

Spring 2006

Community-Based Learning

Courses



CENTER FOR SOCIAL CONCERNS



UNIVERSITY OF
NOTRE DAME

November 2005

Dear Student,

THIS BOOKLET is designed to help you find courses that address social issues with an experiential learning (EL), community-based learning (CBL), or community-based research (CBR) pedagogy. EL opportunities put you in direct contact with the phenomenon you are studying or with important contexts of that phenomenon. CBL courses involve community service or other ways for you to be involved in and learn from and with the local community. For example, if the course deals with homelessness, you might volunteer directly with individuals at the Center for the Homeless throughout the semester or participate in discussions with government officials about local policy pertaining to homelessness. If the class is designated CBR, you might do research on topics of interest to the Center for the Homeless or to individuals without homes themselves. In all cases, you are challenged to learn in new ways. Each course in this booklet has an “EL,” “CBL,” or “CBR” notation to assist you.

Who offers these kinds of opportunities? Faculty members in many departments believe in the importance of creative pedagogies and in helping you to think critically about the issues under discussion. We hope the booklet is helpful to you. We would like your advice for future booklet editions. Please stop by or e-mail to offer your suggestions.

Peace,

A handwritten signature in cursive script that reads "Mary Beckman".

Mary Beckman, Ph. D.
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Concurrent Associate Professor, Economics
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Assembled by: Julie Boser and Joanna Basile
Cover by: Tim Smith

If a course is cross-listed, the description is located at the course number with an asterisk (*) next to it.

SCHOOL OF ARCHITECTURE

Architecture

ARCH 31122

Design IV: Rome Studies Program

ARCH 41112

Design VI: South Bend Downtown Design Center Studio

ARCH 50411

Restoration & Historic Preservation

ARCH 51111

Design VII: South Bend Downtown Design Center Studio

COLLEGE OF ARTS & LETTERS

American Studies

AMST 45901

Community Service Internship

Anthropology

ANTH 40017/ESS 40250/PSY 43217*

Children and Poverty: Developmental Implications

ANTH 35250*/HESB 43509/PSY 43535/SOC 30054/STV 40154

Cultural Aspects of Clinical Medicine

Art, Art History and Design

DESN 41103

Graphic Design III

Computer Applications

CAPP 30515

Systems Analysis and Design

East Asian Languages and Literatures

EALL 40500

To Serve an Ancient Village in China: Historical Preservation,
Religious Life, and Teaching English

Education, Schooling and Society

ESS 36011

Tutoring in the Community

ESS 40250/ANTH 40017/PSY 43217*

Children and Poverty: Developmental Implications

Gender Studies

GSC 40223/SOC 43849*

Sociology of Masculinity

GSC 45001

Gender Studies Internship

Hesburgh Program

HESB 43509/ANTH 35250*/PSY 43535/SOC 30054/STV 40154

Cultural Aspects of Clinical Medicine

Institute for Latino Studies

ILS 30803/THEO 33969*/CSC 33969

Social Concerns Seminar: Hispanic Ministry

Institute for International Peace Studies

IIPS 33901/PSY 23855*/CSC 23855

Social Concerns Seminar: Take Ten: Acting to Prevent Childhood
Violence

IIPS 33501/THEO 33938*

Summer Service Learning Program: International

IIPS 33503/THEO 33970*/CSC 33970
Social Concerns Seminar: International Issues

IIPS 50801
Strategies and Tactics of Non-Violent Social Change

Philosophy

PHIL 43705*/PSY 45853/CSC 43705/STV 43134
Addiction, Science, and Values

Political Science

POLS 35901
Internships

POLS 37906/THEO 33951*/CSC 33951
Social Concerns Seminar: Washington, D.C.

Psychology

PSY 23090*/CSC 23090
Social Concerns Seminar: Children and Poverty

PSY 23094*/CSC 23094
Social Concerns Seminar: Understanding Mental Illness

PSY 23852/ THEO 33968*/CSC 33968
Social Concerns Seminar: L'Arche Communities

PSY 23854*/CSC 23854
Social Concerns Seminar: NYSP Preparation

PSY 23855*/IIPS 33901/ CSC 23855
Social Concerns Seminar: Take Ten: Acting to Prevent Childhood
Violence

PSY 25270
Practicum in Developmental Disabilities

PSY 43217*/ANTH 40017/ESS 40250
Children and Poverty: Developmental Implications

PSY 43535/HESB 43509/ANTH 35250*/SOC 30054/STV 40154
Cultural Aspects of Clinical Medicine

PSY 43271
Seminar in Autism

PSY 45386
Psychology Externship

PSY 45853/ PHIL 43705*/CSC 43705/STV 43134
Addiction, Science, and Values

Romance Languages & Literatures

ROSP
Spanish for the Medical Profession

ROSP (2)
Conversation & Writing

ROSP 20202
Intermediate Spanish II

Science, Technology and Values

STV 20435/THEO 20635*/CSC 20635
The Ethics of Energy Conservation

STV 40154/HESB 43509/ANTH 35250*/PSY 43535/SOC 30054
Cultural Aspects of Clinical Medicine

STV 43134/PSY 45853/ PHIL 43705*/CSC 43705
Addiction, Science, and Values

Sociology

SOC/CSC
Community Research Practicum

SOC 20552
Social Problems through Films

SOC 30054/HESB 43509/ANTH 35250*/PSY 43535/STV 40154
Cultural Aspects of Clinical Medicine

SOC 30875
Polish Americans

SOC 43849*/GSC 40223
Sociology of Masculinity

SOC 45097
Sociology Internships

Theology

THEO 20635*/CSC 20635/STV 20435
The Ethics of Energy Conservation

THEO 20827/20828
Christianity and World Religions

THEO 33931*/BA 30229/CSC 33931
Summer Service Learning Program: ACCION

THEO 33933*/CSC 33933
Summer Service Learning Program: Hispanic Leadership

THEO 33936*/CSC 33936
Summer Service Learning Program: Confronting Social Issues

THEO 33938*/IIPS 33501
Summer Service Learning Program: International

THEO 33939
Summer Service Learning Program: NYSP

THEO 33950*/CSC 33950
Social Concerns Seminar: Appalachia

THEO 33951*/POLS 37906/CSC 33951
Social Concerns Seminar: Washington, D.C.

THEO 33960*/CSC 33960
Social Concerns Seminar: Mexico

THEO 33967*/CSC 33967
Social Concerns Seminar: Migrant Experiences

THEO 33968*/PSY 23852/CSC 33968
Social Concerns Seminar: L'Arche Communities

THEO 33969*/ILS 30803/CSC 33969
Social Concerns Seminar: Hispanic Ministry

THEO 33970*/IIPS 33503/CSC 33970
Social Concerns Seminar: International Issues

THEO 40202
The Christian Tradition II

THEO 40810
Feminist and Multi-Cultural Theologies

THEO 63802*
From Power to Communion

MENDOZA COLLEGE OF BUSINESS

Business Administration

BA 30229/THEO 33931*/CSC 33931
Summer Service Learning Program: ACCION

BA 40300
Business Ethics Field Project

Accountancy

ACCT 40660
Tax Assistance Program

ACCT 40670
Tax Assistance Program: Administrative Elements

ACCT 60212
Accounting for Decision Making and Control Management

MGT 30630
Systems Analysis and Design of Information Systems

MGT 40690
MIS Capstone Projects

MGT 60750
Project Management

MGT 70540
Social Entrepreneurship in the Developing World (South Africa and Jamaica)

MGT 70540
Entrepreneurship in the Developing World (Mexico)

