Spring 2017 Courses

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BIOL 410 (001): Principles and Methods of Teaching Biology
Jennifer Coble
Students 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 (002): 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

CHEM 290: The Chemistry of Purslane
Nita Eskew
This course partners with the Carolina Campus Community Garden. Students work in teams in the garden to plant, care for and/or harvest the plants, depending on the season. In the lab, students work with a partner to perform the actual lab procedures. Students utilize a variety of lab techniques including extraction and UV-Vis spectroscopy. Students keep a journal for reflection of their service work and a lab notebook is used to record all experimental work. At the end of the semester, each student will write a summary paper and teams will prepare and present research posters describing their work. Application is closed. EE

DHYG 362 (001): Community Dental Health II
Lattice Sams, Jane Schenck
Senior dental hygiene students apply knowledge about assessing, planning, implementing and evaluating a dental health program plan for an assigned community of people. Students visit the assigned centers and develop and carry out a dental health program in groups during the semester. This course is part of the dental hygiene program curriculum each year. EE.

DHYG 393 (001): Dental Hygiene Practicum
Jennifer Brame
This course is a culmination of in-depth study in dental hygiene. The expanding dental hygienist role in health care delivery systems is emphasize through lectures and specialized clinical rotations at pediatric, geriatric, hospital and/or community dental experiences at selected on- and off-campus training sites. EE

DHYG 422: Community-Based Dental Hygiene Service Learning
Staff
This course includes a variety of clinical or community opportunities in a selected community setting which provides student an in-depth experience in community-based dental hygiene care and the skill development necessary to function as a member of an interdisciplinary team. This course does not fulfill EE.

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EDUC 617: Teaching in the Middle School
Suzanne Gulledge
This course is required for candidates who seek North Carolina licensure to teach at the middle school level and open for others interested in teaching or gain experience working in a school setting with adolescent learners. Service-learning in a weekly school-based practicum is coupled with a weekly university classroom course. The course contextualizes the experiential practicum within scholarly studies about theories and practices that support excellence in teaching and learning. EE

ENGL 129 (006): Literature and Cultural Diversity
Laura Broom
This course analyzes food and culture in 20th and 21st century literary works. The course also focuses on how literary representations of hunger and nourishment—both literally and figuratively—help create, characterize and circumscribe various cultures. 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 mastering inquiry instructional methods. Students study inquiry in cognitive science and learning theory. Prerequisites, GEOL 101/101L, 103, 105/101L, 109/101L or 110; and at least one of the four geology core courses: GEOL 301, 401, 402 and 404. EE

GLBL 382 (001): APPLES Global Course Guanajuato
Hannah Gill
This three-credit spring course combines ethnographic methods, oral history and service-learning to examine Latin American migrant perspectives. Students research and work with migrants in North Carolina and spend spring break in migrants’ home communities in Guanajuato, Mexico. This course is open only to students selected through a prior application process. Application is closed. 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 meet twice a week to discuss readings and delve deeper into the social issue anchoring each trip. During spring break, students contribute more than 40 hours of service within an identified community, focused on a particular issue. Students must apply and be accepted to participate. Application is closed. 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 North Carolina needs, 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. Application is closed. EE

HNRS 353 (002): Oral History and Women’s Activism in the US South  
Rachel Seidman  
This Honors Seminar provides students an overview of women’s activism in U.S. history, with a focus on the women’s movement in North Carolina and the South from the 1960s to present. Students serve with the Southern Oral History Program. The course teaches students to better understand the challenges and opportunities facing women who seek to practice leadership in public life, and helps them place their own activism and leadership in this historical context. EE

MEJO 232 (001, 002, 003, 004): Public Relations Writing  
Lois Boynton  
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

MEJO 459 (001): Community Journalism  
Jock Lauterer  
This course focuses on experiential learning and service outreach to inner-city Durham through publishing the eight-year-old gang-intervention community newspaper, the Durham VOICE (durhamvoice.org). Students also mentor high school-age urban youth. EE

