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Roadmap to Community Service

From Classroom to Community

Spring 2008 Community-Focused Course Offerings

The following courses directly connect Emory coursework to the surrounding community. Use the map legend below to navigate your way to the class just right for you.

T: Theory- These courses provide the theoretical tools needed to better understand and engage in community service, civic affairs, and public policy.

P: Practice- These courses involve a hands-on component in the Atlanta community, whether research, service, or both.

AA: About Atlanta- These courses deal with Atlanta history, politics, communities, people, etc.

GA: General Admission- These courses are open to person of any major; however, instructor permission may be required in some courses.

SR: Special Restrictions- These courses are for majors only or for students who are part of a specific academic program or track, or in a specific year.

Courses with an Experiential Learning Component

African American Studies

AAS 190: THE 2005 HURRICANE SEASON

T P GA

Content: This course on the 2005 hurricane season will provide students with multiple paths to understanding what happened to New Orleans and the Gulf Coast in 2005 and why. Students will examine the unique eco-system of the Gulf Coast; the political climate since the 1965 and 1969 hurricanes (Betsy and Camille) which also devastated the region, and the differences between those storms and the 2005 storms; and the impact of race, class and location on the recovery effort. Students will have the opportunity to contribute to an ongoing website project that will be of service to members of the Emory community and beyond who remain concerned about the effects of the 2005 hurricanes on the Gulf Coast; and/or to complete a traditional research paper.

Instructor: Harris

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AAS 491R : INTERNSHIP AFRICAN AMERICAN STUDIES

P SR

Content: The internship is a mechanism through which students will become acquainted with some of the major influences affecting the African American community, as they also become acquainted with some of the major organizations that serve the needs of African American communities in Atlanta. A minimum of four and a maximum of eight credit hours can be earned through the internship. These credit hours will be completed during the spring semester of a major's senior year. In addition to working at the internship site, students will submit a weekly report detailing the progress of their project and a final research paper focused on the significance of the internship site and the student's work there. Internships will be coordinated in consultation with the Director of Undergraduate Studies.

Instructor: Warren

African Studies

AFS 389: Special Topics in African Studies : Religion and Conflict: Comparative Truth Commissions from South Africa to the U.S. South (Cross-listed as REL 357R , AAS 385)

T P GA

Content: What is the relationship between religion, conflict, and peacebuilding? How does religion contribute to conflict and violence, and alternatively how does it promote conflict resolution and peacebuilding? In pursuing these and related questions this course will employ a Theory Practice Learning (TPL) approach. That approach will draw on student experience in and out of class, research into the nature of conflict and theories of violence, and attention to specialized materials on religion and conflict resolution and religion and peacebuilding. In particular students will design their own truth commissions based on case studies of actual commissions that have been completed in South Africa, Eastern Europe, South America, and most recently in Greensboro, North Carolina in the U.S. South.

Instructor: Smith

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Biology

BIOLOGY 470 (002): Special Topics in Biology: The Biology of Sustainability w/Practicum

TPAA SR

Content: Lecture. The lecture portion will cover the biological reasoning and rationale for different sustainable practices. This course involves some advanced chemistry, ecology, and environmental science. Lecture is co-operative and highly interactive. Students will learn and utilize biology concepts to justify and integrate sustainable practices at Emory University or in DeKalb County, Georgia. Lab. Students will use global information systems, chemistry, biology, and some quantitative methods to assess and explain sustainable practices described in lecture. Many labs will be designed and executed by the students themselves. Often, lecture and lab times may become interchangeable. Field trips are possible each week.

Instructor: Brommer

Educational Studies

EDS 312 Comparative Education

P GA

Content: Students will learn about education in different countries and about global education issues that transcend national borders. They will also investigate the history, issues and dominant methodologies in the field of comparative education. Students will take two exams, research an issue and tutor international students.

