

Permanent Course Proposal – SOC 008: Gaels 4 Justice

<p>1.Course Info</p>	<p>School of Liberal Arts Department of Sociology SOC 008 (.25): Gaels 4 Justice</p>
<p>2.Justification</p>	<p>SOC 008, Gaels 4 Justice, is the required course that is part of the Gaels 4 Justice living-learning program for first-year students. The justification of SOC 008 is highly connected to the literature on high impact practices in undergraduate education (Kuh, 2008) and the characteristics of successful living-learning programs (Bower & Inkelas, 2010):</p> <ol style="list-style-type: none"> 1. They exhibit strong academic affairs and student affairs collaborations: In this case, the collaboration between Sociology and CILSA makes this program strong in its theoretical orientation and practical implementation. 2. They have clear learning objectives with academic focus: In this case, the course learning objectives link service, justice and spirituality and are embedded in the community engagement component of the course. 3. They capitalize on community settings to create opportunities for learning wherever and whenever it occurs: In this case, students will have the opportunity to learn with the course instructor, with a student leader, and in direct service at a non-profit. <p>According to a longitudinal study by Bower and Inkelas (2010), “Those students who had lived in an LLP during their first year in college had higher levels of academic self-confidence, were more likely to be a mentor for other students, and remained more committed to civic engagement three years later.”</p> <p>They continue: “[First-year] students who lived in LLPs applied more critical-thinking skills (such as thinking critically about what they read and developing opinions by analyzing the pros and cons of an argument) and took advantage of opportunities to apply knowledge to new settings (such as applying what they learned in one class to their work in another class). They expressed more commitment to civic engagement, and they acted on their commitment by volunteering or taking service-learning courses more frequently. Finally, students in the LLPs felt they made a smoother transition to college, both academically and socially.”</p> <p>Because Gaels 4 Justice is a new program, we cannot state that these outcomes are true here. We can, however, teach the course and manage the living-learning program in a way that models best practices and offers a chance of these outcomes.</p> <p>On a practical level, students enrolled in this class will fulfill their CE requirement.</p> <p>Note: This course will be taught by masters- or doctoral-level CILSA professional staff as part of their CILSA duties. There are no staffing or budget implications for Sociology or SOLA.</p>

<p>3.Objectives <i>(from the syllabus)</i></p>	<p>The Gaels 4 Justice living-learning community course (SOC 008) is designed to provide students with an academic context in which to make meaning of the living-learning experience and deepen their learning in leadership, spirituality, and social justice within Catholic social thought and the five Lasallian core principles. The course combines classroom learning (90 minutes, every other week) with community engagement (12-14 hours/semester), an orientation retreat, and special events. By the end of this living learning experience and course, students will be able to:</p> <ul style="list-style-type: none"> • Develop and enhance their leadership knowledge and capacities. • Describe the core themes of Catholic social tradition and the Lasallian core principles. • Identify systemic causes of injustice and opportunities for action. <p>As a sociology course, Gaels 4 Justice is reflective of the Sociology department’s theoretical and pedagogical orientation. As the department’s website explains:</p> <p><i>In the words of sociologist C. Wright Mills, sociology requires that we exercise our “sociological imagination.” That is, we must understand how the issues in the lives of individuals are also the issues of the larger society. We can’t understand the individual without understanding society and we can’t understand society without understanding the individual. This implies that sociology is deeply personal. We seek to understand society, but in doing so we learn much about ourselves.</i></p> <p>As an integral and required component of the Gaels 4 Justice living-learning community, this course engages students in an external exploration of social issues that impact justice and injustice in communities, the process of social change, and an internal exploration of students’ values, purpose, and capacities to contribute to positive social change. The theoretical foundations of the course assert that social justice leadership is a social process (Preskill & Brookfield, 1998) and that Catholic social teaching is about systemic challenges and opportunities to bring about a more just and sustainable world (Massaro, 2012).</p>
<p>4.Assessment <i>(from the syllabus)</i></p>	<ol style="list-style-type: none"> 1. Preparation & Participation: This is an interactive, conversational class experience, and everyone’s learning depends upon the contributions of each person. To <u>“be prepared”</u> means that you arriving on time and completing all readings and assignments before class begins. To <u>“participate”</u> means to speak, ask questions, listen to you peers, and contribute to the ongoing forward movement of the class and its activities. <i>Think quality not quantity.</i> 2. Integration Papers: Each of these 2-3 page papers will be guided by a prompt provided by the instructor. They are designed to connect the readings, class activities, and community engagement component. All assignments must be typed in 12 point Times New Roman font, double-spaced, with one-inch margins unless specified otherwise. They will be uploaded to Moodle. 3. CST/Lasallian Group Presentation: In small groups, students will offer a presentation that links a specific theme of Catholic social thought and a Lasallian core principle to a current event.

