



## COLLEGE OF ARTS AND SCIENCES

**THSA 1300, sections 0001 & 0002**

**Catholic Imagination, Spring 16**

### **COURSE OUTLINE**

**Professor: Dr. Jane M. Grovijahn**

**Office: Fine Arts Building, 211**

**Office Hours: MW 1:30-2:30; Fri 10-10:50**

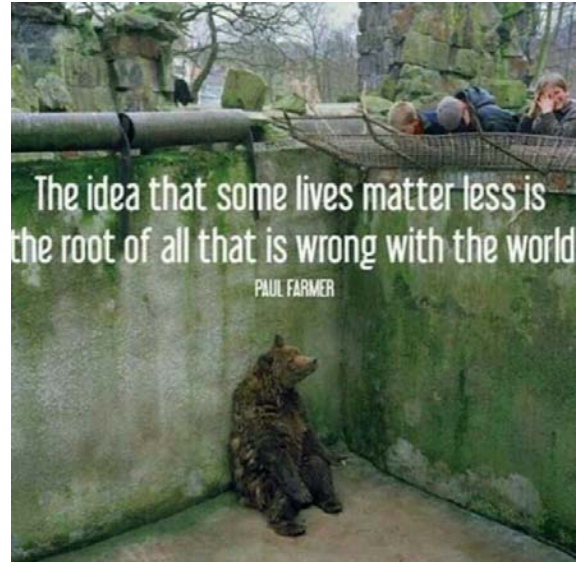
**or by appointment**

**Telephone: 434-6711, ext. 2275**

**Email: [jgrovijahn@ollusa.edu](mailto:jgrovijahn@ollusa.edu)**

**Class Times: MWF 9:00-9:50 & 11:00-11:50**

**Classroom: Main 221 (9:00) & Moyer 216 (11:00)**



### **BULLETIN DESCRIPTION**

A Survey and study of Christian individuals and institutions engaging challenges throughout the growth of Catholicism. Emphasis on Catholic critical reflection, prayer and action.

**THIS IS A SERVICE-LEARNING & WRITING INTENSIVE COURSE: EXPECT assignments/exams weekly & up to 20 service hours beyond the classroom.**

This course will offer a multi-disciplinary approach to three primary themes: the practice of serving goodness & beauty of Creation; a practice of mercy; and doing Justice. These not only reflect a sacramental imagination intrinsic to Catholic imagination but also put our faith into action. They are a response to Pope Francis' call to living this year of 2016 in mercy as a Jubilee year, beginning Dec 8, 2015.

<http://www.catholicnewsagency.com/news/pope-francis-declares-2016-to-be-a-jubilee-for-mercy-84325/>

### **TEXTS AND INSTRUCTIONAL MATERIALS:**

- *The works of Mercy: the Heart of Catholicism*, James Keenan, S.J., 2007
- *Justice: a Global Adventure*, Walter Burghardt, S.J., 2004
- *Tattoos on the Heart*. Gregory Boyle, S.J. 2010
- Articles placed in readings file found in Blackboard site or other on-line sources

### **STUDENT LEARNING OUTCOMES**

1. Discuss Catholic concepts of God, creation and sacrament
2. Discuss basic Catholic social justice teaching
3. Explain selected Catholic phenomena found within history and/or contemporary culture and analyze how this phenomena responds to contemporary issues

**4. Articulate personal beliefs & actions in light of this study of the Catholic imagination**

**MEANS OF ASSESSMENT**

| <u>Assessment Activity</u>   | <u>Outcome to Be Assessed</u> | <u>Points given towards Final Grade</u> |
|--|-------------------------------|---|
| Quizzes  | 1, 2, 3                       | 5 @ 20 pts. [100 total]                 |
| SL Essays (2-3 pgs. each)<br>Satisfactorily Complete<br>Service-Learning Project | 2, 4<br>1,2                   | 2 @ 15 pts. [30 total]<br>30 pts. [P/F] |
| Journal entries  | 1-4                           | 7 @6 each = 42 total                    |
| Spiritual Practice/Reflection  | 4                             | 20 points                               |
| Response Arts & Beauty   | 1, 4                          | 25                                      |
| Response to <i>Tattoos on Heart</i>  | 1-3                           | EXTRA CREDIT: 15 pts                    |

**GRADING SCALE**

For purposes of grading, the scale is as follows:

A = 90-100% (222-247 points); B = 80-89% (197-221 points); C = 70-79% (173-196 points); D = 60-69% (148-172 points) F = 147 and lower

To determine the letter grade, I follow the university guidelines described in the Undergraduate Bulletin.