Instructor: Hahn

EDS 440S Introduction to Teaching (Science & Math)

PSR

Content: This introductory course, highly interactive and hands-on, is designed to provide participants with a foundation in: how people learn, effective inquiry teaching strategies, science and mathematics education standards, and current issues in those fields. Other topics include culture and education; novices vs. experts; implications for learning and transfer of new knowledge; and schools and society. This course is geared toward juniors and seniors who are currently majoring in a science or mathematics field and who want to explore

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the possibility of teaching science or math as a career path. (This course does not lead to teacher certification.) This course has two components, a weekly two-hour interactive seminar on campus and a weekly commitment of six hours in a local middle or high school working with a teacher, observing and supporting student learning, and teaching middle or high school students. Participants will find this rewarding course to be a good complement to more traditional courses they have taken on campus and an opportunity to examine their views on equity, schools, and education.

Instructor: Falkenberg

Environmental Studies

ENVS 190S: Environmental Restoration

T P AA SR

Content: Environmental restoration is a rapidly expanding field of scientific inquiry. Population growth and technological advances have caused dramatic changes in the natural environment. This seminar will begin with the study of pristine natural areas and their restorative capacity. The wide range of human impact on the environment will then be investigated. The remainder of the course will survey the history of restoration, the varied goals and methods of restoration projects, ethical issues, crisis and controversies in restoration, and the move towards sustainable development. We will analyze environmental restoration projects on the Emory campus and in the Atlanta area, as well as larger regional and international projects. The emphasis of the course will be on the restoration of streams, wetlands, and lakes.

Instructor: Hall

ENVS 491: Service Learning in Environmental Studies

T P AA GA

Content: This course is designed to give students the opportunity to apply the knowledge they have accumulated during their undergraduate experience at Emory. Students will contribute to a group project designed to fulfill a need for an environmental community group or groups. The course will use a consultant/client model. The consultant model will allow students to apply theories and concepts learned in this course and other classes to a practical situation either within the environs of Emory or in surrounding locales. Students should learn skills that they might not learn in more traditional courses. These skills include: project

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management, meeting hard deadlines, analyzing a group's need, working cooperatively with others, and presenting material to an audience beyond the classroom. Reflective readings on the concept of "community" in environmental practice, organizational and gender dynamics, and the impact of race and economic status on organizing models will complement the service experience.

Instructor: Spears

ENVS 497: Undergraduate Internship

P SR

Content: Internship open to ENVS students. This course provides credit for work and experience gained during an environmentally-based internship position.

Instructor: Yandle

Global Health, Culture and Society

GHCS 300SWR: Core Issues in Global Health: Global Health Leadership

T P AA SR

Content: This seminar, Core Issues in Global Health: Global Health Leadership in Cultural Historical Perspective, will use historical and contemporary case studies to examine various aspects of global public health leadership on the local, regional, and international levels. The question of leadership is of central importance in discussions of global health. However, much of the literature on "leadership" comes from examples from business enterprises rather than from public service. We will begin with historical cases from the 19th century in the origins of international health institutions. We will examine the role of leadership in eradication programs (smallpox, malaria, polio, and guinea-worm) as well as HIV/AIDS programs. Since Atlanta is home for many global health leaders, students will be involved in oral history projects focusing on the experience of local global health leaders and their careers. This junior/senior seminar is a capstone course for the Global Health, Culture and Society minor.

Instructor: Brown

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Italian

ITAL 190 How We Learn

T P GA

Content: Let's take a walk back in time to one of your most enjoyable experiences. What was going on? Why do you remember it? How can you recreate the conditions of this memorable moment in order to promote meaningful and effective learning in the future?

This class will examine learning on a very personal level to find out what makes you tick as a learner. What is your learning style? How do you learn best? How can you empower yourself during your educational journey to help you learn in an active and engaged manner throughout your lifetime? It is my hope that you will take from the course knowledge on how to be active and empowered learners so that as you become an integral part of various learning communities in the future, you will have a positive and effective impact on others as a result of the knowledge you have gained about your own learning. The lens through which we will be discussing our own learning is through an examination of the educational practices and theories developed in the town of Reggio Emilia in Italy and adopted here in the United States, as well as a look at Montessori and Waldorf Education programs here in the United States. You will be required to visit an Atlanta-based Reggio Emilia school to observe how the children there learn as well as document their learning.

