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Justice, Community and Leadership

Saint Mary's College of California

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JUSTICE, COMMUNITY AND LEADERSHIP PROGRAM

The mission of Justice, Community and Leadership is to prepare students through a social justice framework to be leaders who address critical challenges of our times. Note: this program was formerly called Liberal & Civic Studies.

Justice, Community and Leadership is an interdisciplinary program that emphasizes critical inquiry, global perspectives, ethical ideals, social and environmental stewardship, leadership, education, and self-assessment. Our social justice framework uses multiple empirical and theoretical perspectives and contemporary pedagogies of community engagement to inspire lifelong leadership and service for the common good, especially in education, law, government, and advocacy.

FACULTY AND ADVISORY BOARD

Monica Fitzgerald, *Associate Professor, Director*

Manisha Anantharaman, Ph.D., *Assistant Professor*

Shawny Anderson, Ph.D., *Associate Dean, Liberal Arts*

Patrice Douglass, Ph.D., *Assistant Professor*

Tamara Spencer, Ed.D., *Associate Professor, KSOE,
Director of TFT Program*

Michael Viola, Ph.D., *Assistant Professor*

LEARNING OUTCOMES FOR THE JUSTICE, COMMUNITY AND LEADERSHIP MAJOR

Students who complete this program will be able to:

1. **KNOWLEDGE** Demonstrate an understanding of engaged pedagogy, critical theory, and social systems as related to justice and leadership studies and be able to apply theoretical explanations to empirical examples.
2. **RESEARCH** Use data analysis and interpretation, appropriate library and information literacy skills, and field research to articulate and interpret the complexities of significant social issues.
3. **APPLICATION** By using leadership studies and critical theory, assess a complex social or community issue and develop multiple viable strategies that contribute to a more just social order.
4. **COMMUNICATION** Effectively use oral, written, and new media formats to educate, advocate, and collaborate with multiple audiences.
5. **REFLECTION** Demonstrate, through written and oral self-assessment and reflection, an understanding of the impact of their own academic learning experience and how it prepares them for a life of active citizenship

JCL GENERAL MAJOR AND CONCENTRATIONS

The Justice, Community and Leadership program offers four concentrations:

- JCL General Major (13.25-13.50 courses)
- Leadership for Social Justice 4+1 (16.25-16.50 courses prior to 5th year)
- Education Studies (18.75-19 courses)
- Teachers for Tomorrow 4+1 (21.75-22 courses prior to 5th year)

4+1 PATHWAYS

4+1 pathway concentrations allow students to complete a BA in four years and an MA in one additional year.

TEACHERS FORTOMORROW 4+1

Incoming freshman students and qualifying sophomores who are committed to becoming K-8 teachers may apply for the Teachers for Tomorrow (TFT) Program. This program enables students to integrate education coursework and field experiences in K-8 schools with their undergraduate course of study. Students proceed through the TFT Program as cohort groups, taking many courses and field experiences with other members of their cohort. Students earn their bachelor's degree at the end of four years and, once admitted to the graduate program, complete their multiple-subject credential or special education credential at the end of their fifth year. Students may also pursue a Master of Arts in Education (MAED) or Master in Arts of Teaching (MAT) degree in their fifth year at Saint Mary's by fulfilling additional coursework and research components. Prospective students must apply separately to the Kalmanovitz School of Education before beginning credential/graduate work.

LEADERSHIP FOR SOCIAL JUSTICE 4+1

The M.A. in Leadership for Social Justice is a concentration in the graduate Leadership Studies program, designed for students interested in practicing leadership for social change in fields such as non-profit, community organizing, law, or public service. The Justice, Community and Leadership program has developed a 4+1 pathway for students to complete their BA in four years and their MA in one additional year. By fulfilling the 4+1 pathway requirements, students can be admitted to the Leadership for Social Justice MA program and begin graduate course work in their senior year. Students in this concentration fulfill additional requirements. Prospective students must apply separately to the MA in Leadership.

Curriculum Justice, Community and Leadership Program

SINGLE SUBJECT 4+1 MINOR

Incoming freshman students and qualifying sophomores who are committed to becoming middle or high school teachers may declare this minor. This special program enables students to integrate education coursework and field experience in middle and high schools with their undergraduate course of study. With a major in the discipline they would like to teach (History, English, etc.), students will gain the critical framework and field experience necessary to be transformative educators. Students proceed through the SS4+1 minor in a cohort with TFT and other Single Subject 4+1 minors, taking many of their minor courses and all of their field experience with other cohort members.