MGTE 30500
Introduction to Entrepreneurship

MGTE 40550/MGT 70550
Social Entrepreneurship

MBA Program

MBA 70210/MBGR 70210
Teaching Decision Making

COLLEGE OF ENGINEERING

Civil Engineering and Geological Sciences

CESP: CE 25600, CE 35600, and CE 45600
Civil Engineering Service Projects

Computer Science and Engineering

CSE 20600
Engineering Projects in Community Service

COLLEGE OF SCIENCE

Biological Sciences

BIOS 60585
Graduate Seminar: Genetics, Ethics, and Law

FIRST YEAR OF STUDIES

First Year Composition

FYC 13100 (1 Section)
First Year Composition

FYC 13200 (3 Sections)
Community-Based Learning

FYC 13200 (1 Section)
Bridging the Gap: Community, Social Justice, and the Call of Service

CENTER FOR SOCIAL CONCERNS

CSC/SOC
Community Research Practicum

CSC 20635/THEO 20635*/STV 20435
The Ethics of Energy Conservation

CSC 23854/PSY 23854*
Social Concerns Seminar: NYSP Preparation

CSC 23090/PSY 23090*
Social Concerns Seminar: Children and Poverty

CSC 23094/PSY 23094*
Social Concerns Seminar: Understanding Mental Illness

CSC 23855/PSY 23855*/IIPS 33901
Social Concerns Seminar: Take Ten: Acting to Prevent Childhood Violence

CSC 33931/THEO 33931*/BA 30229
Summer Service Learning Program: ACCION

CSC 33933/THEO 33933*
Summer Service Learning Program: Hispanic Leadership

CSC 33936/THEO 33936*

Summer Service Learning Program: Confronting Social Issues

CSC 33938/IIPS 33501/THEO 33938*

Summer Service Learning Program: International

CSC 33950/THEO 33950*

Social Concerns Seminar: Appalachia

CSC 33951/THEO 33951*/POLS 37906

Social Concerns Seminar: Washington, D.C.

CSC 33960/THEO 33960*

Social Concerns Seminar: Mexico

CSC 33967/THEO 33967*

Social Concerns Seminar: Migrant Experiences

CSC 33968/THEO 33968*/PSY 23852

Social Concerns Seminar: L'Arche Communities

CSC 33969/THEO 33969*/ILS 30803

Social Concerns Seminar: Hispanic Ministry

CSC 33970/IIPS 33503/THEO 33970*

Social Concerns Seminar: International Issues

CSC 43705/PHIL 43705*/PSY 45853/STV 43134

Addiction, Science, and Values

THEO 63802*

From Power to Communion

LAW SCHOOL

LAW 70303

Asylum Law

SCHOOL OF ARCHITECTURE

ARCH 31122

(CBL)

Design Studio**Rome Studies Program****Ricardo Arosemena, Ettore Mazzola, and Marie Andrée Soundy**

Part of the Rome Studies Program's Design Studio exercises involve projects in different cities in Italy where our students help propose long-term plans for diverse urban contexts. Typically, students and faculty are invited for a few days to a particular city where they study the local architecture and meet with professionals (local architects), politicians (mayors' offices), and citizens' groups. Students then return to Rome to undertake their design work, which is subsequently published in book form and exhibited in local venues, thus contributing to the public debate about the architectural and social future of cities. Over the past five years, projects outside of Rome have taken students to Alba Adriatica, Nereto, Arpino, Sasso Marconi, Bassano del Grappa, Como, Artena, Orvieto, and Barletta.

ARCH 41112

(CBL)

Design VI**South Bend Downtown Design Center Studio****John Stamper and Philip Bess**

The Downtown Design Center allows fourth and fifth-year architecture students to interact with architecture and development professionals along with community leaders to contribute to the evolution of the city. Students are assigned to work on actual planning and design projects done in conjunction with community groups and individual clients. The Center is housed in a storefront space in downtown South Bend where students can interact directly with urban sites and social groups that provide them with hands-on professional experience.

Prerequisites: please contact the School of Architecture

ARCH 50411

(CBL)

Restoration & Historic Preservation**Krupali Uplekar**

America is slowly developing the taste of saving old heritage, and increasing interest is being placed on the restoration and preservation of buildings. This is a relatively new field, and advance methods

are being generated everyday that could help in the betterment and preservation of old structures. This course is to help architectural students understand the need for preserving traditional architecture and, in some cases, studying the art of restoration of traditional buildings that have degenerated due to various reasons.

The course provides a detailed reference to the recording methods and techniques that are fundamental tools for examining any existing structure. It also includes information on recent technological advances such as laser scanning, new case studies, and material on the documentation of historic monuments.

ARCH 51111

(CBL)

Design VII

South Bend Downtown Design Center Studio

John Stamper and Philip Bess

The Downtown Design Center allows fourth and fifth-year architecture students to interact with architecture and development professionals along with community leaders to contribute to the evolution of the city. Students are assigned to work on actual planning and design projects done in conjunction with community groups and individual clients. The Center is housed in a storefront space in downtown South Bend where students can interact directly with urban sites and social groups that provide them with hands-on professional experience.

Prerequisites: please contact the School of Architecture

COLLEGE OF ARTS & LETTERS

American Studies

AMST 45901

(CBL)

Community Service Internship

Ben Giamo

By Application Only

Not Counted towards Major

All American Studies Internships provide opportunities for practical work experiences under the supervision of a professional. Students will spend nine to twelve unpaid, supervised hours per week on the job. The hours will be set by the student and the “employer.” Intern candidates should arrange their academic schedules as to allow

large chunks of time for internship work, such as entire days or entire mornings. Placements have been made at the Area Planning Commission, the Housing Allowance Corporation, the American Red Cross, Head Start, etc. Internships are open to American Studies majors only, are graded “S” or “U,” and are taken in addition to the requirements for the major.

Prerequisite: One AMST course in writing.

Anthropology

ANTH 35250*/HESB 43509/PSY 43535/SOC 30054/STV 40154 (CBL)

Cultural Aspects of Clinical Medicine

Robert Wolosin

Permission Required

This course focuses on the social-science approaches to sickness and healing. The medical encounter is examined from anthropological perspectives. The course emphasizes the difficulties traditional biomedicine has in addressing patients’ expectations for care. Students serve an internship as a patient ombudsman in a local hospital emergency room for four hours per week. Students must obtain authorization numbers through the Department of Anthropology (314 O’Shaughnessy).

Prerequisite: Open only to juniors and seniors. Must have access to transportation to a local hospital. Must be able to spend one four-hour evening session per week for hospital internship.

ANTH 40017/ESS 40250/PSY 43217* (CBL)

Children and Poverty: Developmental Implications

Art, Art History and Design

DESN 41103 (CBL)

Graphic Design III

Robert Sedlack, Jr.

Logo and Identity Design for Local Not-for-Profit Agencies

Every semester, Graphic Design III students are asked to design a new logo and initial identity pieces for not-for-profit organizations. The organization can be in the South Bend area or their hometown. Many students have had their work accepted and produced, including logo and additional design materials for the Potawatomi Zoo, Center for the Homeless Paint Services, El Buen Vecino, Notre Dame Pilot

Initiative, Campus Ministries, Global Health Alliance, A Different Way, Iron Sharpens Iron, Reins of Life, A.D.A.P.T., and Holy Cross Elementary School.

Art in April at St. John the Baptist

In a continuing effort to have the class give back to the community and help more people understand what design is, students in the class visit children at St. John the Baptist elementary school here in South Bend and guide the upper-level students through a graphic design project. The Notre Dame students are broken up into groups, and each group selects a project they would like to teach to the elementary school children. Students visit St. John two times, first to introduce themselves and the project and a second time to “art direct” the students as they create their pieces.

Bottle Prop Poster

In Spring 2004, Graphic Design III students created various posters for South Bend’s Center for the Homeless. The subject matter was centered on the dangers of bottle propping for mothers with infant children. The Center for the Homeless has reviewed all of the posters and will receive a select group for display.

Banned Books Week

In the Fall of 2003, the Graphic Design III class worked with area libraries (Notre Dame, St. Mary’s, St. Joe County and St. Joe High School) to create posters for the national Banned Books Week campaign. A variety of posters were selected and displayed at the various libraries. St. Mary’s’ Library displayed all twenty-two posters in their library’s exhibit space.