	<p>4. “This I believe” Final Paper: At the end of the semester, you will compose a 2-3 page paper in which you explore what you believe about leadership, spirituality, and social justice. Readings, class activities, and community engagement experiences serve as reference points for this paper. This paper must be typed in 12 point Times New Roman font, double-spaced, with one-inch margins unless specified otherwise This assignment will be uploaded to Moodle.</p>
<p>5.Student Population</p>	<p>Any first-year student, from any major or school, may apply to be in the Gaels 4 Justice Living-Learning Community. Students are recruited for this class/living-learning community prior to their entrance at the College. They apply through CILSA, interview with the SOC 008 instructor, and then are informed about their admission. We anticipate 10-20 students each year. This course, combined with the other activities of the year-long Gaels 4 Justice living-learning community, fulfills the Community Engagement requirement.</p>
<p>6.Upper Division</p>	<p>Not applicable.</p>
<p>7.Relationship to Present College Curriculum</p>	<p>SOC 008 is connected to the current curriculum through its designation as Community Engagement. It extends an introduction to students to sociology as a major. No courses will be affected either positively or negatively by this course.</p>
<p>8. Implement. Costs</p>	<p>None.</p>
<p>9. Library Resources</p>	<p>An assessment from Librarian Patty Wade is at the end of this document.</p>
<p>10. Course Credit & Grading</p>	<p>SOC 008 is a .25 academic course; it will be letter-graded. The method of the course is describe to students as follows: “Class sessions will include few lectures and will rely heavily on class discussion and interactive activities. Therefore, your participation, willingness to work in groups and share your ideas with others is imperative.”</p> <p>Special Guidelines for .25 Academic Courses:</p> <ul style="list-style-type: none"> a. This course will be taught by a CILSA staff member who is approved by Sociology as a qualified instructor. b. Several work products are submitted for evaluation: 2 integration papers, 1 group oral presentation, and 1 final paper.

	<p>c. Students will invest approximately 33 hours in direct course activities, plus approximately 1 hour/week in preparation. The breakdown of direct course activities is as follows:</p> <ul style="list-style-type: none"> • 9-hours class meetings (1.5 hours x 6) • 6-hour orientation/initial class • 6-hour educational conference • 12-hours community engagement
<p>11. Pre-Reqs</p>	<p>None</p>
<p>12. Course Description for Catalogue</p>	<p>SOC 008 is the required course associated with the Gaels 4 Justice living-learning community for first-year students. The course provides first year students an academic context in which students make meaning of the living-learning experience and deepen their learning in leadership, spirituality, and social justice within Catholic social thought and the five Lasallian core principles. The course combines classroom learning (90 minutes, every other week) with community engagement (12-14 hours/semester), an orientation retreat, and special events. There are no pre-requisites; instructor permission required for registration.</p>
<p>13. Course Content</p>	<p>See attached syllabus.</p>
<p>14. Review of Experimental Offering</p>	<p>In fall 2016, nine students gathered bi-weekly for the inaugural Gaels 4 Justice Living-learning quarter-credit class. The following addresses the strengths, weaknesses and opportunities for this course as understood by the instructor of record Ryan M. Lamberton.</p> <p>Strengths: Nine students gathered with the instructor during the Weekend of Welcome for orientation to the the purpose of the Gaels 4 Justice Living-Learning Community and to have an initial experience of service. This shared experience allowed the instructor and students the opportunity to establish a sense of community before the academic year began. The readings <i>Learning as a Way of Leading: Lessons from the Struggle for Social Justice</i> and <i>Living justice: Catholic Social Teaching in Action</i> were warmly received by the students. Students explored and discussed being open to others’ perspectives, learning and practicing critical reflection, and learning to support the growth of others. Discussions were often rooted in current events or “the signs of the times.” Students also discussed notions of charity and justice within the context of Catholic Social Teaching and traditions. Students wrote to short integrative papers that connected the readings with their community engagement experience at the non-profit partner White Pony Express.</p> <p>Weaknesses/Challenges: Gaels 4 Justice was the College’s first ongoing engagement with White Pony Express, and as the semester unfolded, we found that the organizational leaders operate from a noblesse oblige orientation to service that</p>