MAJOR REQUIREMENTS

All students, regardless of concentration, must complete the JCL common curriculum. Students complete additional course requirements determined by their area of concentration. Please note that JCL students meet many requirements of the SMC Core Curriculum within the major and their chosen concentration.

JCL COMMON CURRICULUM (11.25-11.50 courses)

LOWER DIVISION (2 courses)

JCL 10 and **ECON 10**

UPPER DIVISION JCL COURSES (5.25 courses)

JCL 120, JCL 130, JCL 140, JCL 150, JCL 196, and **JCL 190** (.25)

REQUIRED INTERDISCIPLINARY CONTENT

(4–6.25 courses)

In addition to the above courses, JCL majors meet other program requirements through a specific menu of options:

ARTISTIC UNDERSTANDING (2–2.25 courses)

two full-credit courses that meet the Artistic Analysis requirement and one (full or .25) that meets the Creative Practice requirement (please note that some courses meet both the analysis and creative practice requirements)

Artistic Understanding (*Analysis and Creative Practice*)

ART 55, 65, 70, ATC 80, COMM 2, 125, 158, ENG 25, 102, PERFA 14, 33, 50

Artistic Understanding (*Analysis Only*)

AH 2, 144, ATC 180, ENG 23, 153, 154, 173, FREN 11, 130, MODL 126, 186, PERFA 1, 10, 61, 113, 181, 184, SPAN 11

Artistic Understanding (*Creative Practice Only*)

ART 1, 102, 155, ES 150, PERFA 12, 19, 37, 70, 71/172, 75/175, 76/176, 90, 132, 142, 152

SCIENTIFIC UNDERSTANDING (1–2 courses)

BIO 7, 50/51, 88/89, EES 40/41, 50/51, 75/76, 92/93, PHYSICS 40/41, 90/91

*Please note: Eds/TFT students must take **BIO 50/51** in addition to one SU menu offering other than **BIO 7**.*

SOCIAL, HISTORICAL and CULTURAL

UNDERSTANDING (2 courses): *covered by **ECON 10** and **JCL 120**. Additionally, Eds and TFT students must take **HIST 17** or **18**.*

THEOLOGICAL UNDERSTANDING (1 course)

PHIL 130, TRS117, 118, 141, 142, 143, 151, 152, 153, 154, 155, 156, 166, 171, 174,175

ADDITIONAL REQUIREMENTS BY CONCENTRATION

Students complete all requirements of the JCL Common Curriculum and the additional requirements of their concentration.

JCL GENERAL MAJOR (2 additional courses; total for major = 13.25-13.50 course credits)

MATH 4 or **10**

JAN TERM CE (*one Community Engagement-designated January Term course*)

LEADERSHIP FOR SOCIAL JUSTICE 4+1 (5 additional courses; total for concentration = 16.25-16.50)

MATH 4 or **10, JAN TERM CE** (*one Community Engagement-designated January Term course*), and **LSJ graduate courses** *L4+1 students begin their graduate work in their fourth year of study by taking three LSJ graduate courses*

EDUCATION STUDIES (7.5 additional courses; total for concentration = 18.75-19)

Additional requirements for EdS include: **EDUC 20, Psych 1,** and **EDUC 144**; and two quarter credit classes from these options: **EDUC 124** (Mini Math and Science Methods); **JCL 123** (Praxis: Anti-racist Pedagogy); **JCL 125** (Text-based Discussion in the Middle School); **JCL 126** (Praxis: Special Topics); **JCL 129** (Praxis: Education)

TEACHERS FORTOMORROW 4+1 (10.5 additional courses; total for concentration: 21.75-22)

Please note: TFT students with a Special Education emphasis will take SPED courses in place of MSTE. In addition to all the above courses listed in Education Studies, TFT take 3.0 additional courses
MSTE 345, 253, 349

JCL MINOR REQUIREMENTS

This multidisciplinary minor, housed within the Justice, Community and Leadership Program, incorporates community engagement and issues of social justice into the experiences and curriculum of students interested in learning about the principles and practices of justice, community, and leadership. *The minor consists of at least five courses outside of the student's major(s). The following courses are required:*

MINOR: JUSTICE, COMMUNITY AND LEADERSHIP
(6.25 courses)

Lower Division (2 courses): Required **ECON 10** and **JCL 10**

Upper Division: (4.25 courses): Required **JCL 150** and at least two of the following: **JCL 120, JCL 130, JCL 140**

