Fall 2003 Courses that Combine Community Work with Learning

Please Note: This listing has been updated as of April 10, 2003. Please contact Laurel Hirt in the Career and Community Learning Center, 345 Fraser Hall, 625-3344, lhirt@class.cla.umn.edu for additional information or to add a course to this listing.

**AmSt 3114**  
America in International Perspective  
Instructor: Pierce, Jennifer  
Credits: 3  
Day: T / Th Location: TBA  
Meets CLE req of Cultural Diversity Theme; meets CLE req of International Perspectives Theme

This course takes post-1965 immigration as a point of departure to consider experiences of recent immigrants to the United States from several different regions of the world: Southeast Asia, the Caribbean, and Mexico. We will use immigration experiences as a lens for looking at America in an international perspective. Why did people from these different countries come to the United States and how does that influence their experience here? What are their dreams and realities? What does it mean to be “American” for recent immigrants from the Caribbean, from Mexico, or from Laos? Readings will include a mix of ethnography, history, memoir, and novels. Some of the books for the course may include: Mary Waters’ “Black Identities: West Indians American Dreams and Realities,” Ann Fadima’s “When the Spirit Catches Me, I Fall Down,” Elaine Mar’s memoir “Paper Daughter,” and Jen Gish’s novel “Typical American.” Class will be a lively mix of lecture and discussion. For undergraduate majors and non-majors. Students in this course will have the opportunity to participate in local community organizations working with immigrant and refugee populations teaching or tutoring English or preparing for the Citizenship exam.

**CPsy 4996**  
Field Study in Child Psychology  
Instructor: Mooney-McLoone, Ann  
Credits: 1-4  
Section 11763-001  
Prerequisites: 4 credits CPSY, instr consent

This opportunity normally provides students with an internship in their career plans. Internships offer another way to develop contacts and explore different career possibilities. The Child Psychology Peer Advising Office, Room 106, Child Development, has an extensive internship file on hand that is divided into various areas of interest such as infancy, young children, adolescence, and the aging. There are many agencies that may be of interest to students. The hours are usually flexible enough to work around any schedule. Students sign up for 1-4 credits. 3 hours on site per week 1 credit is required.

**CI 1001**  
Introduction to the Elementary School  
Instructor: Maday, Alice  
Credits: 3  
Section: 001  
Day: 09:45am-11:00am TTh Location: TBA  
Section: 002  
Day: 12:45pm-02:00pm Location: PeikH 28  
Prerequisites: Open only to students who are pre-Foundations of Education majors
This course will be organized around four modules. Each module focuses on an important facet of contemporary urban elementary school teaching: the teacher’s role, the role of the principal and other non-teaching staff, the curriculum and the students. Central to each module is a visit to a school to observe or interview teachers, the principal and other non-teaching personnel, or the students. Students participate as tutors to elementary school children throughout the semester as a component of this course.

**DHA 2463**  
**Housing and Community Development**  
Instructor: Crump, Jeffrey  
Credits: 3  
Day: 1:15 – 2:30 TTh  Location: McNH 146  
Prerequisites: meets CLE req of Citizenship/Publ Ethics Theme

This course is an examination of the linkages between housing and community development. The process of residential neighborhood change and the impact of housing on neighborhood conditions will also be explored. The course considers theories of neighborhood change, trends in residential development, and ideas of community building. Private sector, community-based, and governmental efforts at neighborhood revitalization and their effectiveness will be studied. Related issues such as racial discrimination in housing, gentrification and the displacement of low-income residents will be surveyed. This course also incorporates a community-based learning component. Specific course goals include: 1. Develop an understanding of linkages between housing and the broader community. 2. Develop an appreciation of the linkages between housing and quality of life. 3. Develop an awareness of the connections between housing and social justice.

**EdPA 3302W/PA 3961W**  
**Leadership in the Community**  
Instructor: Zentner Bacig, Karen  
Credits: 3  
Section: 18437-001  
Day: TTh 9:45-11:00 a.m.  Location: FolH 104

Instructor: Simmons, Verna Cornelia  
Credits:3  
Section: 20853-002  
Day: T, Th  12:45-2:00 p.m.  Location: FolH 234

Prerequisites: jr or sr, EdPA 1301W or PA 1961, undergraduate leadership minor.  
Meets CLA requirement of Writing Intensive

This course will examine leadership and leadership capacities, incorporating multicultural and multidimensional perspectives. Students taking this course will have the opportunity to examine their own views on leadership and social change, learn about leadership theory and practices, and apply knowledge to practice. This course has a required service-learning component.

