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In Fall 2008, I taught an interdisciplinary course that investigated mathematical, political, and social issues that arise in the context of consumer credit. The course included a service-learning component in which my students worked with a local mortgage crisis counseling service and the local Habitat for Humanity chapter. I will share the details of the student projects, discuss the reflections I paired with the projects, and highlight a few points to consider for faculty who are considering adding service-learning to their courses. (Received September 18, 2009)