Also, one more elective (if not all three of **JCL 120, 130, 140** are taken) from the following list:

BUSAD 181, COMM 161, ECON 150, 152, 192, HIST 136, 138, 139, 141, 151, 152, 155, 163, PHIL 130, POL 106, 110, 115, 125, 126, 135, SOC 101, 114, 115, 116, 120, 122, 124, 128, 134, TRS 117, 141, 142, 143, 151, 153, 154, 155, 156, 166, 171, 174, WGS 100

Add Capstone experience (.25):
JCL 190 (.25) Assessment and Portfolio

SINGLE SUBJECT 4+1 MINOR REQUIREMENTS

MINOR: SINGLE SUBJECT 4+1 (7.25 courses)
Students earn their Bachelor's degree at the end of four years in their major and a single-subject credential at the end of their fifth year. Students begin credentialing courses as undergraduate seniors. Students may also pursue a Masters in Teaching (MAT) in the fifth year by fulfilling additional coursework and research components.

Requirements: Students must complete 7.25 credits, which may be double-counted towards core curriculum requirements. Courses taken to satisfy students' major may not also count toward completion of the minor. JCL majors cannot minor in Single Subject 4+1. Each year students will have a field experience in a classroom. **Educ 20** as first years; **Educ 122** sophomore year; **JCL 125** junior year; in addition to a year long placement through KSOE their senior year.

Curriculum:

Required Courses in theory-practice on critical pedagogy and field experience (4.25 credits)

1. **JCL 10 Introduction to Justice, Community and Leadership**
2. 1 JCL Elective (for English it needs to meet SHCU-**JCL 120**), **JCL 120 Theory and Methods, JCL 130 Environmental Justice, JCL 140 Global Community, JCL 150 Advanced Leadership Theory** (1.0)
3. **EDUC 20 Introduction to the Teaching Profession** (field experience) (1.0)
4. **EDUC 122 Field Experience** at a middle/high school (1.0) in January Term
5. **JCL 125 Text-based Discussion in the Middle School** (Field experience) (.25)

Required Courses towards the Credential (taken in 4th year) (3.0 credits)

1. **SSTE 211 Social and Psychological Foundations of Education** (1.0)
2. **SSTE 254 Foundations of Literacy** (.5)
3. **SSTE 276 Health Education** (.5)
4. **SSTE 274 Universal Access** (1.0)

After Completion of the BA and the minor:
In their fifth year, students will officially enter the Graduate Program in the School of Education and complete their credential, have a yearlong field placement, and have the option to complete their Masters (MA).

C O U R S E S

10 Introduction to Justice, Community and Leadership

This course introduces students to program themes of justice, community and leadership. Through interactive discussions and engaged learning activities, students analyze how communities both shape and are shaped by larger social forces of race, gender, class, sexuality, culture, and the environment. The course gives special emphasis to the theme of social justice in U.S. society exploring possible avenues to create the kind of "Beloved Community" envisioned by Dr. Martin Luther King, Jr. To enhance learning, students are required to complete 20 hours of service-learning with a community-based organization and participate in 6 additional labs (e.g. service at Glide Memorial Church). *This course satisfies the American Diversity, Common Good and Community Engagement requirements of the Core Curriculum. Offered in fall and spring.*

Curriculum Justice, Community and Leadership Program

120 Theory and Inquiry in Justice, Community and Leadership

This course is an advanced introduction to the critical social theory utilized in the JCL program to evaluate some of the political, social, economic, educational, and environmental justice issues that confront local, regional, national, and global communities. Critical social theory is distinct from other forms of critical theory (philosophical, political, literary), yet is in conversation with them. We will be exploring the relationships between oppression, power, society, education and social change through a diverse body of theory, while employing social science methodologies to collect and interpret evidence about the social world. *Prerequisite: JCL 10 or permission of the instructor. This course satisfies the Social, Historical, and Cultural Understanding and Writing in the Discipline requirements of the Core Curriculum.*

130 Environmental Justice

This course focuses on the complex relationship between humans and the environment, specifically examining how our everyday choices, individual behaviors, built infrastructures, and policies and institutions affect the environment, and consequently our global human community. Drawing on theories and concepts from a variety of fields such as cultural sociology, social psychology, ethnic studies, political ecology, urban geography and economics, we will examine how power, privilege and justice relate to environmental problems and solutions. Students are required to devote time each week to community engagement and guided reflection activities, produce a literature review and advocacy presentation, and complete content examinations. Class sessions are supplemented by 6 labs over the semester. *Prerequisite: JCL 10 or permission of the instructor. This course satisfies the Community Engagement and Common Good requirements of the Core Curriculum. Offered in the spring.*

