexual, class, national and other forms of justice, the history of influential movements for justice and strategies of contemporary struggles. This course has a 30-hour service-learning component. EE

SOCI 393 (001) Independent Experiential Internship
Jordan Radke
Only students enrolled in the fall SMART Mentoring course can enroll in this course. Students will learn and apply the sociological lens through which to explore the social forces impacting their own life trajectory and that of their mentees. Students will engage in service-learning projects with their mentees in weekly mentoring and other enrichment activities. EE

SOCI 417 (001) The City and Urbanization, Experiential Education
Lucas Sherry
The city as a social, spatial and political-economic phenomenon in the modern world. Analysis of urban demographic trends, spatial characteristics and economic functions. Substantive topics include segregation, social turmoil, unemployment, fiscal problems, suburbanization and urban public policy. EE

SOWO 492 (001) Seminar in Service-Learning
Candace Farrell
Participants explore frameworks, values and skills around the democratic principles of service, citizenship and social justice. This course accompanies an intensive, paid internship in a local, nonprofit agency. EE

SPAN 204 (008) “Intermediate Spanish”
Jen Wooten
This course optimizes the synthesis of Intermediate Spanish for Communication and learning from meaningful, face-to-face, service in the local Hispanic Community. Students will work a minimum of 30 hours, mostly with English-deficient Hispanic children in the public elementary schools. Students in SPAN 204 APPLES will receive three hours of credit for SPAN 204, and an additional one hour of credit for SPAN 293. This course by itself does not fulfill EE.
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SPAN 293 (multiple) Spanish Service-Learning
TBA
Students enrolled in designated APPLES Spanish course will have the option to enroll in SPAN 293 during the first week of class. Service-learning component for students enrolled in select Spanish language service-learning courses. May not count toward the major or minor in Spanish. EE

SPAN 329 (001, 002, 003) Spanish for Professional and Community Engagement
Vicki Martin, Liz Bruno, TBA
Spanish for Professional and Community Engagement is a seventh-semester capstone course stressing the application of Spanish language and Hispanic cultures skills in professional and community contexts. Students will apply content from current and previous courses in the minor sequence to course assignments, professional documents such as resumes, community service work and projects, and a capstone research project. This course is open only to students in the Spanish for the Professions minor. EE

WMST 340 (001) Special Topics: Leadership and Violence Prevention
Christi Hurt
The course will examine violence on both individual and structural levels, considering both perpetrators and survivors. Students in the course will be encouraged to help create and participate in a peer education group to help facilitate violence prevention programs at UNC. EE