Billboard

The Spring 2003 Graphic Design III class designed various billboard options for Take Ten, a national organization that works to prevent youth violence. Senior Tara Beckley’s billboard was chosen and is currently on display in downtown South Bend.

Northern Indiana Center for History

Students in the Spring 2002 Graphic Design III class designed various poster options for the Northern Indiana Center for History’s “Women in Sports: Breaking Barriers” exhibition. Senior design major Emily Hallinan’s poster was chosen for production and Ms. Hallinan was hired by the museum for the following summer to create an entire marketing campaign under the professor’s pro-bono art direction.

Voter Participation

In Fall 2000, Graphic Design III students mounted an on-campus voter participation campaign. The campaign was funded in part by both the university's Young Republicans and Young Democrats organizations. The produced pieces included almost 300 silk-screened posters, hundreds of buttons, and a website that included voter information.

Reunion T-shirt (yearly)

Each Spring semester, the Graphic Design III class designs various t-shirts for the ND Alumni Association's Alumni Reunion event, which occurs in the early summer. One student's work is selected for the final shirt and is produced.

Snite T-shirt (yearly)

Each Spring semester, the Graphic Design III class designs various t-shirts for a selected gallery (e.g. Pre-Columbian, American, 20th Century, etc) in the Snite Museum of Art. One student's work is selected for the final shirt and is produced.

Computer Applications

CAPP 30515

(EL)

Systems Analysis and Design

Louis Berzai

Administered in two major segments, the course first exposes students to the full scope of analyzing and designing computer systems by covering problem definition, data collection, documentation of existing systems, and definition of new systems requirements, using the methodology of Systems Development Life Cycle (SDLC).

The second segment deals first with students working on genuine business projects. The second phase of this segment gets into object-oriented systems analysis, which is a new concept in systems analysis and design.

East Asian Languages and Literatures

EALL 40500

(CBL)

To Serve an Ancient Village in China: Historical Preservation, Religious Life, and Teaching English

Jonathan Noble

Summer 2006 – June 5-17

“To Serve an Ancient Village in China: Historical Preservation, Religious Life, and Teaching English” is a two-credit seminar that provides students with the opportunity to learn about history, cultures, people, and religion onsite in China, while also providing service to the community in an ancient Chinese village.

Students will spend 10-12 days in Zhejiang Province, China, residing with a host family in the ancient village of Tangzhai (population approx. 800) for seven days. While living with the indigenous families, students will teach English to the community and visit local religious, historical, and cultural sites. Local scholars and government officials will introduce the students to issues related to historical preservation. Prior to the June departure, students will be asked to complete a number of readings about the history, culture, and religion of the local area. They will also be required to attend a workshop on teaching English. The program in China will begin with a two-day retreat, including lectures by local scholars, and finish with a two-day retreat in Hangzhou, during which students will discuss and reflect upon their experiences. Please inquire for cross-listings.

Education, Schooling and Society

ESS 30611 (CBL)

Tutoring in the Community
Paige Smith

This class is offered for students who are taking part in any of the campus-wide tutoring programs, such as Teamwork for Tomorrow. The class is an overview of teaching methods for the tutoring setting and is a one-credit course.

ESS 40250/ANTH 40017/PSY 43217* (CBL)

Children and Poverty: Developmental Implications

Gender Studies

GSC 40223/SOC 43849* (CBL)

Sociology of Masculinity
Mark Gunty

GSC 45001 (CBL)

Gender Studies Internship (3 Credits)
Sophie White

Semester-long internships are available with a variety of organizations in the South Bend area. Assistance with transportation may be available. Please contact advisor for further information.

Hesburgh Program

HESB 43509/ANTH 35250*/43509/PSY 43535/SOC 30054/
STV 40154 (CBL)

Cultural Aspects of Clinical Medicine
Robert Wolosin
Permission Required

Institute for Latino Studies

ILS 30803/THEO 33969*/CSC 33969 (CBL)

Social Concerns Seminar: Hispanic Ministry
Sr. Sue Dunn

Institute for International Peace Studies

IIPS 33501/THEO 33938*/CSC 33938 (CBL)

Summer Service Learning Program: International

IIPS 33503/THEO 33970*/CSC 33970 (EL)

Social Concerns Seminar: International Issues
Rachel Tomas Morgan
Application Deadline: January 19, 2006

IIPS 33901/PSY 23855*/CSC 23855 (EL)

Social Concerns Seminar: Take Ten: Acting to Prevent Childhood Violence

IIPS 50801 (EL)

Strategies and Tactics of Non-Violent Social Change
David Cortright

This course will help students understand and participate more effectively in movements for nonviolent social change. Students will become familiar with both the theories of nonviolence and social action and the practice of effective social organizing. Topics to be addressed include the religious roots and philosophy of nonviolence, recent cases of nonviolent social struggle, principles of strategy, and the techniques and methods of nonviolent action, including media

communications, fundraising, lobbying, grass roots organizing, and coalition building. Relevant historical and contemporary examples will be reviewed to illustrate how movements for social change work in practice. Coursework will consist of readings, lectures, videos, and class discussion on the identified topics. In addition, students will be asked to participate in class activities and team-learning exercises. Two team-learning exercises are scheduled during the semester.

Philosophy

PHIL 43705*/PSY 45853/CSC 43705/STV 43134 (CBL)

Addiction, Science, and Values

A. E. Manier

This is a community-based learning course placing students in service with the Life Treatment Center, a local institution providing treatment, friendship, and/or advocacy for indigent addicts. We will focus especially on addicts recently released from prison or those placed at the LTC by local criminal courts. In addition, students will integrate their experiences as volunteers with the discussion and written analysis of multi-media materials introducing current biomedical and cognitive/behavioral models of addiction and its treatment.

Political Science

POLS 35901 (EL)

Internships

Carolina Arroyo

Permission Required

The goal of the internship program is to provide opportunities to integrate coursework with real work experience. Internships are available throughout the Notre Dame area with a variety of government offices, non-profit agencies, and NGO's. Students will work with professionals in their field of interest while exploring career options and improving their writing, analytical, organizational, and networking skills. Students will need a resume and a cover letter to apply for an internship. Interns are required to work at least six-eight hours per week. All internships are unpaid. Internship credits do not fulfill the Political Science major requirements.

POLS 37906/THEO 33951*/CSC 33951 (CBL)

Social Concerns Seminar: Washington, D. C.

Psychology

PSY 23090*/CSC 23090 (CBL)

Social Concerns Seminar: Children and Poverty

Jay Brandenberger

The goal of this seminar experience is to expose participants to issues related to children living in poverty, such as education, early intervention, resiliency, violence, and foster care. Students will begin their exploration during orientation sessions, which will examine the current state of children in poverty and present insights from educators and children's advocates. During a week in New York City, students will learn from individuals and community-based organizations. Visits with both children and program administrators will enable participants to experience, first-hand, the realities of growing up in poverty. Following the week-long immersion, facilitated discussions will identify developmental implications.

PSY 23094*/CSC 23094 (CBL)

Social Concerns Seminar: Understanding Mental Illness

Kathy Gibney and Lucas Torres

This course will expose students to the concepts of mental illness, available services, the National Alliance on Mental Illness (NAMI), and the impact of stigma. It will introduce and define the different major mental illnesses: schizophrenia, bi-polar disorder, major depression, anxiety disorders, and obsessive-compulsive disorder. The genetic, biological, psychological, and environmental influences involved in the onset of mental illness will be addressed. The link between chemical imbalances, symptoms, and medications will also be covered as well as information regarding addictions/substance abuse and teen suicide. An exposure to a variety of social programs related to the treatment and support of persons with mental illness will be studied through experiential opportunities facilitated by the Center for Social Concerns.