	<p>runs counter to the justice-oriented approach embedded in the course. This was a challenge for both the students and the instructor. Fruitful conversations have taken place among the students, partners and instructors alike concerning this. A second challenge is that a significant amount of reading was assigned in the first iteration of the syllabus. As this fall semester evolved, the reading assignments were adjusted to meet students “where they are” intellectually and developmentally.</p> <p>Opportunities: There is an opportunity to be in continued dialogue with White Pony Express through the duration of the academic year concerning how SMC orients around community engagement (assets based approach, mutuality, reciprocity etc.). We will likely seek a new community partner for fall 2017. There is also an opportunity to reduce the amount of reading to be more commensurate with a quarter-credit class. There is an opportunity to increase the number of participants from 9 to 18-20 in the upcoming academic year (2017-2018).</p>
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References

Brower, A.M. & Inkelas, K.K. (2010). *Living-Learning Programs: One High-Impact Educational Practice We Now Know a Lot About*. <https://www.aacu.org/publications-research/periodicals/living-learning-programs-one-high-impact-educational-practice-we>

Kuh, G. D. (2008). *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: Association of American Colleges and Universities.

Attachments

- **Sociology department approval**
- **SOLA Dean approval**
- Fall 2016 Syllabus
- Library Resource Review

Sociology Department Approval

Subject:Re: SOC 08 Gaels 4 Justice Permanent Course Proposal

Date:Wed, 1 Feb 2017 10:24:28 -0800

From:Robert Bulman <rbulman@stmarys-ca.edu>

To:Jennifer M Pigza <jpigza@stmarys-ca.edu>

Hi Jennifer,

This looks good. We approve!

best,
Robert

Robert C. Bulman

Professor and Chair, Sociology
Chair, Rank and Tenure Committee
Saint Mary's College of California

On Fri, Jan 20, 2017 at 12:36 PM, Jennifer M Pigza <jpigza@stmarys-ca.edu> wrote:

Hello Robert,

We in CILSA are seeking permanent course approval for the .25 course associated with Gaels 4 Justice and sponsored by Sociology. Attached is the permanent course proposal for your review and anticipated approval. Certainly let me know if you have questions.

Once Sociology can offer its approval, I will send it to the Dean for her review. I must submit the doc to the UEPC by February 1, and would like to get it to Sheila by Wednesday of next week. I hope that timeline can work for you.

Thank you,

Jennifer

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Jennifer M. Pigza, Ph.D.
Director, Catholic Institute for Lasallian Social Action (CILSA)
Lecturer, Leadership Department, Kalmanovitz School of Education
Saint Mary's College of California
203 Ferroggiaro Hall
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**Gaels 4 Justice – Living-Learning Community
SOC 008 (.25) – Fall 2016**

<p>Instructor Ryan M. Lamberton, M.A. Assistant Director, CILSA Office: (925) 631-4015 203 Ferroggiaro Hall RML4@stmarys-ca.edu Office Hours: By Appointment</p>	<p>Community Engagement Mentor / Leader Yarley Martinez CILSA Social Action Leadership Team (SALT) Leader (213) 842-6764 YM4@stmarys-ca.edu Office Hours: By Appointment</p>
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Course Description

The Gaels 4 Justice living-learning community course is designed to provide first year students with an academic context in which to make meaning of the living-learning experience and deepen their learning in leadership, spirituality, and social justice within Catholic social thought and the five Lasallian core principles. The course combines classroom learning (90 minutes, every other week) with community engagement (12-14 hours/semester), an orientation retreat, and special events.