MEJO 671: Social Marketing Campaigns  
Brian Southwell  
Social marketing is applying marketing concepts and practices to bring about behavior change for a social good. Students learn these practices through working with community partners. EE
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<thead>
<tr>
<th>Course Code</th>
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<th>Instructor(s)</th>
<th>Description</th>
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<td><strong>NURS 609 (003): Health Care in the Global Context: Service Learning with a Focus on Migrant, Latino Health</strong>&lt;br&gt;Sonda Oppewal, Jean Davison&lt;br&gt;This course is a faculty-led experiential learning opportunity focusing on development and knowledge related to service learning, research or health care systems and its application to nursing and health care. Participants will do an outreach to communities affected by Hurricane Matthew and will also have a focus on migrant, Latino health in those areas. <strong>This course does not fulfill EE.</strong></td>
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<td><strong>NUTR 245 (001): Sustainable Local Food Systems: Intersection of Local Foods and Public Health</strong>&lt;br&gt;Alice Ammerman, Molly DeMarco&lt;br&gt;This course 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. Enrollment by instructor permission. EE</td>
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<td><strong>PHIL 292: Pre-College Philosophy</strong>&lt;br&gt;Steven Swartz&lt;br&gt;This is an experiential learning course designed for intermediate and advanced students with an interest in philosophy and/or education. In this class we will learn how (and why) to engage with young people about philosophical questions. As part of this course, we will be working with students at a local elementary or middle school. PHIL 292 students will lead philosophy discussions at these schools, and will develop their own lesson plans that help young people engage in their own philosophical explorations. Along the way, we will explore important philosophical questions related to children and childhood. Permission of the instructor is required to enroll in this class and you must have taken 2 previous PHIL courses. EE</td>
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<td><strong>PLCY 130 (001): Project Management for Social Innovation</strong>&lt;br&gt;Micah Gilmer&lt;br&gt;This course is a student-driven, instructor-aided workshop open only to students who have received the APPLES Bryan 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>
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**PLCY 393: The Public Policy Clinic**  
**Daisha Merritt**  
The UNC Public Policy (PP) Clinic offers students the opportunity to integrate and apply their academic knowledge and skills in a real-world policy environment. In this course, students work individually and as team consultants for organization’s that seek policy research or analysis. The clinic provides a bridge between policy analysis as it is studied in an academic setting and policy analysis as it is practiced in the workplace. Students also develop important skills in team work, leadership, communication, professional etiquette and time management. The PP Clinic presents a three-pronged approach to experiential education through in-class lectures, individual service-learning and team based consulting projects. The course environment offers the ability to gain new skills and apply learned knowledge. Organizations the PP Clinic works with include nonprofit, civic engagement, advocacy and grass roots movements. Service-learning may take place with local, national or international agencies. Consulting projects may include policy analysis, economic contribution studies, internal by-law reviews, leadership workshops, evaluation and assessment, or organizational change issues. EE

**POLI 404 (001): Race, Immigration and Urban Politics**  
**Andrea Benjamin**  
This course provides a selective survey of the vast literature on race, immigration and urban politics in the contemporary United States. The purpose is to understand the complex relationship between racial/ethnic identity and local political processes. The course explores topics such as police brutality, immigration, the education system and coalition politics. Students are assumed to have some familiarity with the American political system. Attention will be given to the Los Angeles mayoral election, focusing on the campaign, the candidates and the policy issues. Additional experiential learning will take place in Durham. EE

**PSYC 424: Neural Connections: Hands-On Neuroscience**  
**Marsha Penner**  
This class explores the links between the brain and behavior. Students plan and sponsor hands-on neuroscience activities at the North Carolina Museum of Life and Science and Morehead Planetarium. Activities focus on neuroanatomy, human neuropathological and neuropsychiatric diseases, electrical properties of neurons and sensory and motor system function. EE

**SOCI 273 (001): Social and Economic Justice**  
**Anne Hastings**  
This course covers social and economic justice theory and practice, 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. EE
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**SOCI 393 (001): Social Support for Youth**
Lisa Pearce  
This one-credit service practicum is part two of a two-course series (starting with SOCI 290: Sociology of Adolescence) that approaches adolescence from a sociological perspective and involves continued active participation in an adolescent-serving community organization, Movement of Youth. EE