PSY 23852/ THEO 33968*/CSC 33968 (EL)

Social Concerns Seminar: L'Arche Communities

PSY 23854*/CSC 23854 (CBL)

Social Concerns Seminar: NYSP Preparation
Immersion: Summer 2006

PSY 23855*/IIPS 33901/CSC 23855 (EL)

Social Concerns Seminar: Take Ten: Acting to Prevent Childhood Violence
Jay Caponigro

The goals of TAKE TEN are to reduce and prevent violence by teaching positive alternatives to solving problems and expressing feelings. Students work with children in the South Bend Public Schools and teach nonviolent communication and listening skills, conflict resolution skills, and respect for diversity. TAKE TEN promotes a new social norm - nonviolence - to a group desensitized to violence by the media.

PSY 25270 (CBL)

Practicum in Developmental Disabilities
Thomas Whitman
Permission Required

This practicum/seminar is the logical outgrowth of a long informal relationship that student volunteers have had with families in the Michiana community who have autistic and other special-needs children. The practicum aspect of the course will involve students going into a family home and working in a structured program with an autistic child - on average about two times a week for a total of approximately four to five hours. In addition, students will meet in class once a week for the discussion of a range of topics relating to autism including issues regarding its definition, assessment, etiology, and treatment, as well as topics regarding the impact of autism on the family, community resources, and social policy. A number of classes will feature discussions led by parents of autistic children. This class is particularly recommended for students interested in child clinical psychology, education, developmental psychology, medicine (Pediatrics, Developmental Pediatrics, and General Practice), social work, physical therapy and occupational therapy. The course is open to non-majors. Permission of instructor is required. Students must have access to a car in order to attend their practicum.

Requirements: Regular attendance (practicum setting and class), completion of practicum diary, active class participation, and a short paper on a topic related to autism.

PSY 43217*/ANTH 40017/ESS 40250

(CBL)

Children and Poverty: Developmental Implications

Jay Brandenberger

Majors Only

Every fifth child in America faces hunger or poverty. This course examines the impact of rising levels of child poverty and related concerns from the perspective of developmental and social psychology. Topics will include changing family demographics, the effects of homelessness, educational inequalities, the experience of children among specific ethnic/cultural groups, children and violence, child development and social policy, and the like. Central to the course will be an emphasis on children's developing cognitive perceptions of self in relation to society and an examination of potential solutions/model programs. Independent student research and experiential-learning opportunities (with agencies serving children) will contribute to the learning experience and course.

Requirements include: 1) brief writing assignments followed by a major research paper, 2) approximately two examinations, and 3) active and consistent class participation.

PSY 43535/ANTH 35250*/HESB 43509/ SOC 30054/
STV 40154

(CBL)

Cultural Aspects of Clinical Medicine

Robert Wolosin

Permission Required

PSY 43271

(CBL)

Seminar in Autism

Thomas Whitman

This practicum/seminar is the logical outgrowth of a long informal relationship that student volunteers have had with families in the Michiana community who have autistic and other special-needs children. The practicum aspect of the course will involve students going into a family home and working in a structured program with an autistic child - on average about two times a week for a total of approximately four to five hours. In addition, students will meet in class once a week for the discussion of a range of topics relating to autism including issues regarding its definition, assessment, etiology, and treatment, as well as topics regarding the impact of autism on the family, community resources, and social policy. A number of classes will feature discussions led by parents of autistic children. This class

is particularly recommended for students interested in child clinical psychology, education, developmental psychology, medicine (Pediatrics, Developmental Pediatrics, and General Practice), social work, physical therapy and occupational therapy. The course is open to non-majors. Permission of instructor is required. Students must have access to a car in order to attend their practicum.

Requirements: Regular attendance (practicum setting and class), completion of practicum diary, active class participation, and a short paper on a topic related to autism.

PSY 45386

(CBL)

Psychology Externship

Kathy Gibney

This course provides an opportunity for students to gain supervised work experience in a health, school, or social service agency. The student will be expected to find a placement from among those specified by the psychology department, and they will be required to spend eight hours a week there for the semester. (Examples of past sites from the last two semesters include: Chapin Street Clinic, AIDS Ministries, St Margaret's House, Portage Manor, Madison Center, Substance Abuse Court Center, Home Resource Management, and Child Abuse Services Investigations and Education (CASIE)). A learning agreement will be required. The classroom portion of the course is a weekly 2 1/2 hour seminar where issues related to the externship experience and relevant research materials, ethical situations, community application of psychology skills, and overall processing discussions will be addressed.

Prerequisites: Psychology major, instructor permission, suitable externship placement, and a tentative learning agreement. Enrollment is limited. If interested, please contact Dr. Gibney at gibney.8@nd.edu or (574) 631-3363.

PSY 45853/PHIL 43705*/CSC 43705/STV 43134

(CBL)

Addiction, Science, and Values

A.E. Manier

Romance Languages & Literatures

ROSP

(CBL)

Spanish for the Medical Profession

Isabel Jakab

This course is designed for those who have already mastered the rudiments of Spanish grammar and who wish not only to improve their facility with spoken Spanish but also to familiarize themselves with the terminology of the medical field. It would be especially useful for pre-med students who want to become doctors and for those wishing to pursue careers as nurses, medical technicians, hospital administrators, or counselors in a medical setting. Emphasis is placed on vocabulary, compositions, conversations, dialogues, and oral presentations. This course counts as a cognate towards the Spanish major.

Students will meet with a native speaker for at least one hour a week to practice spoken Spanish. There will be experiential service-learning opportunities with the Hispanic community, such as serving as interpreters at the Indiana Health Center, Saint Joseph Medical Clinic at Chapin Street, and Memorial Hospital.

ROSP (2)

(CBL)

Conversation & Writing

Isabel Jakab

This course is designed for anyone who has already mastered the rudiments of Spanish grammar and who wishes to improve his/her facility with spoken and written Spanish. Emphasis is placed on listening and speaking skills through organized discussions and the covering of a number of topics related to the Hispanic culture. The course will also improve students' writing abilities by daily practice writing essays, developing Spanish reading materials to be used by Spanish-speaking families, and oral compositions that will be put in cassette format to share with classmates.

Student community service options will include the following: volunteering on campus with the Hispanic workers who want to learn English, working with a student organization (CASH), teaching ESL at La Casa de Amistad and Robinson Community Learning Center, helping Hispanic students with homework, tutoring in elementary schools, teaching Spanish to children at the Early Childhood Development Center and in some Catholic schools in South Bend, and serving as interpreters at the Indiana Health Center, St. Joseph Clinic at Chapin Street, or Memorial Hospital.

For the final essay, students will interview members of the Hispanic population to identify the most common needs of this community, especially those needs with which students from Notre Dame could help.

ROSP 20202 (ALL SECTIONS)

(CBL)

Intermediate Spanish II

Intermediate Spanish II is a second-semester Intermediate level course which has communication through oral and written expression in the target language as its main goal. Students practice, expand, and improve upon the Spanish they have taken in previous courses while they learn more about Hispanic culture, history, and literature. In order to attain these objectives, students are asked to participate in a number of community-based activities that will give them more of an opportunity to speak Spanish outside of class while, at the same time, providing them with the opportunity to do service work wherever possible and to have direct contact with the many Hispanics in the area.

Science, Technology and Values

STV 20435/CSC 20635/THEO 20635*

(CBL)

The Ethics of Energy Conservation

Margaret Pfeil and Wilasa Vichit-Vadakan

STV 40154/HESB 43509/ANTH 35250*/43509/PSY 43535/
SOC 30054

(CBL)

Cultural Aspects of Clinical Medicine

Robert Wolosin

Permission Required

STV 43134/CSC 43705/PHIL 43705*/PSY 45853

(CBL)

Addiction, Science, and Values

A.E. Manier

Sociology

SOC/CSC

(CBL)

Community Research Practicum

Mark Gunty

This variable-credit course enhances the students' research skills by an application to an action-research project for a not-for-profit, social services organization in the community. Students work with a Notre Dame faculty member and an on-site supervisor to conduct needs assessment or evaluation research, typically in the form of interviews/surveys, focus groups, or content analysis. The practicum begins

with an orientation session and individual goal setting followed by an extensive period of working with the service organization to meet their research needs. Students may be involved in designing new research, data collection for an ongoing project, or analysis and reporting, depending on the student's interest and the organization's needs. The overall objective is the development of the student's knowledge and skills by putting them at the service of the community. Please contact Prof. Mark Guntz for more information.

