

FALL 2021 Community-Based Learning Courses

The following are approved CB-designated courses that meet the requirements of 20 hours of community engagement or a project, critical reflection, and holistic assessment.

COLLEGE OF ARTS & SCIENCES

INTRO TO SPANISH TRANSLATION

SPAN-458-001

J. Isaac

M 5:30PM-8:00PM

SPAN-458-002

B. Werth

T/F 4:05PM-5:20PM

An introduction to the methods, techniques, and problems involved in translating Spanish into English. Emphasis is on translating general material, with some consideration of the translation of specialized material. Crosslist: SPAN-658. Usually Offered: fall. Prerequisite: SPAN-353.

PUBLIC HEALTH SCHOLARS LAB

HLTH-111-001

M. Free

W 11:20PM-2:10PM

Public Health Scholars (3-year program) students apply theories learned in HLTH-110 to actual field situations. As a group they engage in a community service project at a public health organization in Washington, DC. Corequisite: HLTH-110. Restriction: Public Health Scholars. Usually Offered: fall. Not repeatable for credit.

ISSUES OF WOMEN'S HEALTH

HLTH-323-001

A. Richardson

M/Th 2:30PM-3:45PM

This course provides basic understanding of gynecologic anatomy and physiology as well as female health conditions. Emphasis placed on current health research areas such as female cancers, menopause, infertility, lesbian health, minority health, sexually transmitted diseases, pregnancy, and sexual dysfunctions. Students develop a personal health plan based upon an extensive family history and personal lifestyle. Usually Offered: spring.

PUBLIC HEALTH CAPSTONE

HLTH-480-001

M. Hawkins

T/F 11:20AM-12:35PM

This seminar challenges public health majors to examine the multiple aspects of public health in a unifying manor. The course includes discussion of the practical application of public health and guest speakers. Students with different interests in public health work together on a capstone project and present it to the class and a panel of public health professionals. Usually Offered: spring. Prerequisite: senior standing. Restriction: Public Health (BA) or Public Health (BS).

COMMUNITY PSYCHOLOGY

PSYCH-345-001

N. Enchautegui-de-Jesus

M 2:30PM-3:45PM

This course introduces the principles, approaches, and guiding concepts of community psychology, including attention to diversity, action research, prevention, and citizen participation. Community psychology seeks to understand the interrelationship between individual well-being and multiple ecological levels of influence, from families and neighborhoods, to economic conditions and mass media. Community psychologists study these relationships to develop, implement, and evaluate interventions that address pressing problems in our society, including youth violence, HIV/AIDS, and

educational disparities. Students apply and expand their learning of key concepts through service in community-based organizations. Prerequisite: one introductory and two additional psychology courses.

KOGOD SCHOOL OF BUSINESS

REPRESENTING TALENT

MGMT-403-001

J. Simson

W 2:30PM-5:20PM

Examines the crucial role that agents, managers, and lawyers play in the careers of athletes and entertainers. Addresses questions including how to become a manager or agent; the legal structures in place to protect artists and athletes from unscrupulous managers and agents; specific requirements of sports leagues, unions, and guilds for agents who represent talent; and what happens when talent wants to fire an agent or manager. Students look at key legal cases, examine management and talent agency agreements, and learn more about the practice in both sports and entertainment. Additionally, students work with regional recording artists by preparing assessments and marketing and promotion plans for them, as well as other tasks as required. Prerequisite: MGMT-301.

SCHOOL OF COMMUNICATIONS

PUBLIC RELATIONS PORTFOLIO

COMM-437-001

G. Puglisi

T 5:30PM-8:00PM

This course gives students the opportunity to apply lessons learned and serves as the capstone for their program. Students work with a real-world client as part of a team to address a specific communication challenge. They produce a strategic proposal and a variety of creative work, such as social media campaigns, event concepts, product launches, public service announcements, websites, news releases, brochures, or media relations campaigns, as needed for corporate, nonprofit, or government clients. In some cases, based on the client's needs, the emphasis is on executing the strategy and producing deliverables. AU Core Integrative Requirement: Capstone. Usually Offered: fall and spring. Prerequisite: COMM-337, COMM-346, and COMM-380. Restriction: Public Relations & Strategic Communication (BA) or Foreign Language and Communication Media (BA) and minimum 2.5 GPA.

SCHOOL OF INTERNATIONAL SERVICE

TOPICS PEACE/GLB SECURITY/CONFLICT RES: NONVIOLENT STRUGGLE IN THEORY AND PRACTICE

SISU-310-001

B. Wein

M/Th 8:10AM-9:35AM

This course analyzes multiple forms of power, nonviolent struggle, and peaceful cultural transformation. Students explore the goals, assumptions, ideas, theories, and methods underpinning many nonviolent uprisings against environmental destruction, oppressive governments, and inequality. They consider what we can learn from the failures and successes and why this major development in human evolution is not taught more widely, as well as exploring a range of approaches for resolving intractable conflicts without bloodshed. Repeatable for credit with different topic. Prerequisite: SISU-206 and SISU-210.