By the end of this living learning experience and course, students will be able to:

- Develop and enhance their leadership knowledge and capacities.
- Describe the core themes of Catholic social tradition and the Lasallian core principles.
- Identify systemic causes of injustice and opportunities for action.

As a sociology course, Gaels 4 Justice is reflective of the Sociology department’s theoretical and pedagogical orientation. As the department’s website explains:

In the words of sociologist C. Wright Mills, sociology requires that we exercise our “sociological imagination.” That is, we must understand how the issues in the lives of individuals are also the issues of the larger society. We can’t understand the individual without understanding society and we can’t understand society without understanding the individual. This implies that sociology is deeply personal. We seek to understand society, but in doing so we learn much about ourselves.

As an integral component of the Gaels 4 Justice living-learning community, this course engages students in an external exploration of social issues that impact justice and injustice in communities, the process of social change, and an internal exploration of students’ values, purpose, and capacities to contribute to positive social change. The theoretical foundations of the course assert that social justice leadership is a social process (Preskill & Brookfield, 1998) and that Catholic social teaching is about systemic challenges and opportunities to bring about a more just and sustainable world (Massaro, 2012).

Learning Objectives

By the end of this living learning experience and course, students will be able to:

- Develop and enhance their leadership knowledge and capacities

- Describe the core themes of Catholic social tradition and the Lasallian core principles
- Identify systemic causes of injustice and opportunities for action

Community Engagement Component

You will complete a 20-hour commitment at two community partner sites each semester (2-hour, bi-weekly commitment). Your commitment to your community partner site, as well as to class time, is vital to your successful completion of the course. There is no grade assigned to fulfilling the service hours. You are graded on your ability to demonstrate an integration of the service experience with the readings and other course activities through course assignments and participation. The partners are: White Pony Express and Gael Pantry.

Readings

Preskill, S. & Brookfield, S. (1998). *Learning as a way of leading: Lessons from the struggle for social justice*. San Francisco, CA: Jossey-Bass.

Massaro, T. (2012). *Catholic Social Teaching in Action, Living Justice*. 2nd Classroom Edition. Lanham, MD: Rowan and Littlefield.

Additional articles and readings will be provided by the instructor.

Grade Distribution

Assignment	Value
Preparation & Participation	25%
Integration papers (2 @ 2-3 pages each)	40%
CST / Lasallian Group Presentation	20%
“This I believe... about Leadership, Spirituality, and Social Justice” paper (2-4 pages)	15%
Total	100%

Description of Assignments

Preparation & Participation: This is an interactive, conversational class experience, and everyone’s learning depends upon the contributions of each person. To **“be prepared”** means that you arriving on time and completing all readings and assignments before class begins. To **“participate”** means to speak, ask questions, listen to you peers, and contribute to the ongoing forward movement of the class and its activities. **Think quality not quantity.**

Integration Papers: Each of these 2-3 page papers will be guided by a prompt provided by the instructor. They are designed to connect the readings, class activities, and community engagement component. All assignments must be typed in 12 point Times New Roman font, double-spaced, with one-inch margins unless specified otherwise. They will be uploaded to Moodle.

CST/Lasallian Group Presentation: In small groups, students will offer a presentation that links a specific theme of Catholic social thought and a Lasallian core principle to a current event.

“This I believe” Final Paper: At the end of the semester, you will compose a 2-3 page paper in which you explore what you believe about leadership, spirituality, and social justice. Readings, class activities, and community engagement experiences serve as reference points for this

paper. This paper must be typed in 12 point Times New Roman font, double-spaced, with one-inch margins unless specified otherwise. This assignment will be uploaded to Moodle.

Deadlines & Consequences

Assignments are due at the beginning of class on the date stated in the syllabus. You are expected to submit assignments regardless of whether or not you attend class. Assignments will typically be submitted on Moodle.