Instructor: Ristaino

Linguistics

LING 385S: Special Topics in Linguistics: Narrative and Events: A Research Workshop (Cross-listed as SOC 38S)

T P GA

Content: This is not your typical course offering. It is a workshop. What does that mean? Basically, you learn by doing. You start with a problem: How can we study events (in particular, protest or violent events as found in social movements)? How can we learn something about the Civil Rights movement (we are in Atlanta after all ...)? Or the Feminist movement? Or violence around us? What we know about those social issues mostly comes from texts (e.g., newspaper articles, police reports, letters). The question then is: How can we study those texts in systematic ways to extract meaningful information? In this course, we will pursue answer(s) to those questions. And that may require us to take different routes, from some knowledge of the substantive problems (we will focus on lynchings and race riots and on the actions of the

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second wave of the feminist movement), to linguistics (the discipline best equipped to deal with texts), to computer science (if all you have is a short document, there is little need for a computer; your memory can cope with it; what if you have a thousand, or tens of thousands of documents? A computer will help, in particular relational databases!), to statistics (if you quantify, and deal with numbers, statistics will help you find patterns in your data). That's a lot of ground to cover. And . . . you will have to cover that ground mostly on your own, doing most of the work yourself. Yes! Unfortunately, "workshop" means that you roll up your sleeves and get your hands dirty with research. Are you up for it? Lecture courses do have an advantage: as the captain says, you can sit back, relax, and perhaps even think about something else, while professors spew out words as if there were no tomorrow. . . Not here! You'll be the one spewing out words. No place to hide . . .

So, confronted with a problem, we will start by looking at documents and see what we can do with them. Then, we organize class participants into sub-groups, each pursuing different paths (substance, linguistics, computer science, statistics). We will be doing some real data collection and analysis on lynchings, race riots, and the feminist movement. The sub-groups will be in charge of sharing what they find as they go along (lecturing to the rest of the class!). In the end, the sub-groups will make recommendations on how best to approach the problem and we will put it all together . . . hopefully! Of course . . . It may also all go pear shaped!

Instructor: Franzosi

Political Science

POLS 370BWR: Planning Community Initiatives (Cross-listed as SOC 370BWR and CBSC 370BWR)

T P SR

Content: This course provides Community Building and Social Change Fellows with the basic skills needed to undertake collaborative community building projects and work successfully with communities. Activities, exercises, and readings help students develop the people skills and the technical competencies necessary for becoming an effective community builder. The people skills we will cover include teamwork, interpersonal communications, conflict management, meeting facilitation, effective presentation styles, and writing for multiple audiences. On the technical side, we will cover strategic planning, project management, needs assessment, community asset mapping, program evaluation, and best practices research. We will also explore strategies for gathering and analyzing community data and conducting urban field research, considering census and administrative data, surveys, focus groups, and informational interviews. A variety of computing applications also will be introduced, including spreadsheets, databases, geographic information systems (GIS or computer mapping), and presentation graphics. The goal for the course is to ensure that

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students enter the summer practicum with a basic understanding of (and sensitivity to) the dynamics of urban communities, an appreciation for the complexity of fostering social change, and some practical skills for working effectively in the real world.

Instructor: Haspel

Sociology

SOC 389: The Socialization of African American Women

T P GA

Content: This course will provide students with a broad overview of the socialization process of African American women in America. We will use Black feminism as a theoretical framework to clarify a standpoint for African American women in relations to the historical, family, social, educational, political, health, and economic factors that impact black women's socialization process in the United States. As such, we will explore black women's socialization over the life course, with special emphasis on adolescent development. While we will read four books and four articles, the primary text for our study is *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment* by Dr. Patricia Hill Collins, who was recently elected as the first black woman president of the American Sociological Association. Dr. Hill Collins' work will set the stage for discussing five recurring themes as a way to reject traditional ways in which knowledge has been gathered and objectified about African American women. The themes that will shape our discourse for interpreting the experiences of African American women include: (1) self definition and self valuation, (2) the interconnectedness of race, class, and gender as equally oppressive in our society, (3) the unique experiences of African American women, (4) the controlling images constructed for poor African American women, and (5) structure and agency as a platform for social change. Students will participate in a service learning project as participant observers for a community-based project where black women will be providing social and health services to black girls. Students should expect to spend some time outside of class in the community-based setting. Students will complete a final project in ONE of the following areas: a research project proposal, a community-based program proposal, or a policy analysis addressing some issue(s) of interest related to the lives of African American girls and women.