**EdPA 3402/PA 3971**  
**Leadership Minor Field Experience**  
Instructor: Schneider, Byron  
Credits: 2  
Day: TBA  Location: TBA  
Prerequisites: EdPA 3302W or PA 3961W
The field experience is only for those students enrolled in the Undergraduate Leadership Minor who have previously completed EdPA 3302W/ PA3961W, Leadership, You, and Your Community. It is an internship-based course that requires students to integrate lessons learned from the core leadership courses into practical leadership situations. Students may choose to have a field experience in a variety of settings, such as local community organizations, University student organizations, or educational settings, as long as the selected site works directly with a social issue in the community or world. The field experience addresses three major leadership competency areas: Personal Development, Interpersonal Development and Organizational Development. The course will be taught using a combination of experiential learning, individualized presentations, large group discussions, and critical reflection and critical writing.

**Epsy 3132**  
*Psychology of Multiculturalism in Education*  
Instructor: Puncochar, Judy  
Credits: 3  
Day: 12:45 – 3:45 T Location: PeikH 155  
Meets CLE req of Cultural Diversity Theme

The Psychology of Multiculturalism in Education creates an engaging context in which participants study the propagation of prejudice in social and educational settings and, at the same time, develop insights into the personal nature of prejudice. The course explores how and why prejudice occurs. Many participants say that everyone should take this course. The classroom learning environment is experiential and hands-on. The class includes an optional one-credit service-learning course (EPsy 3133) that allows participants the opportunity to work in diverse communities and to reflect on how they, as multicultural individuals, should and would respond in positive and sensitive ways to issues of diversity. Great class! No prerequisite.

**Epsy 3133**  
*Practicum: Service Learning, Psychology of Multiculturalism in Education*  
Instructor: Puncochar, Judy  
Credits: 1  
Prerequisites: Must be concurrently enrolled in Epsy 3132

EPsy 3133 is an optional one-credit service-learning course for EPsy 3132: Psychology of Multiculturalism in Education. The EPsy 3133 Practicum allows undergraduates an opportunity to work in a range of educational settings within diverse communities and to reflect on how they, as multicultural individuals, should and would respond in positive and sensitive ways to issues of diversity. This class is highly recommended for the application of EPsy 3132 course concepts to real world settings.

**EngC1014**  
*University Writing and Critical Reading: Contemporary Public Issues*  
Instructor: staff  
Credits: 4  
Section: 011  
Day: 12:45 – 2:00 TTh Location: LindH 315  
EngC 1014 does NOT meet CLE requirement of CLE Citizenship and Public Ethics theme

**EngC 1014H**  
*University Writing and Critical Thinking: Contemporary Public Issues*  
Instructor: staff  
Credits: 4  
Section: 002  
Day: 12:45 – 2:00 TTh Location: TBA  
EngC 1014H does NOT meet CLE requirement of CLE Citizenship and Public Ethics theme
FsoS 2101
Preparation for Working with Families
Instructor: Goodman, William Joseph
Credits: 2
Section: 12486-001
Day: M 1:55-3:50  Location: TBA

This course is designed to be a systematic preparation for upper division education, research and field internships, and career possibilities in Family Social Science. Central to the focus of this course is also the advancement of students’ thinking power by utilizing five levels of thinking outlined by Bloom, 1956. These five levels: knowledge, comprehension, application, analysis and synthesis are used in responding to the course text, “Becoming a Helper” by Marianne and Gerald Corey (2003) and workbook assignments. Book and class topics include the following: Are the Helping Professions for You? Getting the Most from Your Education and Training, Stages in the Helping Process, Common Concerns of Beginning Helpers, Ethical Issues Facing Helpers, Values and the Helping Relationship, Cultural Diversity in the Helping Professions, Working in the Community, Working with Groups, Working with the Family, Understanding Life Transitions, Stress and Burnout, and The Challenge of Retaining Your Vitality. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the web.