Attendance requirements are not negotiable.

**POLICY on Late assignments and make-up exams:** Late assignments will be penalized one whole grade. (Students have 24 hours to get materials to my office to avoid penalized grade.) I will NOT accept papers more than a week late.

If a student misses an in-class exam, assuming an “excused absence,” s/he **MUST** contact me the **day of the exam** to schedule a make-up, IF I do not receive notice of an appropriate reason for missing the exam on that same day, you are NOT eligible for a make-up.

Students on **pass-fail grade** must meet all the required objectives of the course as indicated above, maintaining at LEAST a **C average**.

**NOTE:** If you do not successfully complete the Service-Learning (SL) project for this course, **you cannot get credit for the course.** Successful completion is determined by both the professor and SL community partner. ANY form of dishonesty or deception in completing the service and or in verification of hours of service will be regarded as a form of academic dishonesty and does not merit a successful completion. Evidence of academic dishonesty results in failing the course. If the SL partner provides evidence of dishonesty or rationale for the student’s unacceptable service, the student will not get credit for a successful completion of the service learning AND cannot get credit for the course. **SEE APPENDIX FOR SERVICE-LEARNING PROJECT INSTRUCTIONS –page 13**

## **ATTENDANCE POLICY**

**Coming to class will help you learn and get better grades in the class.** Coming to class also builds community by learning together. **When you are absent, we all miss out! Also please note:** I engage the class with materials that goes beyond or supplements the textual readings and assignments. I build the class so that interaction is ongoing. It offers you an opportunity to activate your imagination and participate in current realities of our lives. Given the nature of our discussions, attendance cannot be made up. Consequently, once you have **8 absences** your **final course grade will be lowered by one half grade.** (For example. If you have a C- as a final grade, the absence penalty would lower it to a D+) If you have **MORE than 9 absences** you will get **NO CREDIT** for this class even if you complete other assignments. Please be aware of and monitor your absences. If you are not coming to class or you fail to complete required assignments, and there is no resolution of this, I may withdraw you from the class. **Good attendance will be acknowledged.** If student has two or fewer absences for the semester, and has participated, s/he will gain incremental points towards the final grade.

## **ATTENDANCE BY ATHLETES**

Athletes may not miss a class for practice in any sport. Doing so would count as an unexcused absence. Missing class for a scheduled game or match, including travel to and from the games/matches, is an excused absence. However, it is understood athletes are responsible for all work covered in any classes for which they are absent (to include lecture notes, readings and any additional information distributed in class).

## **STUDENTS WITH DISABILITIES**

Students who have qualified disabilities covered through the Americans with Disabilities Act or Section 504 of the Rehabilitation Act and who desire assistance should contact the Office of Services for Students with Disabilities at 210-431-4010 or email [ada@ollusa.edu](mailto:ada@ollusa.edu) or visit the office located in the Academic Center for Excellence, Room 125. While the Center will contact the professor concerning requests for assistance, I would appreciate it if you also notify me that you have made a request for assistance, so that your needs may be accommodated as quickly as possible.

## **STATEMENT ON ACADEMIC HONESTY**

Academic Dishonesty refers to student conduct in academic assignments or situations which violates the norms of the academic community of students and scholars. In practice, it usually refers to academic cheating or plagiarism. Our Lady of the Lake University distinguishes between Academic Dishonesty, which is handled through the Academic Affairs Division, and other violations of the Student Code of Conduct, which are dealt with by the Office of Student Life.

## **‘I DESIRE MERCY NOT SACRIFICE’ (Matthew 9:13).**

Good scholarship requires you to find information or ideas and use them in your writing. It also requires you to give credit to those sources. Identify any sources you use in your work, (including of course information taken from one another or web sites or other social media) and use quotation marks any time you use the exact words of a source. Failing to do this can result in severe penalties. For further guidance, see “Citing Resources, Sueltenfuss Library” <http://libguides.ollusa.edu/citingresources>.