Instructor: Gentry

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SOC 494R: Internship

TPSR

Content: The internship involves supervised work in a social service agency or other organization. Students work from 10 hours (4 credits) to 30 hours (12 credits) a week. An effort is made to place students in agencies or organizations that match their research and/or career interests. Opportunities include counseling in a program for adult offenders on probation, work in a family planning agency, work at the Centers for Disease Control, work at Cable News Network, etc.

Instructor: Griffiths

South Asian Studies

ASIA 190: Discovering International Atlanta (Cross-listed as JRNL 190 and LAS 190)

TPAA GA

Content: New immigrants are shaping international Atlanta. This seminar explores the city's international character through news coverage, field trips, meetings with journalists, politicians and other newsmakers and volunteer work in diverse neighborhoods. Students examine how the news media shape Atlanta's identity as home to growing immigrant communities and define public opinion and policy on major immigration issues.

Instructor: Tefft

CHN 496R: Chinese Language Internship

PSR

Content: Provides students of Chinese an opportunity to use their Chinese language skills outside the classroom, exposing them to a variety of native speakers in a number of different situations. Students will be assigned to a number of tasks: interpreting at appointments with social workers, doctors, dentists, welfare workers, food and clothing banks and at job interviews, as well as assisting customers and doing Chinese word processing in

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Chinese travel agencies and other types of businesses. Students are advised to be flexible as different tasks may be assigned each day.

Instructor: Li

Spanish and Portuguese

Spanish 212: Advanced Spanish: The Contemporary Hispanic World

P SR

Content: This course reviews and expands knowledge of many areas of Spanish vocabulary and grammar and develops the student's ability in listening, speaking, reading and writing, though the development of oral proficiency is emphasized in this course. Discussion centers on short texts and films that deal with various aspects of contemporary Hispanic culture (tradition and change, cultural diversity, politics and human rights, sexual stereotypes and gender roles). Students will also engage in at least one activity connected to the Atlanta Hispanic community.

Instructor: TBA

Spanish 314: Internship in Spanish

P SR

Content: Variable credit from 2 to 8 credits. Applied learning in a supervised Spanish speaking work or volunteer environment. Students will be expected to complete a certain number of hours on site (to be determined in consultation with the on-site supervisor and the instructor) and to fulfill all academic requirements for the course, to be determined in consultation with the instructor (readings, journal, paper, etc.) Number of credit hours depends on these arrangements.

Instructor: TBA

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Spanish 317: Writing, Context, and Community

T P AA SR

Content: This course combines advanced writing instruction and language analysis with weekly hands-on experiences in the Atlanta Hispanic community. Students will hone their writing skills through a series of assignments organized around their experience working with members of the Hispanic community within the structures of one of several organizations who have agreed to collaborate with this course. There are opportunities for work in schools and a support group, among others.

Instructor: Vialla Hartfield-Méndez

Women's Studies

WS 485R Internship in Women's Studies (*TPL – Theory Practice Learning Course*)

P SR

Content: Contact department or instructor.

Instructor: Levy

Theory Courses

Educational Studies

EDS 471s Foundation Seminar: Social Analysis of Urban Educational Policy

T GA

Content: The course is based on the following premises: (1) educational policy is an instrument for potentially improving educational equity and the educational experiences of children and (2) social policy plays a significant role in how policymakers and schools identify, frame, and seek to address fundamental issues and problems in K-12 urban education.

Readings and instruction will place educational policy in the context of social policy to illuminate the influence of context and the complexities of schools. Case studies and

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discussions with guest speakers provide students with opportunities to analyze educational policies in K-12 schools and to pose questions to educators and policymakers, those who engage with students and who shape and respond to educational and social policy. Topics for discussion include school reform legislation, education law, desegregation, poverty, housing, race, and issues of educational equity and student achievement.

Instructor: White

Environmental Studies

ENVS 385S: Comparative Ecologies – The United States and South Africa

T GA

Content: This course explores how different constitutional and legal structures of environmental regulation, patterns of land use and production, and policies regarding public health interact with the diverse ecologies of these two countries. Race relations, notions of the frontier, and the environmental dimensions of conquest help frame this global cross-cultural study.