GC 1211
People and Problems
Instructor: Barajas, Heidi Lasley
Credits: 4
Section: 11104-001
Day: MW 8-9:55 a.m.  Location: Appleby Hall 226
Meets CLE requirement of Cultural Diversity Theme and Social Science Core

Section: 30133-006
Day: MW 8-9:55 a.m.  Location: Appleby Hall 226
Prerequisites: Commanding English Students ONLY
Meets CLE requirement of Cultural Diversity Theme and Social Science Core

This course is designed as an introduction to sociological thinking and methods of research. People and Problems seeks to engage students in the study of our culturally diverse society and its social problems. Areas of study include socialization, culture, deviance, inequality, stratification and social change. During the semester we will explore these and other topics in an overview of major ideas associated with classical and modern social thought. Because ideas emerging from feminist, historical, anthropological, and cultural studies are an important part of the mixture which creates the sociological perspective, readings and discussions will be interdisciplinary in nature. The specific social problems highlighted include race, class, and gender stratification. Students are taught to critically evaluate how different social phenomena are explained through various social research methods and theories. These sections have a required service learning component. The final for the course is a paper written from field notes students gather while doing 20 hours of community service during the semester.

Geog 3371W
Cities, Citizens, and Communities
Instructor: Miller, Roger
Credits: 4
Section: 11448-001
Day: TTh 9:45-11 a.m.  Location: TBA
Prerequisites:
Meets CLE requirement for Cultural Diversity, Writing Intensive, Social Science core
When you think of the word “city”, what comes to mind? A place of high culture? A grimy place of crime, fear and desolation? In this class we will examine different aspects of cities and urban social life. The primary goal of this class is to provide you with an interpretative geographical framework for understanding the historical and contemporary processes that shape American cities. Another major goal is to encourage you to increase your awareness, enjoyment, and involvement in city life. A third goal is to help you become aware of the ways in which the city is a contested space, one which contains within it different groups vying for power, influence, and even legitimacy. You will complete a group field exercise that involves walking, mapping and analyzing the Minneapolis Central Business District. You will also work in groups to study community life in Twin Cities neighborhoods. Written assignments and class discussions will encourage you to examine critically your experiences in urban spaces and neighborhoods, and to interact with, and learn from, local residents. Students may also complete a Community Service Learning internship in conjunction with the course, for which they can earn an additional 1-2 credits.

Geog 3411W/5411W
Geography of Health and Health Care
Instructor: Weil, Connie; weilx001@tc.umn.edu
Credits: 3
Section: 23664-001
Day: MW 12:20-1:35 p.m.  Location: TBA
Prerequisites: Credit will not be granted if credit has been received previously for either Geog 3411W or 5411W
Meets CLE requirement for Environment theme, International Perspective theme, Writing Intensive

This course surveys medical geography, a sub-discipline which encompasses a broad range of geographical work on health and health care. It uses medical geographic examples to explore three groups of theoretical approaches in geography: ecological approaches, which systematically analyze relationships between peoples and their environments; spatial approaches, which employ maps and spatial statistics to identity patterns of single and associated variables; and social approaches, including political economy and recent humanist approaches, which address issues related to both space and place. Students enrolled in GEOG 3411/5411 have the option of also enrolling in a NEW COURSE—GEOG 4700: Community Service Learning, which will be offered from 12:20 to 1:35 Fridays on the West Bank.

Geog 3605W/5605W/PA 5203W
Geographical Perspectives on Planning
Instructor: Miller, Roger
Credits: 4
Section: 15243-001
Day: TTh 12:45-2:00 p.m.  Location: BlegH 155
Meets CLE requirements for Citizenship / Public Ethics theme, International Perspective theme, Writing Intensive

This course introduces the history of planning, the contexts within which it arose, and how it has responded to social, economic, and political pressures to influence the shape and direction of contemporary urban development. A second goal of this course is to address issues of how planning encourages or discourages citizen participation in controlling the built urban environment and the kinds of activities that occur within it. Has planning made for greater or lesser amounts of public participation in urban development? Is planning primarily a neutral, technical handmaiden to public policy processes, or does it function in ways that benefit certain groups at the expense of others? We will examine these questions using examples from North America, Great Britain, France, Germany, Austria, the former Soviet Union, Scandinavia, Latin America, and other Third World settings. In addition to lecture and discussion, students participate in a group project in which they interact with planning agencies and neighborhood organizations around current planning controversies or development projects. Some students may be able to do this through an extra-credit community service learning internship. Please contact the instructor for
further information. The requirements for Geog 5605W are the same as those for Geog 3605W, with the addition of a research paper, 13—19 pages in length.