Late assignments will be marked down 10% for each day they are late. The first 10% will be lost after class begins on the day the assignment is due. I am aware that at times extenuating circumstances may prevent you from turning in an assignment on time. A car accident or a death in the family is extenuating circumstances (work for other classes or a busy schedule are not). If you will miss a class or be unable to hand in an assignment on time, you must contact the instructor in advance.

Method of Instruction

Class sessions will include few lectures and will rely heavily on class discussion and interactive activities. Therefore, your participation, willingness to work in groups and share your ideas with others is imperative.

Policies & Additional Information

Academic Honesty: All students are expected to abide by the Saint Mary's College of California Academic Honor Code in this course. All work submitted must be your own; using the words or ideas of another without proper citation is considered plagiarism and academic dishonesty. For more information about the Code see the *Undergraduate Student Handbook* or www.stmarys-ca.edu/academics/honor-council/index.html

Communication: This course will rely heavily on email for communication purposes. Questions, announcements, updates, or clarification will often be addressed through email, so please check your Saint Mary's email account *daily*.

CWAC: Center for Writing Across the Curriculum CWAC, in De La Salle Hall (next to Hagerty Lounge), offers two options for students – of all disciplines and levels:

- 1. Writing Circles:** During weekly, small-group workshops, students discuss their own writing projects, at all stages of the process. To join a Circle, students visit www.stmarys-ca.edu/WritingCircles before or during the first week of the semester, as Circles begin week two. Once scheduled into a Circle time, students register for that section of COMM 190: Writing Circles.
- 2. One-on-one sessions:** Students make appointments or drop in 4-8 p.m. Sunday; 10 a.m.-8 p.m. Monday; 10 a.m.-6 p.m. Tuesday; 10 a.m.-8 p.m. Wednesday and Thursday; and 12-4 p.m. Friday. 925.631.4684, www.stmarys-ca.edu/cwac. Writing Advisers guide their peers toward expressing ideas clearly, always weighing audience and purpose. Writers bring their assignment sheets and readings in order to brainstorm ideas, revise drafts, or work on specific aspects of writing, such as grammar, citation, thesis development, organization, critical reading, or research

writing. They may discuss any genre, including poetry, science lab reports, argument-driven research, or scholarship application letters.

Library: Reference/Information assistance is available at the Reference Desk, by phone [\(925\) 631-4624](tel:9256314624), text message at (925) 235-4762 or Chat (IM). Check the Library's "Ask Us" link for details: <http://www.stmarys-ca.edu/library/ask-us>. Extended assistance by appointment is also available with your librarian subject specialist. To customize your syllabus with this information, you can find a link to the subject specialist list on the Library's web page under About The Library > Staff Directory or at this link: <http://www.stmarys-ca.edu/library/librarian-subject-selectors-and-faculty-liaisons> Please feel free to add your Subject Librarian's name, email, and phone number for appointments.

Missed Classes: Students are permitted to miss up to one class, regardless of the circumstances. After one missed class, you will lose half a letter grade for each missed class session. Note that participation points can only be earned by being present in class, so these points will be lost even if the missed class is "free" or if you are ill. You are responsible for turning in any assignments prior to the start of class, regardless of whether you can attend class or not.

Non-violent community: Violence is unacceptable in our community. This includes sexual harassment, stalking, dating violence, domestic violence, and hazing. I am committed to a safe class and campus and hope that you take active steps with me to end violence at SMC. Please don't hesitate to reach out to the instructor, student leader, or the resources and offices found here: <http://www.stmarys-ca.edu/smcares/contacts> and/or <http://www.stmarys-ca.edu/human-resources/title-ix-and-sexual-misconduct>

Student Disability Services: Student Disability Services extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Office at (925) 631-4358 to set up a confidential appointment to discuss accommodation, policies, guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary's website: <http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html>