**In this course, academic dishonesty, including plagiarism and cheating, or deception of any kind will be given failing grades, including the possibility of failure of the course. **I WANT TO KNOW WHAT YOU THINK; please do not cheapen yourself by being deceitful or using other’s ideas without giving them credit.** Any student engaging in academic dishonesty may at the professor’s discretion be referred to the Office of the Vice President for Academic Affairs for disposition. Penalties for such activities range as follows: a reduction of grade for the assignment, (usually a failing grade), or a reduced course grade or possibly failure of the course. Be aware that such violations of student conduct may result in suspension or expulsion from the University. **Also, please note that ANY deception regarding your Service Learning commitment will be treated with the most scrutiny because your decisions have a large impact on our community. Dishonesty connected to your Service Learning commitment will result in failure of the course. I also view deception on attendance sign in sheets for class as a form of academic dishonesty. I will penalize all involved: this means the student who is absent as well as the one signing for that absent student.** For further information concerning this policy, see the University’s Student Handbook.**

### **STATEMENT ON A POSTIVE LEARNING ENVIRONMENT**

Our Lady of the Lake places a high commitment to the core values of community, integrity, trust, and service, and it is our policy to provide an educational experience free of sexual harassment, misconduct, violence or discrimination. Faculty members are considered “responsible employees” who must report all incidents of sexual misconduct with full detail within 72 hours of learning of the event. If you believe you are the victim of sexual harassment, misconduct, violence or discrimination, and you are a student, please contact:

Randall Garza, Director of Advising and Retention  
Moye Hall 009A, San Antonio Campus  
(210) 431-4070

Patricia Gomez, Assistant Dir. For Human Resources  
Main Hall 125H, San Antonio Campus  
(210) 431-5550

### **OTHER COURSE REQUIREMENTS AND INFORMATION**

●This class is a Service learning course. (See appendix for details at end of this document) To get credit for this course, everyone must complete an approved number of hours with a community partner during the semester.

In addition to specific reflection essays, I will ask you to journal about your experiences of Service learning and how they are challenging you to deepen your experience of a Catholic imagination. Also to get full credit for SL hours you must submit a report on

**‘I DESIRE MERCY NOT SACRIFICE’ (Matthew 9:13).**

hours served at three intervals: the first to me on **Jan. 29<sup>th</sup>**. The second one to **CSLV at midterm: Mar 7<sup>th</sup>** (should have at least a third of hours logged in). The final one to CSLV at the end of the semester: **April 27<sup>th</sup>**.

●This class will also invite you into a **regular practice of prayer/meditation**. At its simplest, developing a Catholic imagination is built upon setting time aside to simply be present to the Holy within you and all around you. The approach of this class will ask you to do several things: develop a particular practice that helps you make time for quiet Presence, inculcate new or deeper habits of self-care and stretches you into explicit practices of caring for the earth, our home and enacting just relations with others. **I am asking you to create your own personal pilgrimage to beauty and justice.**

●**Quizzes/Exams:** the quizzes will be over the readings and class content. Quizzes will be given every 2-3 weeks.

●**S-L Essays:** The first will be a reflection paper in response to specific questions provided, in response to our readings and challenges within the experience itself. The second will be an integrative and analytic response to specific questions/issues presented.

●**Weekly Journaling** in response to readings, service learning and your practice. Please include a separate entry in response to a practice of well-ness/prayer/meditation. There should be **two separate entries every week**. I will be setting up a journaling site in our Blackboard class site. (A guide will be available in the first week materials in our Blackboard class learning site.)

I will be grading the journals as indicated on the syllabus (at 7 different times). They must be finished by end of day designated on the course calendar. I ask that you NOT complete these during class time. I will be setting up the journaling so you complete them as we move through the semester. This means you will have a 24 hour grace period after the grading due date. After that it remains closed and you cannot get credit for it. So, again two entries per week: one on your spiritual practice and one on the week’s readings listed on our syllabus. At times I will ask you to respond to issues that arise in class as well as your SL experiences.

●**Response to arts and creation of a ritual celebrating beauty:** every student will “get to” **attend two different museums in San Antonio** and attend one concert event. I recommend that one of the museum visits be for a specific exhibit at the Witte. IT runs until **Jan 31<sup>st</sup>**: <http://www.wittemuseum.org/exhibitions/special-exhibitions/bodies-revealed> Witte offers free admission on Tuesday late afternoon-evening but this does not allow you into that special exhibit. Check their web site for specifics. Of course you can go other times too and pay the admission. While you are there, check out their “serenity floor.” This museum is accessible by bus if you do not have a car.

Other options for museums are the San Antonio Museum of Art (SAMA)

<https://www.samuseum.org/> . SAMA is free Tuesday evenings and Sunday morning.