INT'L DEVELOPMENT & INST STRENGTHENING

SISA-341-001

M. Njagi

AU Abroad: Nairobi, Kenya

This course introduces students to international development in Kenya. It explores the culture, discourse, and practice of international development practitioners in Kenya and their bearing on the institutional building and strengthening. The course incorporates current debates within the field of international development and the various organizations and institutions working on development in Kenya. Guest speakers provide students with opportunities to learn directly from the experts and practitioners representing a range of development organizations. Students are introduced to many of the core activities of development organizations, including project planning, proposal writing, monitoring and evaluation as well as the characteristics of successful organizations. Students have a good opportunity to link their coursework to their externship experiences with grassroots NGOs and community-based organizations, and to ask deeper questions about development interventions and their impacts on a country such as Kenya.

SCHOOL OF PUBLIC AFFAIRS

JUSTICE AND PUBLIC POLICY

JLC-309-003

J. Palmer

M/Th 2:30PM-3:45PM

This course examines current basic national, state, and local policy issues that affect the definition of crime and shape public agency responses toward crime. The objective of the course is to sharpen and improve the student's policy-oriented thinking about crime in a constitutional democracy and to develop a method to evaluate policy related to crime. Usually Offered: fall and spring.

SOCIAL JUSTICE AND POLICY REFORM: INSIDE OUT CRIMINAL PROCEDURES

JLC-444-003

T. Simmons

M/Th 4:05PM- 5:20PM

This course reviews the overall design of the American criminal justice systems and the integration of various social justice initiatives. Moreover, students learn how legislative mandates and regulations operationalize various community movements and impact their design. Key topics include the Black Lives Movement, Defund the Police, and Native Americans Rise. Students learn both the analytic and interactional skills associated with the development and enactment of policies that give specification to social and criminal justice paradigms.

SCHOOL OF EDUCATION

SERVICE-LEARNING IN THE CLASSROOM

EDU-492-001

K. Block

T 2:30PM-5:20PM

Exploration of the principles of service learning and application of classroom theory in schools. Special attention is paid to providing equitable learning environments. Usually Offered: fall and spring. Prerequisite: EDU-321. Note: Students must complete a minimum of 40 hours in the classroom placement and attend six on-campus seminars.

CORE

NAVIGATING CHILDHOOD

CORE 106-011

J. Palmer

M/Th 9:45AM-11:00AM

This course focuses on the extent to which inequality and public policy affect a child's experience of childhood. The course draws on historical, sociological and legal perspectives to examine what rights children have (and when they might lose them), the role of the state in protecting children and how the zip code where a child is born may affect a child's life trajectory. The course primarily focuses on children's diverse experiences within the United States, but some content is related to international contexts. Restriction: Community-Based Research Scholars.

FOOD JUSTICE MATTERS

CORE 106-014

C. Davis

M 5:30 – 8:00PM

As a part of this course, students will actively serve with a nonprofit agency or school in the DC area to apply their course knowledge. Food Justice Matters (3) This course explores food justice issues in the twenty-first century. Students think critically about topics such as whether food marketing to children should be restricted, whether agricultural subsidies should be eliminated, and how stakeholders incorporate healthful eating practices into health policies. Using local farms, local non-profit agencies, the department of health, and other related organizations, students explore what Washington, DC and states are doing to address food justice in their communities. Restriction: Community-Based Research Scholars.

ETHICAL AND POLITICAL DIMENSIONS OF CLIMATE CHANGE

CORE-106-013

T. Eisenstadt

M/Th 2:30PM-3:45PM

With an overwhelming scientific consensus favoring the prevalence of theories that accelerating changes in the Earth's climate exist and are due to anthropogenic causes, the problem of conveying the need for policy changes to mitigate and adapt to global warming is becoming one for social scientists as much as for natural scientists. This course explores the gap between scientific consensus and political mobilization, seeking to understand the politics of climate change in the United States, in other countries vital to any meaningful international climate change agreement, and at the international level. Restriction: Community-Based Research Scholars.

DOING BETTER AT DOING GOOD

CORE-107-004

A. Choutka

T/F 9:45AM-11:00AM

This course examines the conversation on poverty in Washington, DC through scholarship, research, and community-based service-learning with an afterschool program. Horton's Kids is a local nonprofit that serves families in Ward 8's Wellington Park neighborhood, where the average household income is below \$10,000 a year. Students discover how Horton's Kids has evolved since 1989 using a comprehensive service model to address the cyclical needs of the community and adopting more inclusive practices. Students connect their work in the community to their work in the classroom by researching, writing, and reflecting on poverty in this neighborhood. Students learn how to reimagine service, focusing on reciprocity and equity. Readings cover a range of perspectives, from historians, sociologists, psychologists, public health scholars and professionals, service-learning and social justice scholars, community partners, community members, nonprofit professionals, policy makers, contemporary public intellectuals, and cultural critics.