**Gaels 4 Justice Living-Learning Community
SOC 008 Fall 2016**

Date	Details
8/27	<p>WOW Saturday of Service</p> <ul style="list-style-type: none"> ● All Gaels for Justice Residents/Students will be at White Pony Express ● White Pony Express Orientation ● Lunch, Reflection, Setting Expectations at White Pony Express ● Gaels 4 Justice Student Leader and Staff/Faculty will be participating as well
9/6	<p>Reflection Questions When did you start serving? Why? Why did you apply to be a part of Gaels 4 Justice Living-Learning Community? What do you hope to accomplish or learn more about in this course?</p> <p>Classroom Discussion</p> <ul style="list-style-type: none"> ● Introductions ● Syllabus Overview ● White Pony Expectations ● What is community engagement? ● Yarley’s role in Gaels 4 Justice ● Community Engagement Schedule ● Get Connected ● Questions? <p>Homework Due 9/23</p> <ul style="list-style-type: none"> ● Read: P&B Ch. 1, CST handout and Lasallian Core Principles handout ● Schedule / have 1:1’s with Yarley (Gaels 4 Justice SALT Leader) ●
9/11	<p>Begin Service at White Pony Express on 9/11 (1:30pm – 4:30pm) 1:1’s with Gaels 4 Justice SALT Student Leader (9/6-9/13)</p>
9/23 5pm-6:30pm	<p>Reflection Questions Looking back on what you read this past week, what leadership task are you looking forward to learning more about? Why? What Catholic Social Teaching and Lasallian Core Principles do you see being addressed at White Pony Express?</p> <p>Classroom Discussion</p> <ul style="list-style-type: none"> ● P&B Ch. 1 ● Catholic Social Teaching and Lasallian Core Principles Activity ● White Pony Express community engagement <p>Homework Due 10/7</p> <ul style="list-style-type: none"> ● Read: P&B Ch. 2, Massaro Ch. 1 ● Integration Paper #1 due
9/25	<p>Service at White Pony Express on 9/25 (1:30pm – 4:30pm)</p>
10/7 5pm-6:30pm	<p>Reflection Questions Why is it important to be open to the contribution of others? Reflect back on a time that you practiced this or witnessed someone else practice it? What is social justice? What factors contribute to the low profile of the Catholic social teaching? Would the church be much different if social teaching were not “out best-kept secret?”</p>

	<p><u>Classroom Discussion</u></p> <ul style="list-style-type: none"> • P&B Ch. 2, Massaro Ch. 1 • Discuss topics that you addressed in your integration paper • White Pony Express Experience <p><u>Homework Due 10/28</u></p> <ul style="list-style-type: none"> • Read: P&B Ch. 3, Massaro Ch. 2
10/09	Service at White Pony Express on 10/9 (1:30pm – 4:30pm)
10/28 5pm-6:30pm	<p><u>Reflection Questions</u> What is critical reflection? How did Martin Luther King Jr. and Nelson Mandela practice critical reflection? Have you ever participated in critical reflection?</p> <p><u>Midterm Exam Week</u></p> <p><u>Classroom Discussion</u> In our world today, where/how do you see critical reflection being practiced? Discuss reflection questions on pg. 31.</p> <p><u>Homework Due 11/4</u> Read: P&B Ch. 4, Massaro Ch.3</p>
10/30	Service at White Pony Express on 10/30 (1:30pm – 4:30pm) 1:1's with Yarley
11/4 5pm-6:30pm	<p><u>Reflection Questions</u> What are papal encyclicals and apostolic letters? If you could write one today, what would it address? Has there been someone in your life that has encouraged your growth in your leadership skills? If yes, who was that person and what did they do? What leadership practices do you see yourself practicing with others? What approach would you use and why? What did Septima Clark do to support the growth of others?</p> <p><u>Classroom Discussion</u></p> <ul style="list-style-type: none"> • Discuss P&B Ch. 4 • Reflection Questions <p><u>Homework Due 11/18</u> Read: P&B Ch. 5</p>
11/13	Service at White Pony Express on 11/13 (1:30pm – 4:30pm)
11/18 5pm-6:30pm	<p><u>Reflection Questions</u> What is collective leadership? What are benefits of collective leadership? Please give a few examples of how you see it in our world and in our community.</p> <p><u>Homework Due 12/9</u> 1:1's with Ryan between 11/15-12/9</p>
11/20	Leadership for Social Justice Conference at Saint Mary's College No Service at White Pony Express
11/22	Thanksgiving Week NO CLASS <u>Homework Due on 12/9</u> Integration Paper #2 Due
11/15- 12/9	1:1 with Ryan
12/4	Service at White Pony Express on 12/4 (1:30pm – 4:30pm)
12/6	Attend Public Service Internship (PSI) Presentation

**Library Resource Review: SOC 008: Gaels 4 Justice
Submitted by Patty Wade, Sociology Librarian**

Collections

My reading of the course proposal and syllabus suggests the following relevant subject areas for the library collection:

- Social justice leadership specifically in reference to students.
- Catholic social thought, social justice, and social justice and spirituality.
- High-impact educational practices in higher education, including living-learning programs and service learning.
- Social issues and problems.