**Geog 4700**  
**Community Service Learning: Geography of Health and Health Care**  
Instructor: Weil, Connie; weilx001@tc.umn.edu  
Credits: 4  
Day: F 12:20-1:35 Location: west bank  
Prerequisites: Must be enrolled in Geog 3411W or Geog 5411  
Meets CLE req of Citizenship/Public Ethics Theme

Description: Students enrolled in GEOG 3411/5411 have the option of also enrolling in a NEW COURSE—GEOG 4700: Community Service Learning, which will be offered from 12:20 to 1:35 Fridays on the West Bank. Each student will do four hours per week of community service. Students taking this course must also be enrolled in GEOG 3411 or 5411 in Fall 2003. (The instructor may consent to some exceptions.) Please contact the instructor for more information.

**GLBT 3610**  
**Topics in GLBT Studies**  
Instructor: Zemsky, Beth Lynn  
Credits: 3  
Section: 23909-001  
Day: W 5:30-8:30 p.m. Location: PetH 39, St. Paul  
Prerequisites:

GLBT Social Movements - This interdisciplinary course utilizes classroom and community service learning to examine the development of the gay, lesbian, bisexual, and transgender (GLBT) social movement. What stimulated the development of a social movement mobilizing around sexuality? How has the GLBT movement been related to and impacted by other social movements? How does identity development impact GLBT social movement participation? How does the framing of social issues impact GLBT social movement outcomes? How do gender race, ethnicity, sexuality, and class impact GLBT social movement framing and participation? All of these questions will be examined by utilizing social movement theory and research to analyze student observations gathered through community service learning fieldwork. In addition, community organizing, community development, advocacy, public education, social action, and grassroots empowerment are presented as components of social work practice.

**HCol 1080H**  
**Honors Colloquium, Organic Agriculture: Science and Society**  
Instructor: Porter, Paul  
Credits: 3  
Section: 29287-001  
Day: WF 4:00-6:00 p.m. Location: Borlaug Hall 306  
Prerequisites: Fr or soph, honors division to enroll  
Meets HON requirement for Honors

Topics will include defining organic agriculture, scientific and social aspects of organic agriculture, and organic production, processing, certification and labeling. Integral to this course is a semester-long service learning component where students will work with a community organization that is involved in organic agriculture. There will be a service learning component which will require students to work in groups for approximately 3 to 4 hours per week throughout the semester. The service learning activities will include journaling, a reflection paper and a final project and presentation.
HE 1910W
Freshman Seminar, High School: Moments, Memories and Meanings
Instructor: Baizerman, Michael; baize001@umn.edu or 4-4912
Credits: 2
Section: 001
Day: T 3:00 – 4:55 Location: Sanford Hall
Prerequisites: Living in Residential College (email Scott Gilbert at gilbe062@umn.edu to find out about living in Residential College)
Meets CLE req of Writing Intensive

This seminar is an opportunity to remember, analyze, and in other ways make sense of the high school experience, while beginning as university students. Using a Youth Studies perspective, students will tell stories about high school and these will become the data and the narrative texts for analysis of high school as (i) a site for being and for understanding young people, youth, adolescents, and “students,” as well as a (ii) crucial social form in which young people are segregated and “grow-up.” Foci are on both high school as a lived-reality and oneself as a person in that youth context. Students will be reflecting on their own high school experience and gaining experience working with high school aged youth from a background different from their own through required community work at a local alternative, charter, or public high school. The class may also include field trips to local schools or community organizations and attending events, reading novels and watching television and movies about high school. These forms of co-created data and story texts will be put into conversation with scholarly and professional literature on high school, on youth as a life stage and on healthy youth development. Students registering for this class must be living in Sanford Hall as participants of the Residential College program Service-Learning House.