SOC 20552

(CBL)

Social Problems through Films

David Ortiz

Students in this course will synthesize sociological theories and concepts to understand how a number of social challenges affect both society and the individual. Through readings, lectures, and films, this class will guide students to move beyond individual explanations of social problems into a deeper comprehension of how the social structures of society contribute to maintain such conditions. Students will work in collaboration with a number of local organizations that address various issues studied in the course, such as addiction, discrimination, immigrant population issues, and crime.

SOC 30054/HESB 43509/ANTH 35250*/43509/PSY 43535/

STV 40154

(CBL)

Cultural Aspects of Clinical Medicine

Robert Wolosin

Permission Required

SOC 30875

(EL)

Polish Americans

Leonard Chrobot

Students in this course will study the cultural and racial pluralism of American society through the lens of the Polish-American experience; they will review social and historical background, the immigration experience, and adaptation to the American experience in terms of family, religion, education, work, and government. Students will tour South Bend's WestSide Polish parishes and will have opportunities to tutor in the Hedwig Educational Outreach Program for minorities. For their final paper, they are encouraged to do projects in which they interview people on the WestSide.

SOC 43849*/GSC 40223

(CBR)

Sociology of Masculinity**Mark Gunty**

This class is a seminar exploring topics related to the contemporary construction of variations on masculine gender identity. The final project includes a requirement of conducting original-interview or survey research, which usually involves men on campus or in the surrounding community.

SOC 45097

(CBL)

Sociology Internships**Ann R. Power****Permission Required**

This is an experiential course designed to give students some practical experience in the area of urban affairs, social welfare, education, healthcare services, or business, in order to test their interest, complement their academic work, or acquire work experience in preparation for future careers. Students are placed with a community agency in the South Bend area and normally work six hours a week as interns under the supervision of an experienced practitioner. Hours are flexible, usually set to accommodate the intern's availability and the needs of the host agency.

Below is a list of agencies that have accepted interns. Students may also find other possible placements on their own (subject to approval by the instructor).

Center for the Homeless

Firefly Festival for the Performing Arts

FIRE Home

Home Management Resources

La Casa de Amistad

Neighborhood Development Association

Safe Station (Youth Runaway Shelter)

Sex Offense Services, Madison Center

South Bend Department of Community and Economic Development

South Bend Heritage Foundation

South Bend (Public) Housing Authority

Alliance for Catholic Education's IEI Office

Early Childhood Development Center

Good Shepherd Montessori School

Northern Indiana Center for History
Robinson Community Learning Center
Upward Bound
Washington High School, South Bend
AIDS Ministries
Hospice of St. Joseph County
St. Joseph Medical Center's Chapin Street Clinic
Indiana Legal Services
Individual Judges
Juvenile Justice Center (2 Semesters)
St. Joseph County Police Department
South Bend Police Department

There are no prerequisites; however, preference is given to Sociology majors, ESS minors, and students who have had coursework in a related area. This is a graded course. In addition to fieldwork, there is academic work, which includes reading scholarly works related to the field placement and a final paper. Contact Prof. Ann Power at (574) 631-0803 for more information and/or an application.

Theology

THEO 20635*/STV 20435/CSC 20635 (CBL)

The Ethics of Energy Conservation
Margaret Pfeil and Wilasa Vichit-Vadakan
Permission Required

This is a joint theology and engineering course exploring the ethics of energy conservation by using the method of community-based learning. Students will begin by using the university campus as a “trial laboratory” for measuring energy efficiency and thinking creatively about possible energy conservation measures. Students will then conduct a limited energy efficiency and conservation study for selected non-profit organizations in the South Bend community. This course will fulfill a number of civic learning goals, including: the cultivation of theological and scientific competence in environmental ethics; the identification of leadership skills necessary to address the concrete concerns facing non-profit organizations as they strive to meet pressing human needs in an environmentally sound manner; and formation of consciences sensitive to the social responsibility of caring for the environment. Maximum enrollment: 20 students.

THEO 20827/20828

(EL)

Christianity and World Religions**Bradley Malkovsky**

The purpose of this course is to introduce the student to the basic teachings and spiritualities of Hinduism, Buddhism, and Islam. The class will approach these religions both historically and theologically, seeking to determine where they converge and differ from Christianity on such perennial issues as death, meaning, the nature of ultimate Mystery, the overcoming of suffering, etc. Students will also examine some traditional and contemporary Catholic and Protestant approaches to religious pluralism. The search to know how the truth and experience of other faiths is related to the Christian faith will be guided by the insights of important Catholic contemplatives who have entered deeply into the spirituality of other traditions. By course end students ought to have a greater understanding of what is essential to Christian faith and practice as well as a great appreciation of the spiritual paths of others. The experiential learning opportunities involved are comparisons of the doctrines and spiritualities of Hinduism, Buddhism, and Islam with those of Christianity. In class, students regularly practice a type of meditation that is foundational to both Hindu and Buddhist schools.

THEO 33931*/CSC 33931/BA 30229

(CBL)

Summer Service Learning Program: ACCION**Andrea Smith Shappell/Carl Ackermann****Immersion: for 2005 summer participants who are returning from study abroad programs**

A pioneer in micro-lending, ACCION is a non-profit organization with a 38-year history of reducing poverty and creating employment in the Americas. ACCION is dedicated to providing financial services to the smallest of small business people, and, in turn, families, by providing loans. During the summer, ten-week internships will offer students exposure and experience in areas such as: community outreach and marketing, fundraising and public relations, management and information systems, loan processing and monitoring, micro-lending, and economic development. Students receive two credits in Theology and one credit in Business.

THEO 33933*/CSC 33933

(CBL)

Summer Service Learning Program: Hispanic Leadership

Rosie McDowell

Application Deadline: January 19, 2006**Immersion: Summer 2006**

This is a leadership internship for Hispanic studies working 10-12 weeks in a Hispanic/Latino area with organizations dedicated to empowering local communities. Students will complete the requirements for THEO 33933 and work with the Center for Social Concerns to build partnerships with the agencies and people involved. Application and interview necessary for participation.

THEO 33936*/CSC 33936

(CBL)

Summer Service Learning Program: Confronting Social Issues

Andrea Smith Shappell

Immersion: for 2005 summer participants who are returning from study abroad programs

This three-credit service-learning course takes place before, during, and after student participation in an eight-week Summer Service Project sponsored by the Center for Social Concerns. The goals of the course are to reflect on the meaning and dynamics of Christian service, compassion, and Catholic social teaching through readings and writing, along with discussion and reflection with site supervisors and alumni/ae, and scheduled group discussions upon return to campus. Writing assignments include a journal, a reflection paper of six-eight pages, and responses to study questions related to the reading packet. The course is completed during the first five weeks of fall semester and is graded Satisfactory or Unsatisfactory.

THEO 33938*/IIPS 33501/CSC 33938

(CBL)

Summer Service Learning Program: International

Rachel Tomas Morgan

Application Deadline: November 1, 2005**Immersion: Summer 2006 (Eight weeks)**

This course and internship provides students with international service-learning opportunities in social concerns inspired by Gospel values and Catholic social teachings. The course seeks to challenge students who have domestic service-learning experiences to encounter international realities, to provide them the opportunity to work with persons and grass roots groups working to address the needs of the

poor, and to learn from those who raise questions and share insights about the social, political, economic, religious, and cultural forces operating in the international setting. Academic requirements include taking THEO 33970 (International Issues - 1.0 credit orientation seminar) which meets 6:30-7:45 pm Thursdays during Spring semester 2006, a cross-cultural weekend training, skills workshops, reading and writing requirements during the summer months, a re-entry weekend retreat, four re-entry sessions meeting on Thursdays 6:30-7:45 pm in the Fall semester 2006, evaluation/development of the ISSLP site and program, and assisting in the future recruitment of next year's interns.

