Spring 2022 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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<tr>
<td>AMST 390 (001)</td>
<td><strong>del norte a norte: An American Songbook</strong></td>
<td>Meli Kimathi</td>
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<td>Through the examination of a wide variety of song cultures and its artistic and cultural expressions, we explore the interdisciplinary methods of American Studies and contemporary approaches to the study of American society and cultures, with an emphasis on musical performance. Students will learn about the sociocultural, aesthetic and critical components of song cultures associated with social change, exploring issues of identity, diversity, privilege, cultures, and justice while participating in community service. EE</td>
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<tr>
<td>AMST 398 (001)</td>
<td><strong>Service Learning in America</strong></td>
<td>Rachel Willis</td>
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<td>This course explores history and theory of volunteerism and service learning in America. It includes a weekly academic seminar and placement in a service-learning project. EE</td>
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<tr>
<td>ANTH 390 (073)</td>
<td><strong>Fieldwork with Social Models of Well-Being</strong></td>
<td>Michele Rivkin-Fish</td>
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<td>Approaches to well-being in American society have been shifting over the last decades, as values of equality and diversity, and concerns about persistent systemic inequalities reshape therapeutic landscapes. This course highlights approaches and organizations that pursue well-being through social relations and social change, rather than through medical treatment and cure. By interweaving academic learning and experiential education, students will: 1) learn the conceptual understandings that inform social models of well-being in disability studies/disability rights, occupational science, and critical gerontology; and 2) learn and apply anthropological methods and ethics of participant-observation fieldwork, fieldnotes development and analysis, and ethnographic writing in order to reflect on their experiential education. In addition to classroom discussions and written assignments, students will spend at least 30 hours total (approximately 2 hours per week) experiencing a local organization’s approach to social well-being. EE Pending</td>
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<tr>
<td>BUSI 401 (005)</td>
<td><strong>Management and Corporate Communication</strong></td>
<td>Jenna Haugen</td>
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<td>Employers often identify “good communication skills” as a requirement in job descriptions and help wanted ads. Communication skills also play heavily into decisions about promotion after you get a job. But what does it really mean to have good communication skills? In this class, you will develop and refine a goals-driven, audience-centric approach to communication, based on five core communication competencies that you will be able to apply in your workplace interactions throughout your career. This section will partner with Duplin High School to address challenges around the “Sick Schools” of North Carolina initiative. While the course objectives will be the same as other BUSI 401 sections, the assignments in the course will focus on proposing solutions to a multitude of community stakeholder groups. EE pending</td>
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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 is 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

ECON 291 (001) Undergraduate Learning Assistant Seminar and Practicum
Michelle Sheran-Andrews
Studies have shown that courses which utilize undergraduate learning assistants (ULAs) have improved quality of instruction, sensitivity to student concerns, and overall student contact. In addition, ULAs gain an improved knowledge of the subject matter, heightened communication skills, and a sense of membership in the academic community. The aims of ECON 291 are to give students: 1) experience in facilitating undergraduate education in economics; 2) a deeper understanding of underlying economic principles; 3) exposure to pedagogical theory and best practices; and 4) participation in a vibrant economics learning community. EE

EDUC 387 (001, 002) Peer Tutoring
Robin Horton
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 5 - 8 p.m. An application and instructor permission is required to enroll. For more information about applying, visit the Learning Center. EE

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EDUC 576 (001) LatinxEd Internships
Elain Utin
Prerequisite, EDUC 575. This course is primarily built upon weekly service learning, as students receive hands-on and behind-the-scenes experience in serving local schools, community-based organizations, and other youth-serving initiatives, specifically with LatinxEd's programs and partners. Service learning is coupled with weekly university course where students will collectively reflect on their experience in educational settings in and out of the classroom and receive mentorship from LatinxEd staff and partners. Instructor permission is required. EE

EDUC 698 (001, 002, 003, 004, 005, 006) Internship in Human Development and Family Studies Staff
This course provides an integrative learning experience in which HDFS students apply academic learning acquired in previous coursework to real-life situations encountered in the field. The internship serves as the capstone of the HDFS major. Majors in Human Development and Family Studies only. EE

FREN 305 (001) Healthcare in France and the Francophone World
Valérie Pruvost
This course examines the evolution of the French healthcare system from its creation to today and the depiction of illnesses as well as healthcare workers in contemporary culture. Current issues related to health, illnesses, and healthcare in France and the Francophone World will be discussed. This course does not count as EE credit. Students may opt into a service experience and enroll in an additional EE credit through instructor.

GEOG 232 (001) Agriculture, Food, and Society
Chérie Rivers Ndaliko
The objective of Freedom Farming is to understand—in theory and in practice—the relationship between farming, health, and social justice among Black communities throughout the African diaspora. To this end we will investigate the history of agriculture's place in Black liberation movements and study the theories that orient these movements. At the same time, students will work with Uzuri Sanctuary, an organic educational farm that supports the physical, mental, and emotional health of immigrants and refugees from east and central Africa. EE

HBEH 411 (001) Pathways to Effective Community Engagement
Lynn Blanchard
This course is designed to provide a framework for students to reflect on their existing public service and community engagement experiences, critically examine important issue areas, build skills and inform their future career paths. Students will complete at least 20 hours of work in partnership with a community or campus-based service organization. EE

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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. Applications are closed. EE

HBEH 611 (001) Philanthropy as a Tool for Social Change
Lynn Blanchard and Becca Bender
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

HPM 697 (001) Health Policy Management Capstone
Karl Umble
This course provides HPM BSPH students an opportunity to integrate, synthesize and apply knowledge and skills they have learned across the program and serves as a capstone to the education experience. While it will have readings, reflection assignments, and guest speakers, we will focus on learning from the Capstone project as an integrative learning experience. Our goal is to use our knowledge and skills to create fruitful and sustainable solutions to complex problems in the real world, and to continue to expand and refine our skills and perspectives. EE

