

APPLES

Service-Learning

Student Union suite 3514 • CB#5210 • (919) 962-0902 • fax (919) 843-9685 • ccps.unc.edu

Fall 2018 Courses

*****Please note: Not all APPLES service-learning courses fulfill the experiential education requirement. Courses fulfilling this requirement will be indicated with an EE designation with the description.**

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AMST 259 (001) Tobacco and America

Tim Marr

This interdisciplinary APPLES course examines a plant of great local importance to focus on changing histories of land use, social rituals, gendered leisure, commercial marketing, public health, and global capitalism. We will explore different cultures of tobacco in America ranging from traditional Native American ceremony, to the economy of the South, up to recent battles in the courts over public exposure and regulation. The course will consider diverse perspectives from agriculture, epidemiology, literature, popular music and film, folklore, labor and legal history, advertising and material culture. Please note that the central learning in this course will emerge from an engaged long-term service project with a community institution addressing key tobacco-related issues in North Carolina today. EE

AMST 398 (001) Service-Learning in America: Performance in Public

Alexandra Ripp

It is easy to think of performances as distinct and autonomous—this dance, that concert, this play. Yet no art exists apart from the venue in which it is presented, the people who consume it, nor the society in which it is made and shown. Whether as a monologue seen by one person in a tiny room or a musical seen by thousands in a huge amphitheater, performance is constructed by what and who surround it. This course will teach how to “read” performing arts within these broader public dynamics. We will consider how art and artists -- in theaters as well as at unconventional sites -- diversely engage audiences and utilize space. Throughout, we examine the political implications of these aesthetic choices. EE

AMST 460 (001) Rising Waters: Strategies for Resilience to the Challenges of Climate and the Built Environment

Rachel Willis

This service-learning seminar examines water threats to port cities and low-lying areas from sea-level rise, extreme weather and inadequate infrastructure. The focus is on the Americas, small and barrier islands, and high hazard regions including the South East and Gulf Coast communities. The APPLES project will focus on North Carolina resilience strategies. EE

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ANTH 625 (001) Ethnography and Life Stories

Charles Price

This course focuses on the practical and research uses of ethnography and oral history, emphasizing life histories, life stories, biographies and how these intersect with communities.EE

BIOL 410 (001) Principles and Methods of Teaching Biology

Jennifer Coble

This course will help you develop the knowledge and skills needed to implement student-centered science instruction. We will explore why we teach science to all students and how our science education experiences impact our view of what good science teaching is. Then we will examine multiple views on how students come to understand science, the teaching strategies research has identified as most effective and how these strategies can be implemented within the contexts of current high school science classrooms. In addition to learning how to teach biology to a diverse group of students, we will reconstruct our knowledge of biology to make it more contextual and conceptual. Finally, we will explore what it is like to be a science teacher and what type of science teacher you would like to be. To demonstrate your ability to design student-centered instruction, you will design a series of biology lessons over the course of the semester that will serve as resources for your peers, UNC-BEST alumni and our science teacher partners. There is also a fieldwork component of the course to help meet the above goals; an opportunity to volunteer in a local high school science classroom each week. EE

COMM 82 (001) First-Year Seminar: Food Politics from an Organizational Communication Perspective

Sarah Dempsey

This course provides an applied introduction to food politics by adopting a critical organizational communication lens on our globalized food system. We explore food system labor practices, the role of multinational companies and global commodity chains, the status of hunger and food deserts, the role of food marketing and consumption practices, and the growth of local and sustainable movements devoted to food justice. EE

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COMM 262H (001) Performance and Culture: Northside/Pine Knolls Della Pollock

This course introduces students to ways in which performance theories and methods can enhance understanding of cultural practices. The course engages students in immersive ethnography and co-labor in Chapel Hill's historic Northside/Pine Knolls neighborhoods. Students will engage in service with Heavenly Groceries and Northside News. EE

COMP 523 (001) Software Engineering Laboratory Diane Pozefsky

In this course, teams of three to four students develop computer applications for organizations on campus and in the community. Teams work with the outside organization to understand the needs and the people who will use the program. Prior projects have ranged from a Twister-like game to teach Braille to visually impaired children to tools to help low-income housing units deploy wireless networks. EE

DHYG 393 (001) Dental Hygiene Practicum Staff

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

EDUC 387 (001, 002) Peer Tutoring Christy Clemons

Peer tutoring is a service-learning course that provides an opportunity to serve the UNC community and fellow students through tutoring. Tutors must have an overall GPA of 3.0 or higher and must be available either Tuesday or Wednesday evenings from 6 - 9 p.m. for tutoring. An application and instructor permission is required to enroll. For more information about applying, visit [the Learning Center](#). EE

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EDUC 583 (001, 002) Planning the Internship Experience **Sharon Palsha, Staff**

This course provides an integrative learning experience which prepares Human Development and Family Studies (HDFS) students to apply academic learning acquired in previous coursework to real-life situations likely encountered in the internship experience and throughout their careers in human services. Course materials and learning experiences are help students obtain an internship. This course is for HDFS majors and should be taken the semester immediately preceding the intended internship semester. EE

EDUC 617 (001) 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 to explore teaching or gain experience working in a school setting with young adolescent learners. The course provides students with an introduction to the history, philosophy and attributes of schools and curriculum specifically designed for young adolescents with attention to their developmental characteristics and needs as learners. After the first three weeks of training, students will select a three-hour block during the school day every week for the service-learning component of this course, in addition to the weekly meeting time. Students do not have to be admitted to the School of Education to enroll in the course. EE

ENEC 304 Restoration Ecology **Geoff Bell**

This course explores ecological theory and its application to the restoration of terrestrial, aquatic and marine ecosystems. Students in this course will complete 30 hours of service with a local restoration project in which they will collect ecological data for a final case study project. EE