140 The Global Community

"We live in an increasingly global world" is a statement most of us have encountered. But what makes this current moment in history "global"? What does it mean to be a part of a global community? The purpose of this course is to gain broad-based exposure to some of the cultural, political and economic issues related to and arising from the processes of globalization. We will analyze globalization as a philosophy, a process and a phenomenon, delving into issues of dependence and interdependence, labor, poverty, development, and the environment. We will draw on theories and empirical case studies to investigate globalization and our global community from multiple disciplinary perspectives, while honing critical writing skills through in-class writing exercises, reflections, and essays. *Prerequisite: JCL 10 or permission of the instructor. This course satisfies the Global Perspectives and the Common Good requirements of the Core Curriculum. Offered fall and spring.*

150 Advanced Leadership Theory

As part of the core of the Justice, Community and Leadership Program, this course addresses the necessary connection between understanding community and becoming advocates for and agents of change. The course builds on prior JCL courses and deepens the exploration and application of leadership theory and research and addresses the question, "How does knowing leadership theory contribute to my disposition about justice and my ability to enact change with an in communities?" This course serves as the catalyst for putting together the theory and practice of leadership and social change as it emphasizes Freire's notion of praxis, action and reflection within the world in order to transform community. Students also complete their capstone community engagement projects. *Prerequisites: JCL 10, JCL 120, junior standing. This course satisfies the Community Engagement requirement of the Core Curriculum. Offered in the spring.*

123 Praxis: Anti-Racist Pedagogy (.25)

The elective praxis courses for Education concentration students read and discuss anti-racist pedagogy in conjunction with studying a Title I elementary school.

125 Text-Based Discussion in Middle School (.25)

This field-based course trains and gives students hands-on experience in facilitating seminar-style, text-based discussion groups in local middle-school classrooms. Students will learn about and practice an educational style that develops critical skills, speaking, reading, and thinking in open discussion. This course is required of all Teachers for Tomorrow and Education Studies students. *Offered in the fall and spring.*

126 Praxis: Special Topics (.25)

This elective special topics course varies for education concentration students. Topics include: Public Education and Physical Health, Education and the Arts, Education and Music.

127 Praxis: Community Service (.25)

The Praxis course offered every semester, this course enables students to involve themselves in structured community service, environmental, or public policy. In addition to fieldwork, students meet to discuss their experiences and produce a culminating paper or project. This course may be repeated for credit as content varies. *This course satisfies Community Engagement requirement of the Core Curriculum. Offered in the fall and spring.*

129 Praxis: Education (.25)

The Praxis course offered every semester, this course enables students to involve themselves in structured community service and education-related fieldwork. In addition to fieldwork, students meet to discuss their experiences and produce a culminating paper or project. *This course satisfies Community Engagement requirement of the Core Curriculum. Offered in the fall and spring.*

196 Senior Capstone I

This is the capstone course of the Justice, Community and Leadership Program. Students complete an individual thesis that is designed to integrate JCL core courses with a group community engagement project, culminating in a group presentation to the SMC community.

Prerequisites: all JCL core classes and senior standing. Offered in the fall.

190 Senior Capstone II (.25)

JCL majors take this course in the semester immediately after Senior Capstone I. The course, which consists of eight sessions, assists students in preparing their academic portfolios and a conference style presentation on their theses, which occurs in the latter part of the semester. *Prerequisites: Senior Capstone I. Offered in the spring.*

197 Independent Study

An independent study or research course in subject matter not offered by the department. See Program Director for details and forms.

EDUC 20 Education: The Teaching Profession

This course introduces prospective teachers (Teachers for Tomorrow) as well as other Education Track and interested undergraduate students (in all majors) to the teaching profession. The course provides the social foundations for understanding schooling in the United States. Presenting both historical and current views of education, this course encourages students to think more deeply, critically, and systematically about what teaching is, what teachers do, and the complex relationship between society, policy, and classroom and school culture. To compliment student learning around the multicultural contexts of schools and the diverse students they serve, students will be required to complete 20 hours of service-learning within a Bay Area school. This course is open to all undergraduate students and is a requirement for students in the Teachers for Tomorrow program. *The completion of JCL 10 is strongly recommended prior to entering this course. This course satisfies the Community Engagement requirement for the Core Curriculum. Offered in the spring.*