NRES 3011W
Ethics and Leadership in Resource Management
Instructor: Waterhouse, Beth E.; Nerbonne, Julia Frost
Credits: 3
Section: 13374-001
Day: T 5:30-8:30 p.m. Location: TBA
Prerequisites:
Meets CLE requirements for Citizenship / Public Ethics theme, Environment theme, Writing Intensive

Environmental Ethics will give you an academic base of ethical theories, yet build upon them with solid cases in applied ethics and environmental leadership. It is intended to peel back the layers of ethical thought and environmental decision-making, offering a foundation toward understanding of the many dilemmas inherent in environmental issues today. Students are asked to choose an environmental issue and spend 20-25 hours in community involvement. Some involvement is on campus, some in the TC metro area, and experiences range from helping with outdoor work (such as clearing the banks of a Trout stream) to changing policy (a company starts recycling.) There is then a choice of presenting this experience in class or writing a six-page paper detailing the experience, lessons learned, and describing any related ethical issues.

NSc 4167
Neuroscience in the Community
Instructor: Janet M. Dubinsky, 625-8447, dubin001@umn.edu
Credits: 1-3

Prerequisite: Neuroscience majors must have completed 2 out of the 4 required major courses. Other CBS student must have completed half of their major course requirements.
Notes: Although specifically designed for neuroscience, the course could be adapted for other CBS students. Pre-service education majors or other students by permission of the instructor only.
Students will be responsible for developing an experiment or inquiry-based activity to illustrate a basic neuroscience concept for a middle school science classroom. Students will be paired with a middle school science teacher who has become familiar with Neuroscience through the BrainU program offered through the Dept. of Neuroscience. Over the course of the semester students will observe and assist in the middle school classroom in the implementation of already developed Neuroscience activities. Students will choose a basic concept in an area of Neuroscience in which they will develop an expertise and make an oral presentation. Students will then design and implement a new classroom activity to teach concepts in that area of Neuroscience to middle school learners. By partnering with a middle school teacher and assisting in her classroom the student will participate in a service learning experience. This course will serve as an elective for undergraduate Neuroscience majors in the College of Biological Science. Credit hours will be proportional to the number of hours spent in the middle school classroom, 1 credit for every 50 hr. Weekly meetings with instructor, journaling, and readings are required for all credit levels.

**Phil 1004W**  
*Introduction to Political Philosophy*  
Instructor: Holtman, Sarah William  
Credits: 4  
Section: 11910-001  
Day: 11:15am-12:05pm MWF  
Location: AndH 210  
Meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive

What are the purpose and justification of the state? What obligations does the state owe its citizens and vice versa? What are justice, property and liberty, and what are their political implications? We will address these and other questions through the insights of Socrates, Hobbes, Locke, Rousseau and J.S. Mill. Students interested in doing community work have the opportunity to register for Phil 1007 concurrently with this course.

**Phil 1007**  
*Introduction to Political Philosophy Practicum*  
Instructor: Holtman, Sarah William  
Credits: 1  
Section: 11910-001  
Day: MWF 11:15-12:05  
Location: TBA  
Prerequisites: concurrent enrollment 1004W  
Meets CLE requirement for Citizenship / Public Ethics theme  
Meets with PHIL 1004W section 1

Students must also be registered for Phil 1004. The course is designed to tie issues in political philosophy to the needs of Twin Cities residents through community service. Requirements include at least two hours of community service per week and several short papers in addition to the requirements for Phil 1004. Approved opportunities for community service can be arranged through the Career and Community Learning Center.