THEO 33939/CSC 33939 (CBL)

Summer Service Learning Program: NYSP

Rebecca Pettit

Immersion: Summer 2006

Notre Dame, in past summers, has been the recipient of a NCAA grant that generously provides for a five-week enrichment and athletic program for economically disadvantaged kids, ages ten to sixteen. For the duration of this formation program, computer instruction, math and science assistance, drug and alcohol education, and other classes beneficial to at-risk youth will be held. Each Youth Coordinator will be responsible for leading a group of participants through these activities. Assignments are identical to those listed in the THEO 33936 (Summer Service Learning Program) description.

THEO 33950*/CSC 33950 (CBL)

Social Concerns Seminar: Appalachia

Angela Miller McGraw

The course is centered on a service-learning immersion during semester break in the region of Appalachia and provides preparation for and follow-up to that experience. Students may focus on particular themes (e. g., rural health care, environmental issues) at various sites while learning about the region and rural issues.

THEO 33951*/POLS 37906/CSC 33951 (CBL)

Social Concerns Seminar: Washington, D.C.

Angela Miller McGraw

This course centers on a trip to Washington, D.C. over spring break during which time students analyze a significant social issue through contact with various agencies, government offices, and church

organizations. Students participate in preparation and follow-up sessions. Themes (e.g., Educational Reform, Violence in America) vary each year.

THEO 33960*/CSC 33960 (EL)

Social Concerns Seminar: Mexico

Rachel Tomas Morgan

Application Deadline: January 19, 2006

Immersion: May 2006

The Mexico Seminar continues a Notre Dame experiential learning tradition in Mexico dating back to the mid-1960s. During the last two weeks of May, students travel to Oaxaca, Mexico, to examine the history of the indigenous people and the current cultural and socio-economic issues facing the country and its people. This is done through immersion and discussions with faith-based, governmental, and non-governmental organizations.

THEO 33967*/CSC 33967 (CBL)

Social Concerns Seminar: Migrant Experiences

Angela Miller McGraw

This seminar is a unique immersion into the lives of migrant farm workers in Florida during the spring harvest. Students pick tomatoes in the fields (donating their wages), live with migrant families, assist church and social agencies that serve migrants, and meet with community leaders, never again to take food for granted.

THEO 33968*/PSY 23852/CSC 33968 (EL)

Social Concerns Seminar: L'Arche Communities

Angela Miller McGraw and Marissa Runkle

This Seminar centers around travel to a L'Arche community (e.g., Toronto, Canada) to share community life with developmentally challenged persons. Students draw from the philosophy of Jean Vanier, the works of theologian Henri Nouwen, and other spiritual writings to augment this participatory-learning experience.

THEO 33969*/ILS 30803/CSC 33969 (CBL)

Social Concerns Seminar: Hispanic Ministry

Sr. Sue Dunn

Immersion: Spring 2006

This seminar gives participants the opportunity to experience the Church's option for the poor through an immersion into the spirituality, culture, and economy of the rural, southern California valley community of Coachella. Students work with the members of the Congregation of Holy Cross who are in ministry there.

THEO 33970*/IIPS 33503/CSC 33970 (EL)

Social Concerns Seminar: International Issues

Rachel Tomas Morgan

Meets Thursdays 6:30-7:45 pm

This seminar serves as the required orientation course for all THEO 33938: International Service-Learning Program participants. It will provide students with an introduction to international issues in developing countries through the lens of Catholic social tradition, guidance in independent country/area study, preparation and tools for cross-cultural service, opportunities for theological reflection, logistical information necessary for international programs and travel, and general support within the context of a community of colleagues. Other students doing summer internships in developing countries may take the seminar with permission from the instructor.

THEO 40202 (EL)

The Christian Tradition II

The course will examine the development of the Christian tradition from the time of the Reformation to the present, with special attention to the confessional division of the western Christian tradition during the Reformation and the responses that post-Reformation Christian traditions make to the secularization of Western culture. The objective of this course is to develop an ecumenical understanding of contemporary Christian traditions. Class time each week will consist of two lectures and one student-led discussion. Evaluations will be based on discussion, four short papers, and a final exam. This course is only taught during the spring semester.

THEO 40810 (EL)

Feminist and Multicultural Theologies

Mary Catherine Hilkert

This course is an exploration of how the voices of women have helped to reshape theological discourse and to bring to light new

dimensions of the Christian tradition. Using the writings of feminist, womanist, Latina, mujerista, Asian, and Third-World theologians, the course will focus on the significance of gender and social location in understanding the nature and sources of theology, theological anthropology, Christology/soteriology, the mystery of God, and women's spirituality.

THEO 63802*

(EL/CBR)

From Power to Communion
Robert Pelton, C.S.C.
Permission Required

The premise of this course is that the churches of America are learning from each other, and that all Christians are called to ministry in one form or another. This is leading to a greater appreciation of the role of the laity. The historical context for the course is the Second Vatican Council 1962-65. This is experienced particularly through what is called the theology of communion. This theology will be studied through the lenses of a series of inter-American meetings: Medellin 1968; Puebla 1979; and Santo Domingo 1992. A special focus will be placed upon the Special Synod for America (Rome 1997), and the growing role of Small Christian Communities. In consultation with the course instructor, students will choose a specific theme to develop a research project, and they will work on this project using the resources at Notre Dame. During the spring break, students will have "hands-on" experiential learning in Cuba. This will be achieved through an examination of on-site projects under the supervision of the Catholic Relief Services. In the final weeks of the course, students will reflect further on their experiences and complete the research projects in the class-sponsored Notre Dame Synod. Interested students should participate in a publicly announced information session.

MENDOZA COLLEGE OF BUSINESS
Business Administration

 BA 30229/THEO 33931*/CSC 33931

(CBL)

Summer Service Learning Program: ACCION
Andrea Smith Shappell/Carl Ackermann

BA 40300 (3 SECTIONS)

(CBL)

Business Ethics Field Project
Jessica McManus Warnell

The senior field project in ethics is designed to give the student practical experience in a social-service setting. The objectives of the course are to (1) introduce the student to service experiences outside of the university setting; (2) provide a mechanism for enhancing the spiritual and intellectual awareness of students; (3) provide a mechanism for coordinating existing student social-service projects with the student's academic work; and (4) interact with people whose values have led them into full-time work in the not-for-profit sector. Students complete fifteen hours of community volunteering during this 1.5-credit hour course at one of over eighty available community-based organizations. The course meets once a week for five weeks.

Accountancy

ACCT 40660

(CBL)

Tax Assistance Program
Ken Milani

Preparing income tax returns for low-income individuals is the primary purpose of the Tax Assistance Program. The course begins with four weeks of classes that focus on tax issues that are important when helping low-income individuals (e.g., determining filing status, calculating the child credit, and computing the earned income credit). Following the class sessions, students are assigned to specific locations in South Bend or Mishawaka where the returns are prepared. Certified public accountants are available at several locations to help with complex matters. The Tax Assistance Program has been operating since 1972. The course is a two-credit hour offering graded using a Satisfactory/Unsatisfactory scale.

Prerequisite: introductory Federal Income Tax course

ACCT 40670

(CBL)

Tax Assistance Program – Administrative Elements
Ken Milani

This course is designed for students participating in the Tax Assistance Program for the second time. Administrative elements of the Tax Assistance Program (e.g, coordinating, organizing, and scheduling) will be emphasized in this offering in addition to the

tax compliance activities. Students enrolling in this course will handle administrative responsibilities in the Tax Assistance Program (e.g., Chairperson, Logistics Director, and Public Relations Director) as well as be involved in the preparation of income tax returns for individuals. The course is a two-credit hour offering graded using a Satisfactory/Unsatisfactory scale.