JAPN 418 (001) Service Learning in Japanese Language
Katsuhiko Sawamura
Prerequisite - JAPN 306. The primary goal of this course is to prepare students to work, using the Japanese language in their desired occupation, such as in business, teaching at school, research, etc. EE

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<td>MEJO 332</td>
<td>Public Relations Writing</td>
<td>Staff</td>
<td>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</td>
</tr>
<tr>
<td>NUTR 245</td>
<td>Sustainable Local Food Systems: Intersection of Local Foods and Public Health</td>
<td>Molly DeMarco</td>
<td>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 <a href="mailto:molly_demarco@unc.edu">molly_demarco@unc.edu</a>, EE</td>
</tr>
<tr>
<td>PHIL 294</td>
<td>Philosophy Across the Lifespan</td>
<td>Michael Vasquez</td>
<td>This is a high-impact service-learning course that aims to promote experiential learning in philosophy by combining traditional elements of classroom study with service in the community. Students will have the unique opportunity to teach and learn philosophy alongside older adults in the Triangle area, thereby integrating the academic study of philosophy with community engagement. Students will grapple with foundational works of historical and contemporary philosophy, participate in regular discussions with older adults in the community, learn how to communicate complex ideas to a non-specialist audience, develop pedagogical resources on philosophy for our community partners, administer an intergenerational capstone event. Guest speakers will on occasion visit the seminar to discuss various aspects of public philosophy and to provide guidance on philosophy pedagogy and facilitation. This course is designed for majors and non-majors alike with an interest in public philosophical engagement and experiential learning. Permission of the instructor is required for enrollment. EE</td>
</tr>
<tr>
<td>PLCY 130</td>
<td>Getting It Done: Social Innovation</td>
<td>Ryan Nilsen</td>
<td>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 closed. EE</td>
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PLCY 698 (all sections) Public Policy Capstone
Staff
This course 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 work in small teams to produce actionable, client-centered, public policy research for a non-profit organization or government agency. Over the course of a semester, student teams meet with their client, develop a work plan, research relevant policy issues, collect relevant data, identify and analyze policy options, and produce a final professional-level report that includes specific recommendations for action. Students also develop skills in teamwork, leadership, communication, professional etiquette, and time management. This course is for senior public policy majors. EE

POLI 206 (001) Race and the Right to Vote in the US
Amanda Aziz
This course surveys scholarly literature on electoral institutions, racial politics, and access to the ballot in the United States. In 30 hours of community service with partner organizations, students produce a publicly available research project using oral histories, mapping, scholarly research, and podcasts. EE

PSYC 500 (001) Developmental Psychopathology
Eric Youngstrom
The course provides an overview of several behavioral and emotional disorders of childhood and adolescence. Not all disorders of childhood and adolescence will be covered in the course. We concentrate on those disorders that are the most commonly diagnosed. This course has an optional service component if you complete 30 hours of service and reflection within the 15 weeks of the semester and write a reflection paper on the experience. Attending HGAPS or NAMI or other community service working meetings (with instructor prior approval) can count towards the hours, as would the time engaging with community stakeholders and organizations during the in-class meetings. This course does not count as EE. Students who complete the optional service-learning portion should work with the instructor to receive credit for PSYC 294, which does count for EE.

-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

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**SOCI 273 (001, 002) Social and Economic Justice
Kathleen Fitzgerald**
This course covers the theory and practice of social and economic justice, including analyses of racial, gender, sexuality, class, national, disability/ability, and other forms of injustice, the history of influential movements for justice, and strategies of contemporary justice struggles, specifically those surrounding food, environment, incarceration, housing, immigration, and wages. One objective of this course is for students to see the injustices that they are reading about in class and to be able to work with organizations that are addressing the needs of the most marginalized members of our community. A second objective is to understand some basic ideas behind service learning, such as the difference between charity and justice, and why it is important to avoid entering their field placement with a “savior” mentality. Third, is for students to understand the structural origins of inequality and injustice. EE

**SOCI 393 (001) Independent Experiential Internship
Ruy Manrique**
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
Monique Tusset**
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 329 (001, 002, 003) 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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SPHS 521 Human Communication Across the Lifespan  
Lisa Domby  
Students will explore development of human communication processes across the lifespan, including linguistic and cultural bases of interaction. This course is designed for students who are interested in gaining knowledge of normal human communication development across the lifespan, in preparation for more advanced studies in disorders and impairments affecting human communication. This course will provide students direct service learning contact with a specific age range (birth-5, K-12, young and middle-aged adults, older adults) to further explore communication development. EE

Students and faculty engaging with APPLES Service-Learning courses are eligible to apply for the following ongoing funding opportunities:

APPLES Partnership Grants »  
- Students taking an APPLES course are eligible to apply for a partnership grant  
- Individual grants up to $100  
- Grants are intended to benefit the community partner and deepen the service-learning experience for a student

APPLES Transportation Grants »  
- Students taking an APPLES course are eligible to apply for transportation grants  
- Up to $50 to assist with transportation costs associated with course volunteer opportunities  
- Intended to assist students with additional costs such as gas, parking or bus fare if their volunteer site is further from campus

APPLES Service-Learning Course Enhancement Grants »  
- Up to $500 awarded to APPLES faculty every semester  
- For course development materials or support required for APPLES service-learning courses  
- Past course enhancement grants funded supplies for a community cooking class, a field trip to a nuclear reactor and computer software to assist with community-based research  
- For more information, contact Becca Bender or visit the CCPS Application Portal

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