Books:

The book collection is more than adequate to support both faculty and staff developing this program and students in the course. Strengths lie in social justice leadership, service learning, Catholic social thought and social justice. The library collects actively in the area of social issues and problems and strives to have a rich collection of books that address the social issues of the day.

There may be a need to collect more intentionally in high-impact practices in higher education and living-learning communities keeping our eye out for more books like [*Student learning in College Residence Halls : What Works, What Doesn't, and Why*](#) by Gregory S. Blemling and [*Innovative Learning for Leadership Development*](#) edited by Julie E. Owen.

Journals and Periodicals:

The library subscribes to many journals that would have articles relevant to social issues and problems and social justice as well as many journals on educational leadership and education in general.

We do also have access to the following journals that focus on service learning:

Michigan Journal of Community Service Learning
Partnerships: A Journal of Service-Learning and Civic Engagement
Journal of Experiential Education

I encourage the faculty for this course to let me know of any additional titles we should try to obtain access to.

Databases:

The library subscribes to the following specialized databases that would be relevant for this course:

Sociological Abstracts
ERIC
Catholic Periodical Index

Additionally, *Albert Plus* combines books, articles, and videos into one search and crosses over many different disciplines and can be a good starting point for research on any topic.

For students researching current events, the library provides a campus-wide access to the *New York Times* through NYTimes.com as well as access to many other newspapers through *Lexis Nexis*. Alternative viewpoints can be found in *Alt-PressWatch* and *Ethnic NewsWatch*

Videos:

In addition to DVD's purchased individually, the library also provides access to thousands of streaming videos through its subscription to *Kanopy*, *Films on Demand*, and Alexander Street's *VAST* database. All of these videos are listed in *Albert Plus* and *Classic Albert*.

The faculty for this course should let me know if there are relevant specific titles that we do not have access to and I will work to purchase them for the library.

Information Literacy

There are no explicit research requirements for the course but students should always be encouraged to seek help from the librarians at the reference desk with any research they may be doing for this course. If a research need arises, I am happy to provide a library instruction session for the course. Librarians have also, from time to time, made visits to residence halls to provide assistance to students where they live. I would be happy to do this for this living-learning community.

Patty Wade
October 28, 2016

On Feb 16, 2017 4:00 PM, "Sheila Hughes" <smh21@stmarys-ca.edu> wrote:
Hi Jennifer,

I have reviewed the proposal to grant Soc 08, the .25 credit course associated with the Gaels 4 Justice LLC permanent status. I have also circulated the proposal to SOLA Chairs & Directors for feedback. Ron Ahnen, on behalf of Politics, provided an enthusiastic endorsement. I am happy to lend my approval to the course, which I understand not to have faculty workload/salary implications.

cheers,

Sheila

Sheila Hassell Hughes
Dean, School of Liberal Arts
Saint Mary's College of California

At Saint Mary's College, we take the Liberal Arts out of the box!



On Thu, Feb 2, 2017 at 9:54 AM, Jennifer M Pigza <jpigza@stmarys-ca.edu> wrote:
Hello Sheila,

CILSA and Sociology have worked together to sponsor SOC 08 -- the .25 course associate with the living-learning community Gaels 4 Justice. The course was offered experimentally in fall 2016, and we seek permanent status. Attached is the full packet, including Robert Bulman's approval from Sociology.
Please review this course.

- If you have questions, please let me know.
- If you approve, please "reply all" so that Kathy Porter is aware.

Thank you,
Jennifer

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Jennifer M. Pigza, Ph.D.
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