

# APPLES

## Service-Learning

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

## Spring 2019 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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### **ANTH 425 (001) Public Archaeology Practicum**

Anna Agbe-Davies

This course is an opportunity for archaeology students to apply their field and/or lab skills to a semester-long, team-based research project developed to address the needs of a community partner. Prerequisites include ANTH 410, 411, 420, 451 or CLAR 411. Students lacking the prerequisites need permission from the instructor. EE

### **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

### **COMP 523 (001) Software Engineering Laboratory**

Paul Stotts

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 362 (001) Community Dental Health Internships**

Staff

This course helps the senior dental hygiene student apply the knowledge gained in DHYG 352 about assessing, planning, implementing and evaluating a dental health program plan for an assigned community of people. The assigned communities include Smart Start centers, senior centers, and nursing and rehabilitation centers. Students work in groups to visit assigned centers and develop and carry out a dental health program during the semester. Course evaluation is through developing a manual, site evaluation and self-evaluation. 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

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### **EDUC 387 (001, 002) Peer Tutoring** **Christy Clemons**

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

### **EDUC 615 (001, 002) School and Community Collaboration** **Lori Edmonds, Kristin Papoi**

This course will explore the intersection between culture, families, communities, schools, learning, and the responsibilities educators have for working in this complex terrain. Specifically, prospective educators will be interrogating and examining the socio-cultural and socio-political context that surrounds communities and schools, the impact of this multi-faceted context on the educational experiences, positioning, identity development, and learning of youth in K-12 schools. Moreover, we will consider how the ideologies pervasive in these contexts shape our praxis, and how critical awareness and reflection can ensure that we are creating equitable, robust learning environments. Students will serve with local after-school programs to gain understanding of these environments. EE

### **EDUC 617 (001) Teaching in the Middle School** **Suzanne Gullede**

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

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### **ENEC 237 (001) Food, Environment and Sustainability**

**Colin West**

This course introduces students to issues in food, the environment and sustainability from an anthropological perspective. It is intended as a gateway course to other classes in the Anthropology Department's Food, Environment and Sustainability concentration as well as the curriculum for the environment and ecology's environmental studies' B.A. program in ecology and society. The course focuses on food systems and livelihoods in the U.S. and other parts of the world. Themes include sustainable livelihoods, food security, nutrition, food aid and agro-ecology among others. Students enrolled in ENEC 567 (Environmental Studies/Science) also participate in service-learning projects with the UNC Edible Campus such as preparing beds, planting seedlings, weeding and other activities. This course does not fulfill EE.

### **GEOG 429 (001): Urban Political Geography in Durham**

**Nina Martin**

This course brings together the "real world," academic frameworks, and policy analysis using Durham, NC as a case study of urban trends. Durham is a fascinating example of urban decline and resurgence. Students will gain an interdisciplinary understanding of urban issues (such as gentrification, governance, and planning), by bridging the literatures on urban politics with that on urban geography. The complexity of urban issues calls for diverse perspectives in order to imagine creative responses. Students will deepen their knowledge of Durham and contribute to the city by completing 30-hours of service to a Durham non-profit organization. The class will visit Durham for two three walking/driving tours. Students will also conduct their own site visits to Durham neighborhoods and attend a city council meeting. 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. For more information and to apply, visit the [Latino Migration Project](#). 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. 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 available at [ccps.unc.edu](http://ccps.unc.edu) Oct. 16 – Nov. 6. 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

### **MEJO 332 (001, 002, 003, 004) 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 459 (001) Community Journalism**

**Jock Lauterer**

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 volunteer with one of the local community newspapers: *Carrboro Commons* and the *Northeast Central Durham VOICE*. EE

### **MEJO 671 (001) Social Marketing Campaigns**

**Staff**

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

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**NURS 609 (001) Health Care in the Global Context: Service Learning with a Focus on Migrant, Latino Health**  
**Jean Davison**

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. Service Learning will focus on migrant, Latino health. For spring 2019 participants will focus on migrant health and have the opportunity to work in areas affected by Hurricane Florence in eastern NC over spring break. This course does not fulfill EE.

**NURS 609 (002) Health Care in the Global Context: Exploring the Social Determinants of Health for Vulnerable Populations**  
**Sonda Oppewal**

This course is a faculty-led experiential learning opportunity focusing on development and knowledge related to research, health care systems, or service learning and its application to nursing and health care. This course does not fulfill EE.

**NUTR 245 (001) Sustainable Local Food Systems: Intersection of Local Foods and Public Health**  
**Molly DeMarco**

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. Instructor permission is required for enrollment. Email [molly\\_demarco@unc.edu](mailto:molly_demarco@unc.edu). EE

**PLCY 130 (001) Getting It Done: Social Innovation**  
**Staff**

This workshop is 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. Application is available at [ccps.unc.edu](http://ccps.unc.edu) until Oct. 23. EE

**PSYC 424 (001) Neural Connections: Hands on Neuroscience**  
**Marsha Penner**

This class explores links between the brain and behavior through neuroscience outreach activities. Students also reflect on the meaning of community engagement. Prerequisites are PSYC 220 or PSYC 315. EE

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

#### **Staff**

Students enrolled in designated APPLES courses in the Department of Romance Studies 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 393 (002) Independent Experiential Internship**

#### **Autumn McLellan**

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. Application is closed. EE

### **SOWO 492 (001) Seminar in Service-Learning**

#### **Joseph Frey**

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 through the APPLES Service Learning Program. Application is now closed. EE

### **SPAN 204: Intermediate Spanish II**

#### **Staff**

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.

### **SPAN 329 (001, 002, 003, 004) Spanish for Professional and Community Engagement**

#### **Staff**

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 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 minor in Spanish for the Professions. EE

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### **WGST 290 (001) A New Body Politics: Contemplative Practice and Social Justice**

**Michele Berger**

The incorporation of contemplative practices (e.g. yoga, sitting and walking meditation, mindfulness, ceremony, pilgrimage, etc.) in civil and social justice movements is a growing trend. What role does contemplative practices and spiritual activism play in efforts for social justice and social change? What might practices of social transformation look like when rooted in love and compassion? This course explores these questions among others, and examines the role of contemplative practices and spirituality for individuals and collectivities engaged in transformative social justice work. Students will engage in a collaboration with Yoga for Youth, NC which serves urban youth using the tools of yoga. EE