**Phil 3307**  
*Social Justice and Community Service*  
Instructor: Wallace, John  
Credits: 4  
Section: 22294-001  
Day: TTh 12:45-2:00  
Location: TBA  
Prerequisites:  
Meets CLE requirement for Citizenship / Public Ethics theme, Cultural Diversity theme
This course is designed as the first course in a sequence—to be followed by Philosophy 3308 in Winter quarter. It is also a course which can stand alone (that is, students may take one of 3307 or 3308 without taking the other). The best way to characterize the course is to say that (i) it is about four questions and (ii) it is about a method of inquiry. The questions are: What is good learning (good education)? What is right livelihood? What is a good life? What is a good society? The method of inquiry used in the course is philosophical. It is characterized by careful attention to the explicit articulation of views and positions and to giving reasons for these views and positions. It is especially alert to noticing and bringing into the open hidden assumptions and presuppositions. It also seeks to make explicit frameworks for approaching such large questions as “what is a good life?” and “what is a good society?” Students in the course are required to be involved in an ongoing activity in the wider community outside the classroom, an activity which normally will include working or learning (or both!) with others on a shared concern or issue or problem. This activity should be a commitment of at least two hours per week, and often will be four or more hours.

**Pol 3210, 4210**

**Topics in Political Theory: Democracy and Education**

Professor: James Farr; Contact info: 624-9337 or jfarr@tc.umn.edu

Credits: 3-6

Sec.#: 4210 Day: T (On-Campus), Th (Off-Campus); Time: 9:45-11:00 am

Sec.#: 3210 Day: Th (Off-Campus); Time: 8:15–9:45 am

Requirements Met: CPE

This course introduces students to the theory and practice of democracy and education. In a seminar format students will explore the theory and practice of democracy, citizenship, and education through the selected text of Dewey, Horton, Freire, Kozol, and others. In addition to the seminar students participate in a required supplementary practicum that allows the student to evaluate, critically examine and question the traditional theories of democracy and education as well as their own role as a citizen. Students, for this practicum, will carry out their service work for the Public Achievement initiative. With the support of Professor Farr, university students serve as “coaches” for groups of younger students who are working to identify and solve problems in and around their school and community while encouraging them to look at the larger issues of power, citizenship, democracy, accountability, and diversity.

**Rec 1501**

**Orientation to Leisure and Recreation**

Instructor: Bobilya, Andrew Jerome

Credits: 3

Section: 10864-001

Day: TTh 1:00-2:15 p.m. Location: Cooke Hall 206

The course will primarily focus on an introduction to the history and development of the parks and recreation movement; an overview of sociological, economical, psychological, and political considerations of leisure and recreation in contemporary society; an understanding of the interrelationship between professional service organizations; and an orientation to the professional field of leisure and recreation.

**Soc 3211W**

**American Race Relations**

Instructor: Hartman, Douglas R.

Credits: 3

Section: 10925-001

Day: MWF 12:20-1:10 p.m. Location: TBA

Prerequisites:
Meets CLE requirement for Cultural Diversity theme, Social Science core, Writing Intensive
“The problem of the 20th century,” W.E.B. DuBois wrote at the turn of the 20th century, “is the problem of the color line.” 100 years later, there is much evidence that would seem to vindicate DuBois’s prediction. If most Americans can agree that race is a problem in the US, there is great disagreement about almost everything else having to do with race. This course is designed to help students begin to develop their own informed perspectives on American racial “problems” by introducing them to the ways that sociologists deal with race/race relations/racism. We begin by talking about racial identities/attitudes in the US, the ways in which these have changed since the Civil Rights movement, and the kinds of conceptual tools and empirical information needed to properly think about race in contemporary America. We will examine the experience(s) of African Americans in the post-Civil Rights period and the coterminous realities of racism, whiteness and white privilege. After midterm, we will expand our understanding of racial/ethnic dynamics by exploring the experiences of other communities of color & how these intersect with class & gender. We will focus on immigration, & the importance of race/ethnicity in contemporary Amer. cities. The course will conclude by giving close consideration to issues of assimilation/pluralism/diversity. Our goal will be to consider race as a source of identity & difference as well as a system of privilege, power & inequality affecting everyone. A service-learning option will be offered through this course.

