FALL 2018 COMMUNITY-BASED LEARNING INITIATIVE COURSES
Explore and formulate responses to pressing societal issues

Courses supported by the Community-Based Learning Initiative (CBLI) may include community-based research, volunteer service linked with coursework, historical and theoretical reflections on service, or content that helps you explore and formulate responses to pressing societal issues. Courses recommended for Service Focus are indicated here with the Service Focus icon.

When you look at a CBLI course in Course Offerings, you’ll see one of the following:

Community-Based Learning Component Required indicates that everyone in the course has the opportunity to engage with community members through activities such as in-class discussion, public presentations, and on-site research.

Community-Based Learning Component Optional means that there is some flexibility in how community engagement or service experiences connect to course assignments.

AMS 306/GHP 411 Issues in American Public Health (SA) / Leslie E. Gerwin
Th 1:30-4:20
The study of public health is an interdisciplinary inquiry involving issues of politics, policy, history, science, law, philosophy, ethics, geography, sociology, environmental studies, and economics, among others. Students will examine the government's role in assuring and promoting health, through the exploration of issues on America’s "public health agenda," such as epidemic response, tobacco use, the impact of weight on health, mandatory vaccination, disease prevention, and violence. In doing so, they will consider the impact of race, income, gender, place and environment, education, capitalism and democracy on health outcomes.

ANT 232 Social Lives, Social Forces (SA) / Carol J. Greenhouse
W 1:30-4:20
This seminar takes up the connection between authority and obligation as a cultural question. We draw on diverse sources (anthropology, case studies, social theory, literature, public documents, art, etc.) to probe conceptual and real-life gray zones between individual and community, liberty and constraint, state and private sector. We consider formal and informal institutions (e.g., courts, legislatures, police, workplaces, families) and a range of formal and informal norms (from court rulings to common sense). Authority and obligation emerge as complex social relations that shape and are shaped within and across cultural contexts.

ANT 314/ENE 314/AFS 314 The Anthropology of Development (SA) / Carolyn M. Rouse
MW 11:00–12:20
Why do development projects fail? This course examines why well-meaning development experts get it wrong. It looks closely at what anthropologists mean by culture and why most development experts fail to attend to the cultural forces that hold communities together. This course will help students to develop a framework for more effective development. By examining development projects from South Asia to the United States, students learn the relevance of exchange relations, genealogies, power, religion, and indigenous law. This semester the class will focus on energy in Africa.

see website: http://kellercenter.princeton.edu/learn/epics/overview
In the Engineering Projects in Community Service (EPICS) program, students earn academic credit for their participation in multidisciplinary design teams that solve technology-based problems for local not-for-profit organizations. The teams are: multidisciplinary--drawing students from across engineering and around the university; vertically-integrated--maintaining a mix of sophomores through seniors each semester; and long-term--each student may participate in a project for up to six semesters. The continuity,
technical depth, and disciplinary breadth of these teams enable delivery of projects of significant benefit to the community.

**ENE 273/ELE 273** Renewable Energy and Smart Grids / *Minjie Chen*  
MW 1:30-2:50  
This course explores renewable energy systems, smart grids, and related economic and public policy issues. The course begins with the technical and operational principles of the modern electric grids, followed by an overview of various energy sources from fossil-fuel generators to photovoltaic systems. The course examines potential solutions to the intermittency of renewable energy systems such as energy storage systems and demand response techniques. Other emerging techniques, such as micro-grids and plug-in-electric vehicles will also be reviewed.

**ENG 405** Poetry and Belief (LA) / *Jeff Dolven*  
W 6–8:30 pm  
What does it mean to believe a poem? Can a poem itself have, or carry, beliefs—moral, religious, political, scientific? These are the questions of our seminar, questions we will pursue with the help both of poets (Milton, Dickinson, Moten) and philosophers (Popper, Ricoeur, Anscombe). The seminar will move back and forth between poetry of past and present, between the beliefs of others and our own. Organized through the Princeton Teaching Initiative (PTI), the seminar will meet inside prison walls and will be jointly composed of Princeton students and inmates. Applicants should expect additional travel and preparation time, and will need to obtain clearances from the Department of Corrections prior to the start of the class (with assistance from PTI). (See course website for application information.)