ACCT 60212

(CBL)

Accounting for Decision Making and Control
Sandra Vera-Munoz

This course incorporates projects with local community-based organizations and the application of skills to social-service organizations.

Management

MGT 30630

(CBL)

Systems Analysis and Design of Information Systems
Daewon Sun

This course is an in-depth study of the analysis and design of information processing systems. One of the projects is Analysis and Design of Information Systems in Community Service Organizations, where the students will determine the problems and opportunities of the current system used in the social organizations, provide a business model of the system, recommend a revised model, and create a prototype of the revised model, usually a database management system on Microsoft Access. All work completed will be documented and submitted to the social organization for future reference and implementation.

Participants in the past included the following:

DISMAS House of Michiana
 Center for the Homeless
 Women's Care Center
 La Casa de Amistad
 YWCA
 Habitat for Humanity

MGT 40690

(CBL)

MIS Capstone Projects**Robert Easley**

Building upon and integrating the technical and managerial skills developed in the MIS major and related internship experiences, this course will expose students to the best practices in project management while directly involving them in the actual implementation of suitably scaled IT projects. Several projects will be completed with not-for-profit service organizations.

MGT 60750

(CBL)

Project Management**Lee Krajewski**

This course provides students interested in management or consulting careers with the tools, insights, and experiences that form the foundation for sound strategic project management in practice. The term project for a team of MBA students is to assess the nature and purpose of a specific project at a sponsoring company as well as the company's project management abilities in general. Teams will apply the project to local corporate as well as not-for-profit community-based organizations.

MGT 70540

(CBL)

Social Entrepreneurship in the Developing World, South Africa and Jamaica**Jim Davis and Melissa Paulsen****MBA Summer Internship**

This course is a joint effort between the Gigot Center for Entrepreneurial Studies and the Center for Social Concerns. The course will address entrepreneurship in emerging markets, social issues prevalent in our global society in light of Catholic Social Tradition, as well as provide tools for cross-cultural living and service, including general support within the context of a community of colleagues. This course will serve as a preparatory course for the following programs:

South Africa Summer Internship Program: This course examines how businesses are launched in different global contexts. Issues to be discussed include global and national support agencies, market feasibility, and cultural issues. Students become involved in a practicum in which they provide consultative service to a startup in a third-world country. Please note that this course is the preparatory

course for the South Africa Intern Program.

Jamaica Summer Internship Program: Launched in 2001, this program pairs MBA students and recent graduates with not-for-profit organizations in the local Kingston area to help create effective partnerships for collaborative growth and change. During the summer months, the interns work on various projects that foster entrepreneurship and create effective business strategies to improve the overall performance of not-for-profit partners. Program affiliates include Mustard Seed Communities, University of West Indies, and St. Patrick Foundation. For more information, visit <http://www.nd.edu/~entrep>.

MGT 70540

(CBL)

Entrepreneurship in the Developing World, Mexico Summer TIES Program

Contact the Gigot Center for Entrepreneurial Studies for more information

This is a field internship program in which the University of Guadalajara hosts three Notre Dame MBA interns for the summer and pairs them with three MBA student interns from the University of Guadalajara. Student teams from UG and ND will work with representatives from a variety of organizations -- such as the NGOs Fundacion Mexicana para el Desarrollo Rural and Fundacion Produce, the Association of Corn Agricultural Producers of the State of Jalisco, the Secretariat for Rural Development of the State of Jalisco, the Guadalajara Chamber of Commerce, the Society of Rural Producers, the Union of Ejidos, and the Association of Industrialist of the State of Jalisco -- to facilitate the creation and/or improvement of small business units in the rural or urban centers of the economic region around Guadalajara. For more information, visit <http://www.nd.edu/~entrep/MexicoTIESInternProgram.html>.

MGTE 30500

(CBL)

Introduction to Entrepreneurship

John Fitzmartin

Open to all business undergraduate juniors and seniors

This course introduces students to the basic concepts and skills required to understand the nature of entrepreneurship, recognize opportunity, and assemble the resources to start a new business. Students will develop a market feasibility study for a new business concept. The class includes entrepreneur guest speakers, cases,

and activities that will help students experience what it is like to be an entrepreneur. Several projects are applied to local non-profit organizations. One assignment is to take a \$20 loan and develop a “for-profit” or “not-for-profit” business during the semester with a team of classmates. The goal for each “company” is to achieve a minimum of a 700% return on investment without going into debt. In the past, students have turned this project around in extraordinary ways to benefit their favorite charities.

MGTE 40550/MGT 70550

(CBL)

Social Entrepreneurship

Jay Caponigro

Cross-listed in the MBA & undergraduate business programs

Social entrepreneurship draws upon the best thinking in both the business and non-profit worlds to create effective, sustainable responses to social problems. This course will introduce students to the concepts, practices, and challenges of social entrepreneurship in the U.S. and around the world. Students will explore case studies, survey results, and essays surrounding strategies and lessons learned by non-profit and for-profit organizations that have launched successful social ventures. In addition, students will examine how to create a more socially entrepreneurial culture within organizations by allocating time, talent, and dollars to activities that have the greatest social/financial impact. Students will be applying their business skills as part of mentor teams for our microentrepreneurs in Georgia (via scheduled conference calls). Under the direction of our community partner practitioner groups and local ND alumni business mentors, students will work directly with the microentrepreneur by providing feedback on their business plans and implementation strategies. Also, each student will play a role on a board determining real-life issues facing local nonprofits, Logan Center and the Center for the Homeless included. Guest speakers from these organizations are lined up to present the issues and help shape the responses. The topics that will be discussed include resource needs and strategies, strategic vision, competitive and cooperative strategies, social ventures and growth, and social performance measurement. Integrating all of these lessons, students will write and deliver their own business plan on an innovative idea, venture, service-expansion, and/or funding initiative that achieves a social objective. These business plans will have the potential for entry into either Mendoza’s Annual Social Venture Competition or the Invention Convention depending on the nature of their enterprises.

MBA Program

MBA 70210/MBGR 70210

(CBL)

Teaching Decision Making Joel Urbany

All decisions – even unethical ones – are “values-based.” For example, a manager who chooses to fix prices with competitors is essentially trading off two deeply personal values: personal/company achievement vs. responsibility, although he may not see it as such. Further, he may not think through the short-term consequences or longer-term outcomes of his decision in a balanced way. What we need is a framework or tool to help us understand what values are being traded off in the moment, in order to provide insight for everyday decision-making. In the course, students learn such a framework but do so in a unique way that provides an important contribution to local schools and primary-school children.

In this course, students are trained to teach a curriculum on decision making to 1st through 3rd graders. They then deliver their lessons over several weeks to classes in a local public elementary school. In learning the rudiments of good teaching and in teaching the decision-making model, students have a significant impact on the young children with whom they work. At the same time, they build important leadership skills, develop a deep understanding of their own decision making, and explore their personal values. Students leave the course with a toolkit for dealing with real-world decisions applicable to both simple and complex choices and focused on the key reality that every decision is ultimately a trade-off of values. For more information regarding this course, including the syllabus, go to the school, Inc. web site and select the “Teaching” link, <http://www.nd.edu/~urbany/si.htm>.

COLLEGE OF ENGINEERING

Civil Engineering and Geological Sciences

CESP

(CBL)

Civil Engineering Service Projects: CE 25600, CE 35600, and CE 45600

Lloyd Ketchum

Permission Required

Civil Engineering Service Projects (CESP) is a course that partners

railroad crossings, environmental education modules or displays, and promoting the green construction and redevelopment of Brown Fields.