ENEC 593 (001) Environmental Practicum **Amy Cooke**

Instructor permission is required. Students receive service-learning credit through active participation in a community, campus or other approved group project. EE

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ENGL 266 (001) Into the Woods: Literature and Nature **Maggie O'Shaughnessey**

This course will focus on the role of trees in the landscape and the ecosystem of the North Carolina Piedmont. Readings, mainly contemporary nonfiction, will explore issues connected with forestry, ecology, urban development and sustainability. The service component of the course will involve a partnership with the North Carolina Botanical Garden. Students will conduct individual and group projects which serve the Botanical Garden's conservation mission. The course is especially suitable for students who enjoy the outdoors, who want deeper knowledge of the ecosystem around them, and/or enjoy reading literature about the interaction of humans with the natural world. EE

ENGL 467 (001) Educating Latinas/os: Preparing SLI Mentors **Laura Halperin**

Instructor permission is required. This course is designed for students accepted as mentors to the Scholars' Latino Initiative (SLI). Students take this course during their first year as SLI mentors to prepare them to be effective mentors to Latina/o high school students. Students cannot receive credit for both ENGL 267 and 467. EE

MEJO 332 (001, 002, 003, 004, 005) Public Relations Writing **Staff**

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 490 (002) Cause Communications: Public Relations Strategies for Nonprofit Organizations **Marshele Carter**

This course provides a comprehensive understanding of the role of public relations in the nonprofit realm and a service-learning experience. The course introduces students to the essential concepts, skills and core responsibilities of practicing public relations for the public good. EE

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NURS 611 (001) Supporting the Childbearing Family **Rhonda Lanning**

This elective is offered through the School of Nursing to students who have completed a minimum of three college semesters. The course is open to all majors and disciplines and is of particular interest to students with a strong interest in health sciences and/or women's and gender issues. The course is front loaded to include childbirth education and professional doula training over the first four weeks. During the semester, students will concurrently volunteer with Birth Partners, the UNC volunteer doula program, as hospital volunteers. Students will provide emotional and physical support to women in labor at the North Carolina Women's Hospital (UNC Hospital). Upon course completion, students are encouraged to continue to actively volunteer as Birth Partners. Students are required to complete an online application and will need permission from the course faculty to register for the course. Applications are now closed. EE

PLCY 698 (001) Public Policy Clinic **Anna Krome-Lukens**

Students apply knowledge and skills gained in the major to a real-world policy problem. In small teams, students produce actionable, client-centered, public policy analysis for a government agency or nonprofit organization. Students also develop skills in teamwork, leadership, communication, professional etiquette, and time management. This course is only open to Public Policy majors. EE

PUBA 401 (001) State and Local Governance: Public Service Theory and Practice **Emily Gangi**

This course is an introduction to local and state public service, including governmental institutions, ethics and public values, and core functions of public administration and governance. Discussions led by MPA faculty with practicing public and nonprofit administrators. EE

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ROML 194 (all sections) Service-Learning in Romance Studies **Staff**

Students enrolled in designated APPLES courses within the Department of Romance Studies will have the option to enroll in ROML 194 during the first week of class. This gives students the option to complete 30 hours of volunteer work with an approved community partner to supplement their work in language service-learning courses. This course may not count toward the major or minor in Spanish. EE

SOCI 273 (001, 002) Social and Economic Justice **Al-Turk and Turkoglu**

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. EE

SOCI 423 (001) Sociology in Education, Experimental Education **Karolyn Tyson**

An overview of theory and research on education and schooling, with an emphasis on inequalities in educational opportunities, education as a social institution, and the changing context of schools and schooling. Substantial field work for experiential education. Students may not receive credit for both SOCI 423 and SOCI 426.

SOCI 444 (001) Race, Class and Gender **Autumn McLellan**

This course looks at the way race, class and gender are socially constructed and maintained as axes of difference and inequality. For SMART Mentoring participants only, the course is designed to provide students with the sociological lens to understand the social forces impacting their own life trajectory and that of their mentees. In the second semester during the mandatory one-credit SOCI 397 APPLES portion of the class, students will engage in service-learning projects with the high school students and the at-risk youth populations. Applications to be a SMART mentor are closed. This course does not fulfill EE. SOCI 397 in the spring fulfills the EE requirement for SMART mentors.

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SOWO 490 Tools for Financial Coaching **Allison de Marco**

This course examines financial systems in the United States and how they impact individuals with low-income, with a focus on financial literacy and skills for working with individuals who are homeless or at risk of homelessness. Students gain an understanding of financial education and engage in critical analyses of broader systems and structures that exclude low-income communities. Students also work with Community Empowerment Fund as financial coaches, assisting individuals transitioning out of homelessness. Registration requires instructor approval. Please complete [the application](#) to be considered. EE

SPAN 329 (001, 002, 003) Spanish for Professional and Community Engagement **TBA**

Spanish for Professional and Community Engagement is a seventh-semester capstone course that stresses 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

SPHS 400: Autism in Our Communities: An Interdisciplinary Perspective **Jordan McNiell, Kathryn Williams**

This course introduces undergraduate students to the diverse topics related to autism spectrum disorder (ASD). 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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WGST 340 (001) Leadership in Violence Prevention for Peer Educators **Christi Hurt**

The course will examine violence on both individual and structural levels, considering both perpetrators and survivors. Students will be encouraged to create and participate in a peer education group to help facilitate violence prevention programs at UNC. Students are required to complete an application and will need permission from the instructors to register for the course. Contact [Christi Hurt](#) or [Shelley Gist](#) to request an application. EE