**SOCI 393 (002): Independent Experiential Internship**
Shane Elliot  
Only students enrolled in the fall SMART Mentoring course can enroll in this course. Students learn and apply the sociological lens through which to explore the social forces impacting their own life trajectory and that of their mentees. Students engage in service-learning projects with their mentees in weekly mentoring and other enrichment activities. EE

**SOCI 423: Sociology of Education**
Karolyn Tyson  
In the U.S., education is considered an avenue for social mobility and touted as the "great equalizer." However, as many researchers have documented, schools also contribute to the reproduction of social inequality. This course focuses on questions of social reproduction in education. We examine how privilege and disadvantage are transmitted across generations through schooling, why these outcomes persist and the consequences. The primary focus is the U.S. case, but other industrialized countries are also consider. EE

**SOWO 492 (001): Seminar in Service-Learning**
Charity Watkins  
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. Application is closed. EE

**SPAN 204: Intermediate Spanish II**
Sam Krieg  
This course is the second half of the Spanish intermediate level and focuses on continued language development skills for communication. In addition to helping students improve their reading, listening comprehension, and spoken and written use of Spanish, the course also expands students’ critical awareness of Spanish-speaking people and cultures, as well as their own. This section of SPAN requires face-to-face service in the local Spanish-speaking community. Students receive an extra one-credit hour for enrolling in SPAN 293 which fulfills the experiential education requirement. This course does not fulfill EE.
APPLES Service-Learning

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SPAN 293: Spanish Service-Learning
Students enrolled in designated APPLES Spanish courses have the option to enroll in SPAN 293 during the first week of class and participate in 30 hours of service with a community partner. May not count toward the major or minor in Spanish. EE

SPAN 326 (001): Spanish Grammar and Composition for Heritage Learners
Julia Mack
This is a course for Spanish-speakers who have learned the language at home, not through the formal study of grammar, but in a real Spanish speaking context, rather than in the classroom. Span 326 fulfills the prerequisite (equivalent to Span 300) for the Spanish minor and major courses, and is designed to allow each student to discover the strengths and difficulties of his or her own language skills in writing. Students volunteer for a total of 30 hours at Frank Porter Graham Bilingüe and can be enrolled, upon request, in Span 293, to receive an additional credit toward the Experiential Education General Education Requirement. This course does not fulfill EE.

SPAN 329 (001, 002, 003) Spanish for Professional and Community Engagement
Victoria Martin
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 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

SPHS 400: Autism in Our Communities: An Interdisciplinary Perspective
Jessica Amsbary, Sallie Nowell, Tara Regan
This course introduces undergraduate students to the diverse topics related to autism spectrum disorder. In addition to in-class meetings, students volunteer with individuals with autism spectrum disorder. Topics covered will include diagnostic criteria, early indicators of ASD, evidence-based treatment methods, issues affecting parents and siblings in school and community settings, multi-cultural issues and transition to adulthood. EE

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WMST 340 (001) Leadership in Violence Prevention for Peer Educators
Chisti Hurt
This course is an examination of interpersonal violence, the factors that enable it and prevention strategies. The course will be of particular interest to students who want a better understanding of how to work in peer groups and communities to end the cycle of violence. We will examine violence on both individual and structural levels, considering perpetrators, victims/survivors and bystanders. We will address questions such as: What kind of community and societal conditions enable violence? How do race, gender, and sexuality intersect and factor into violence? How are forms of violence related to each other? How are our communities reacting to and working to prevent violence? Students in the course will be encouraged to participate in peer education groups to help facilitate violence prevention programs at UNC. Leadership and Violence Prevention is a discussion-based and student-centered course. Students are required to complete an application and will need permission from the instructor to register for the course. Please contact Christi Hurt (christihurt@unc.edu) or Shelley Gist (shelleygist@unc.edu) to request an application. EE