**ENV 305** Building American Style: Land-use Policies and Rules (STN) / *Deborah E. Popper & Frank J. Popper*  
M 1:30-4:20  
Americans have built and preserved an astounding variety of environments. This course examines the evolving complex of incentives and regulations that drove the choices of where and how places developed. It focuses on the emergence of land-use and environmental planning as a way to encourage or discourage growth and to mitigate or intensify its environmental, social, and economic effects. We examine the latest tools for building and protecting the American landscape and engage with diverse case studies of land-use challenges and responses. Analysis will be from historical, policy-oriented, and predictive perspectives.

**ENV 327** Investigating an Ethos of Sustainability at Princeton (EM) / *Shana S. Weber*  
T 1:30-4:20  
Achieving sustained human and environmental health is a global priority given increasingly disruptive economic, social and environmental conditions. Evidence suggests that humanity is capable of producing sustainable technological and social solutions, but must do so between now and mid-century. This course explores social/ethical dimensions of the sustainability challenge through an evaluation of related ethics and psychology of social norms literature, and includes an exercise in proposing evidence-based solutions toward cultivating an ethos of sustainability on the Princeton campus as a demonstration-scale system.

**HIS 201** A History of the World (HA) / *Jeremy Adelman*  
W 11-11:50  
An introduction to the history of the modern world, this course traces the global processes that connected regions with each other from the time of Genghis Khan to the present. The major themes of the course include the environmental impact of human development, the role of wars and empires in shaping world power, and the transformations of global trade, finance, and migration. Students will be required to view two lectures online per week. There will also be one live town hall forum per week with Prof. Adelman, and one precept per week. As part of the coursework, Princeton students can work with local students to explain course material and deepen understanding of the methods and ideas of global history.
**HIS 388/URB 388**  Unrest and Renewal in Urban America (HA) / Alison Isenberg  
T Th 11:00-11:50am  
This course surveys the **history of cities in the United States** from colonial settlement to the present. Over centuries, cities have symbolized democratic ideals of immigrant "melting pots" and cutting-edge innovation, as well as urban crises of disorder, decline, crime, and poverty. Urban life has concentrated extremes like rich and poor; racial and ethnic divides; philanthropy and greed; skyscrapers and parks; violence and hope; center and suburb. The course examines how cities in U.S. history have brokered revolution, transformation and renewal, focusing on class, race, gender, immigration, capitalism, and the built environment.

**HUM 450/ART 405** The Battle of Princeton in Space and Time (LA) / Nathan Arrington and Rachel DeLue  
Th 1:30-4:20pm  
This course offers the unique opportunity to **participate in the archaeological investigation of the Princeton Battlefield and to contribute to the historical work of local organizations.** The course adopts methods from several disciplines in the humanities, social sciences, and physical sciences to explore the history of early American, the phenomenology of landscape, the memory of war, and questions of cultural heritage. Students participate in archival research, analysis of material artifacts in order to learn methods of interdisciplinary research and to confront the persistent and perplexing presence of the past. (See course website for application information.)

**MOL 460/STC 460/GHP 460** Diseases in Children: Causes, Costs, and Choices / Daniel Notterman  
T Th 1:30-2:50, W 7:30-8:50pm  
Within a broader context of historical, social, and ethical concerns, a survey of normal childhood development and selected disorders from the perspectives of the physician and the scientist. The course and CBLI projects **explore the complex relationship between genetic and acquired causes of disease, medical practice, social conditions, and cultural values.** The course features visits from children with some of the conditions discussed, site visits, and readings from the original medical and scientific literature.