Instructor: Spears

Global Health, Culture and Society

GHCS 300SWR: Core Issues in Global Health: Development and Social Ethics

T SR

Content: This junior/senior seminar is a core capstone course for the Global Health, Culture and Society Minor. This course will introduce students to various modes of moral discourse for interpreting the complex social and ethical issues practitioners and policymakers face in understanding and responding to global health challenges. The emphasis in the course is on developing a method appropriate for “doing ethics” at the intersection of economics, politics, science, and culture. For example, how do the global economy, political leadership, and cultural practices impact access to “decent care” for persons living with HIV and AIDS? To get at this kind of question, students will each select a contemporary global health issue as a lens through which empirical evidence (e.g., “what *is* going on?”) and moral claims (e.g., “what

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ought to be going on?") can be interpreted and evaluated. This course will be both reading and writing intensive.

Instructor: Braley

Religion

REL 354S: Ethics: Religion and Public Policy

T GA

Content: This course focuses on the question of how can citizens, in a pluralistic society, argue about the common good out of their own particularity? The course begins by examining ways of thinking about public policy, the common good, and social choices. It then turns to how leading thinkers have conceptualized "the good society." In the course students will begin to think about how societies always are faced with balancing competing goods and demands and to try to determine how those conflicts can be addressed. Students also will struggle with the question of whether a social good, truly to be good, depends upon it being achieved in an ethically appropriate way. Students will then use these conceptual frameworks to analyze pressing societal challenges.

Instructor: Queen

Sociology

SOC 214: Class, Status and Power

T GA

Content: The title Class, Status, and Power comes from the notion that societies are stratified into groups according to economic, honorific, and political assets. With an emphasis on the United States, this course explores sociological explanations of how and why these and other patterns of social inequality occur, and some of the consequences that result from them. You will read, discuss, and write about a variety of topics, including but not limited to: Wealth and income inequality, elites and power, privilege and oppression, poverty, the intersection of class, race/ethnicity, and gender, and educational inequality. The course material will encourage you to think critically as you continuously try to make sense of -- and ameliorate, should you want to -- various inequalities in the world around you.

Instructor: Condron

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SOC 247: Racial and Ethnic Relations (Cross-listed as AAS 247)

T GA

Content: The goal of this course is to enable students to better understand relationships between racial and ethnic groups applying sociological concepts. Understanding the nature of these relations requires an historical and comparative (i.e., international) focus. While the bulk of material in this course deals with the U.S., we will spend a considerable amount of time on race and ethnic relations in other countries. This will help us better understand the extent to which patterns of race and ethnic relations have similar causes in different societies. Among the topics we will cover are: race and ethnicity as a social construct; slavery and its effects on race and ethnic relations; the relationship between race, class, and gender; social movements organized on the basis of race/ethnicity; immigration, genocide, poverty; and segregation. For this purpose students will read a course packet of selected articles as well as a few assigned books.

Instructor: Werum

Women's Studies

WS 385S: Gender and Global Health (Same as SOC 389S and GH 559)

T GA

Content: This course provides an overview of theories, policies, and social interventions related to gender and transnational health, with a focus on the global South. Students are exposed to some of the major theoretical developments in sociology and population studies that have advanced an understanding of the institutional bases of gender inequality, and of the power dynamics within families and households, that influence women's well being in these settings. The theoretical and empirical underpinnings of existing social policies and interventions intended to improve the position of women in LDC's are emphasized, and case studies of the health-related consequences of these policies and interventions are discussed. By the end of the course, students will have developed the ability to evaluate critically and to identify the relationships between theories, policies, and social interventions related to gender and transnational health.

Instructor: Yount

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WS 475SWR: Gender, Race and Political Representation in the U.S. (Same as POL 490)

TSR

Content: Why are there so few women (of any race) or people of color (male or female) in public office? How have candidates' race and gender affected their chances of obtaining public office? What difference does the election of more women and people of color really make? Would it mean that women and people of color are better represented? What does it mean to represent women and/or people of color? This course will address these questions from the perspective of legislative politics in the United States, at both the national and state levels. We will begin with a theoretical or philosophical examination of the meaning and value of political representation. Then we will explore the research on the politics of race, gender, and representation as it relates to: candidate recruitment, elections, legislative behavior, the policymaking process, and civic engagement.

Instructor: Reingold

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