Computer Science and Engineering

EG 10111/10112

(EL)

Introduction to Engineering

Leo McWilliams

A year-long course sequence, EG10111/10112 introduces students to the design and analysis of engineering systems. It is divided into four half-semester modules, each featuring a hands-on project and each focusing on specific learning objectives. Students are exposed to engineering systems from a variety of disciplines to help them in their choice of majors. As important, the projects show students how the different disciplines interact to address the needs of 21st century problems. Past projects have included building scanner decoders, neutralizing waste systems, creating computer games, and launching projectiles.

Each of the half-semester modules begins by discussing the requirements for the project and showing students how the system to be designed can be decomposed into simpler components. Each module also identifies appropriate techniques for modeling system behavior and details how to use those models to make design decisions. In the final stage of each module, students build, test, and demonstrate their designs, documenting their results and making recommendations for future changes.

EG/CSE 20600

(EL)

Engineering Projects in Community Service

Contact the following faculty advisors for more information

Greg Madey

Habitat for Humanity – database design and implementation for the local chapter of Habitat for Humanity. The database projects will develop tools for the Habitat organization to track materials, donors, and other information related to its mission.

Greg Madey

Toys Group – This project involves the configuring of toys and other electrical-powered items for use by the therapists at the Logan Center. With the modified items, the therapists will be able to work more effectively with the mentally and physically challenged youth.

Greg Madey

St. Margaret's House, Women's and Children's Center - Architectural design project for open unused space at the center. Additional software support projects anticipated.

Greg Madey

Logan Industries - Design projects for Logan Industries' packaging and assembly facility. Additional software support projects anticipated.

Greg Madey

Autism Center of Michiana - Development of an interactive website that serves as a critical component of the Center, which was created through a cooperative effort between a variety of community institutions (local school systems, hospitals, and the Logan Center) and the University of Notre Dame. The website serves as an informational tool, both locally and nationally, and a search vehicle to identify the population of individuals with autism in this region (estimated to number 2000).

Curt Freeland

The River Project – database development for the communities of South Bend, Mishawaka, and Elkhart. This database may one day be used by every community in the state, to track the quality of water in rivers, lakes, streams, and creeks. The three local communities are part of a pilot project to develop this database and the types of information stored. See <http://epics.cse.nd.edu/> for more information.

COLLEGE OF SCIENCE

Biological Sciences

BIOS 60585

(EL)

Graduate Seminar: Genetics, Ethics and Law
Harvey Bender

This seminar will focus on the investigation and exploration of the potential impact of genetic research upon contemporary social life. Students will compare and contrast the development of policy deliberations regarding genetic technology voiced not only by those individuals and institutions that normally are heard but also by a broader segment of society who are profoundly affected by such

technologies but are rarely invited to participate in significant policy deliberations.

The primary source materials for the seminar will be original articles from the recent monograph “The Double-Edged Helix” (The Johns Hopkins University Press – 2002 and current complementary materials) and a collection of essays edited by Joseph Alper, Catherine Ard, Adrienne Asch, Jon Beckwith, Peter Conrad, and Lisa Geller.

FIRST YEAR OF STUDIES

First Year Composition

FYC 13100

(CBL/CBR)

First Year Composition

Sarah MacMillen

Religions and religious faithful have now entered a world of dialogue with other traditions. Many of the world’s conflicts are due to misunderstandings of religions and cultural systems and the continuance of attitudes of monologue and the refusal of dialogue. This FYC writing course will introduce students to the world religions of Judaism, Christianity, Islam, Hinduism, and Buddhism. Speakers and practitioners from these faith traditions and community-based research (CBR) will introduce students to not only the textual level of encountering other faith traditions, but also the dimensions of “lived religion.” These encounters are essential to entering the age of dialogue. Please contact instructor for section number and course title.

FYC 13200 (3 SECTIONS)

(CBL)

Community-Based Learning

Kim Orlijan

In cooperation with the Center for Social Concerns, these sections of composition place students in learning situations in the wider community where they are in contact with people who are dealing with the specific content issue of their section. Because the necessary time commitment for these sections is greater, students are awarded an extra credit hour for their enrollment (four instead of three). Students with commitment to social justice and community service and excellent time-management skills are encouraged to enroll.

FYC 13200

(CBL)

Bridging the Gap: Community and the Rhetoric of Idealism
Ed Kelly

“Bridging...” focuses on critical reading and writing, community building, and service. It asks students to use close reading skills and experience in community and volunteer service to ground and inform the argumentative essays they generate. In addition to standard FYC goals, there are three others for this course: 1) to foster a genuine spirit of community in the classroom; 2) to deepen student understanding of selected social justice issues; and 3) to promote learning through service. Service opportunities include tutoring local students (including the homeless and detained) or working with the elderly.

CENTER FOR SOCIAL CONCERNS

The following Social Concerns Seminars are offered in collaboration with various departments. All include readings from the Catholic social tradition. Permission is required for each of these and is obtained through the Center. More information is available at the Center for Social Concerns at 631-5293.

CSC/SOC

(CBR)

Community Research Practicum
Mark Guntz

CSC 20635/THEO 20635*/STV 20435

(CBL)

The Ethics of Energy Conservation
Margaret Pfeil and Wilasa Vichit-Vadakan

CSC 23090/PSY 23090*

(CBL)

Social Concerns Seminar: Children and Poverty
Jay Brandenberger

CSC 23094/PSY 23094*

(CBL)

Social Concerns Seminar: Understanding Mental Illness
Kathy Gibney and Lucas Torres

CSC 23854/PSY 23854*	(CBL)
Social Concerns Seminar: NYSP Preparation	
Rebecca Pettit	
Immersion: Summer 2006	
CSC 23855/PSY 23855*/IIPS 33901	(EL)
Social Concerns Seminar: Take Ten: Acting to Prevent Childhood Violence	
Jay Caponigro	
CSC 33931/THEO 33931*/BA 30229	(CBL)
Summer Service Learning Program: ACCION	
Andrea Smith Shappell/Carl Ackermann	
CSC 33933/THEO 33933*	(CBL)
Summer Service Learning Program: Hispanic Leadership	
Rosie McDowell	
CSC 33936/THEO 33936*	(CBL)
Summer Service Learning Program: Confronting Social Issues	
Andrea Smith Shappell	
CSC 33950/THEO 33950*	(CBL)
Social Concerns Seminar: Appalachia	
Angela Miller McGraw	
CSC 33951/THEO 33951*/POLS 37906	(CBL)
Social Concerns Seminar: Washington, D.C.	
Angela Miller McGraw	
CSC 33960/THEO 33960*	(EL)
Social Concerns Seminar: Mexico	
Rachel Tomas Morgan	
Immersion: May 2006	
CSC 33967/THEO 33967*	(CBL)
Social Concerns Seminar: Migrant Experiences	
Angela Miller McGraw	

CSC 33968/THEO 33968*/PSY 23852 (EL)

Social Concerns Seminar: L'Arche Communities
Angela Miller McGraw

CSC 33969/THEO 33969*/ILS 30803 (CBL)

Social Concerns Seminar: Hispanic Ministry
Sr. Sue Dunn

CSC 33970/IIPS 33503/THEO 33970* (EL)

Social Concerns Seminar: International Issues
Rachel Tomas Morgan

CSC 43705/PHIL 43705*/PSY 45853/STV 43134 (CBL)

Addiction, Science, and Values
A. E. Manier

THEO 63802* (EL/CBR)

From Power to Communion
Fr. Robert Pelton

LAW SCHOOL

LAW 70303 (CBL)

Asylum Law
Barbara Szweda

This course provides an overview of the U. S. substantive law of asylum, withholding of deportation, and the Convention Against Torture, including an interpretation of the standards of proof and the various components of the definition of “refugee.” It includes a study of both the affirmative and defensive procedures used while interacting with actual asylum seekers in the preparation of their cases.

For Additional Information and
Publications about the
Center for Social Concerns
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CENTER FOR SOCIAL CONCERNS



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