**SOC 227/URB 227** Race and Ethnicity (SA)/ Patricia Fernández-Kelly  
TTh 11:00-11:50  
Our goal in this course is (a) to understand various definitions of race and ethnicity from a theoretical perspective and in a plurality of contexts and (b) to account for the rise of ethnicity and race as political and cultural forces in the age of globalization. Why are ethnic and racial delimitations expanding in areas of the world where such distinctions were formerly muted? Is race and racial discrimination all the same regardless of geographical region? What are the main theories and methodologies now available for the study of race and ethnicity from a comparative point of view? These questions can be explored through an **optional CBLI project with local organizations.**

**SPA 205** Medical Spanish / Paloma Moscardó-Vallés  
MWF 12:30-1:20, 1:30-2:20  
An advanced Spanish language course with a focus on health and medical topics. Its main purpose is to provide students with the tools to **interact with Spanish speakers in a health environment.** Students will improve their general communication skills and learn the specific vocabulary necessary for the medical interview. The course will also explore aspects of the Latino culture in the fields of health and medicine through authentic documents and the contribution of guest speakers. There will be a project in which students interact with the local Latino community.

**SPA 304** Spanish in the Community / Alberto Bruzos Moro  
MW 11-12:20  
This course explores the complexities of Spanish language in the United States. Through a variety of readings, videos, and documents in Spanish and English, we will address a range of issues including the past and present of Spanish language in the US, the relationship between language and identity, and the tensions and hopes around the maintenance of Spanish in immigrant communities. You will carry out **fieldwork with local Spanish-speaking community members.**
TRA 400 Translation, Migration, and Culture (LA) / Sandra Bermann
W 1:30 - 4:20
This course will explore the seldom-discussed connections between migration, language, and translation. While studying the movement of peoples, we will focus particular attention on the ways language and translation affect the lives of those who move through and settle in different cultures and of those who interact with them directly and indirectly. The course will emphasize reading, writing, and independent research for students at every level. Open to all undergraduate and graduate students interested in migration, translation and their cultural effects, the course will involve reading, discussion, independent research and service work with local NGOs.

TPP 301 Seminar on Student Learning and Methods for Teaching (SA) / Todd W. Kent
TTh 3:00 - 4:20, T 7:30 - 8:50pm
A study of essential methods of learning and teaching, including learner characteristics and needs, organization and structure of educational institutions, development of curriculum and instructional goals, preparation of evaluation and assessment, and design of subject/level specific methodologies and classroom management techniques. If you are not enrolled in the TPP certificate program you can do an CBLI action research project in a local school as part of the course.

URB 200/WWS 210/SOC 200 Urbanism and Urban Policy (SA) / Douglas S. Massey
MW 11:00 - 11:50
This course will introduce students to social scientific thinking about cities and urbanism and then build on this foundation to consider and assess various approaches to urban policy. In their term papers, students will evaluate and formulate responses to an issue in urbanism or urban policy of their choosing.

URB 202/JRN 202/LAO 232 Documentary Film and the City (LA) / Purcell Carson
T 1:30 - 4:20
Non-fiction film workshop through lens of Trenton’s Latinx population, particularly Central American immigrants. Through films, readings, guest lectures, and hands-on filmmaking, students will study history and strategies of migrant populations, culture of remittance between global north and south, and immigration policy. Student collaboration with community partners to research, produce and edit short films while exploring the way documentary film balances between sociological study, mimetic art form, and engaged voice in public media. Two public screenings of student films. No filmmaking background required.

WWS 385 Civil Society and Public Policy (SA) / Stanley N. Katz
W 1:30 - 4:20
Civil society is the arena of voluntary organizations (churches, social welfare organizations, sporting clubs) and communal activity. Scholars now tell us that such voluntary and cooperative activities create “social capital” -- a stock of mutual trust that forms the glue that holds society together. The course will be devoted to the study of the history of these concepts, and to the analysis of their application to the United States and other societies. This will be an interdisciplinary effort, embracing history, philosophy, anthropology, sociology, and other disciplines. Local or previous community partner organizations could be considered in course assignments.

WWS 387/AMS 387 Education Policy in the United States (SA) / Jennifer L. Jennings
T Th 10:00 - 10:50
Poor students concentrated in urban centers lag academically behind their more advantaged peers, and explanations for this achievement gap are hotly debated. While some have pointed to the quality of education offered in urban public schools as the primary culprit, others have drawn attention to the role of out-of-school factors in creating and exacerbating these gaps. In this course, we will evaluate the possibilities for and barriers to closing achievement gaps and think systematically about the effects of school reform on schools, teachers, and the students they serve.