Soc 3301W
The Uses of Citizenship: An Introduction to Political Sociology
Instructor: Broadbent, Jeffrey
Credits: 3
Section: 27338-001
Day: TTh 9:45-11:00 a.m.  Location: BlegH 145
Prerequisites: 1001 or instructor consent
Meets CLE requirement for Citizenship / Public Ethics theme, Social Science core, Writing Intensive

These days, people are increasingly concerned about our nation’s policies and its relations with other countries. Americans have lost trust in their government and leaders, and also participate less in the social life of their communities. Threats to a democratic, open society seem to multiply — terrorism, war, environmental disaster, and economic decline. How can we understand and respond? Political sociology — the study of the interaction between politics and society — can help us think through these issues. In an ideal democracy, each citizens would have an equal political voice. But social inequalities concerning wealth, race, religion, class and gender affect the distribution of power. Governments don’t always allow equal, open access. As a result, less privileged people may feel ignored, stop voting or take to the streets in protest. Political sociology offers the tools to study issues of power, politics and society — useful concepts, good information and logical thinking. This class will cover the core concepts, theories and findings. As we deem participation good in democracy, so too in teaching. This course stresses student participation and “active learning.” Students learn through extensive discussion of selected readings, write short essays on contemporary politics, and can for their term paper participate in a community organization to see how it deals with a social/political issue. The course will be web enhanced thought WebCT.

SW 3706
Family Violence and Prevention: Exploring the Issues
Instructor: Cari Michaels
Credits: 3
Section: 21098-001
Day: T,TH 9:35-12:35 p.m.  Location: PetH 5

This course is designed as an introduction to the study of family violence. Students will develop an understanding of the major issues related to child abuse, gender violence, elder abuse, and intergenerational violence in families. The course begins with an overview of all types of violence, identifies issues unique to families, and provides a focused review of the dynamics, contributing factors, and the types of interventions. More in-depth studies of child abuse and gender violence are covered more thoroughly in other courses offered through the School of Social Work. This course is open to all undergraduate students and also serves as the first course in the Family Violence
Prevention Minor. This course has a required service-learning component where students will be expected to work with a family violence or violence prevention organization weekly during the semester.

Span 3401  
**Service Learning in the Chicano / Latino Community**  
Instructor: Ganley, Kathleen Marie  
Credits: 3  
Prerequisites: 3015, GPT, must go to FolH 34 to get permission number  
Meets CLE requirements for Citizenship / Public Ethics theme, Cultural Diversity theme

Section: 12858-001  
Day: T 12:20-2:50 p.m.  Location: TBA

Section: 12859-001  
Day: W 2:30-5:00 p.m.  Location: TBA

Section: 16056-003  
Day: Th 1:25-3:55 p.m.  Location: TBA

This is a service-learning course in which students relate academic topics with service they do in an organization that works with the Chicano/Latino population. Students work 45 hours in the community over the semester. They also meet once per week for a 2 1/2 hour seminar. The class is composed of discussions (such as intercultural communication, racism, white privilege, bilingual education and immigration), guest speakers, role plays, videos and visits to the community.

Span 3653  
**Contemporary Latino and Latin American Drama Written in English**  
Instructor: Garcia, Luis A.  
Credits: 3  
Section: 29309-001  
Day: TTh 12:45-2:00 p.m.  Location: TBA  
Prerequisites:  
Meets CLE requirement for Cultural Diversity theme

A wide variety of Latino groups have used the stage to explore identity issues in a public forum and have developed non-traditional approaches which have altered the nature, quality and substance of recent theater in the United States. Off-Broadway, regional troupes, and groups such as the “Teatro Campesion”, “Gala Theater” (Latin American exiles in the U.S.), “Ollantay” (Cuban-American marginal theater), “Avante”, “Su Teatro” (Mexican-American), and the “Puerto Rican Traveling Theater” (Nuyorican), have attempted to break the hegemony of the mainstream theater by addressing the audience’s desire to see their problems enacted in understandable and creative terms. The course will be of special interest for those students in search of a better understanding of the construction and de-construction of Hispanic cultural and theatrical discourses within and outside of the U.S. Thus we will also explore how the size, ethnic and racial composition, and distribution of U.S. Hispanic groups have shaped the dynamics of its theatrical communities, for example, the degrees of cultural assimilation to the English mainstream canon. Students will be encouraged to reflect, to listen to one another, to develop new learning strategies, and to formulate and try out some new ways of thinking about the content of the course being offered. Students will be involved with local Latino theater groups as the service-learning aspect of this course.