Or the McNay <http://www.mcnayart.org/>

Or the Institute of Texan Cultures [http://www.texancultures.com/faces\\_of\\_survival/](http://www.texancultures.com/faces_of_survival/)

Or the Guadalupe Cultural Arts Center <http://www.guadalupeculturalarts.org/exhibitions/>

Please keep your admission stubs to prove you attended for both trips.

In addition, I want you to **attend one musical event**. Here are some suggestions: San Fernando Cathedral offers Musical evenings downtown. They occur on Sundays at 6:30 pm. They are free and open to the public. Choose one: Jan 17<sup>th</sup> or April 10

<http://www.musicalbridges.org/index.php/concerts/musical-evenings-at-san-fernando->

**‘I DESIRE MERCY NOT SACRIFICE’** (Matthew 9:13).

[cathedral](#) OR you can attend Jazz at the Witte on the second Sundays of the month from 3-5 pm. This will require an admission fee if you are not a member. Another suggestion: [YOSA SIDE-BY-SIDE: DVOŘÁK 8 – Feb. 28, 2016](#) at 3:00 pm for \$5 (SA youth orchestra with SA symphony). Another: 58th Annual San Antonio Folk Dance Festival Concert March 19<sup>th</sup> <http://www.safdf.org/> Another: Festival: 4th Annual Jazz n' Blues in the Park Schertz Parks and Recreation Foundation, Sat. April 6<sup>th</sup>. Or check out other venues like the Carver community cultural center; Esperanza faith and justice center also offers musical-performance venues at low cost. (\$5 more/less)

My requirement is that it cannot be a popular venue where you would usually go such as a concert of a pop artist (Madonna, or Macklemore would be examples) or a drinking fest/street fair with music.

I will ask you to reflect on the richness of the events you attended as part of developing a Catholic Imagination. I will post a guide for that. Also, I will ask you to create a prayer service/ritual that responds to a contemporary response to the beauty of Creation and how it calls us to live in more deeply in community. This is your final exam.

### **CLASSROOM EXPECTATIONS**

My hope for and commitment to this class is shared learning; your active involvement in learning is an essential ingredient for success, not just in terms of grades but more importantly in terms of lifelong learning. I also will work to set up the conditions of a community of learning that will be unique and distinct to this class. I invite all of us to take responsibility & ownership of/for this. Everyone's voice is valuable. Consequently, I will ask of each of us to **SHOW UP for class** & be here **on time** / be intentional about this class / **turn off cell phones** / **NO TEXTING DURING CLASS** / **listen to one another** / be prepared by **reading and doing the assignments** / making an effort to **be part of the classroom dynamics** of group discussions, or other activities / and lastly, by being **RESPECTFUL**.

Respect is demonstrated by simple practices of eye contact, open body postures, only one person speaking at a time, making "I" statements and taking responsibility for one's own behavior, refusing to gossip, recognizing that everyone learns in her/his own way, which means we are not justified in ridiculing or laughing at anyone else's level of ignorance or knowledge or life experience. **Respect is also demonstrated by delaying personal communications UNTIL after class time.** IF you are unable to manage this, I will ask you to leave class and it will count as an unexcused absence.

### **COURSE CALENDAR**



God's mercy can make even the driest land become a garden, can restore life to dry bones (cf. Ez 37:1-14). ... Let us be renewed by God's mercy, let us be loved by Jesus, let us enable the power of his love to transform our lives too; and let us become agents of this mercy, channels through which God can water the earth, protect all creation and make justice and peace flourish.  
Pope Francis, 2013

**‘I DESIRE MERCY NOT SACRIFICE’ (Matthew 9:13).**

Jan. 11 **WELCOME** to the year of living mercifully!  
[https://www.ted.com/talks/shane\\_koyczan\\_to\\_this\\_day\\_for\\_the\\_bullied\\_and\\_beautiful?language=en](https://www.ted.com/talks/shane_koyczan_to_this_day_for_the_bullied_and_beautiful?language=en)

Jan. 13 **Introduction & Orientation to S-L!**  
**READ:** Luke 10:25-37 / Matthew 25: 31-45 / John 8:1-11 / Mk 5:21-43  
& short blog: <http://g92.org/the-bleeding-woman-a-meditation-on-mark-525-34/>

Jan. 15 **Our Partners in living mercifully (S-L opportunities)**  
**READ:** Genesis, chs. 1-2 / Psalm 103 / Isaiah 61 / Lk 4:18-20;  
**(Choose S-L Partner)**



Jan. 18 Martin Luther King, jr. day - **NO CLASS** –  
Historic March in San Antonio begins at 10  
Jan. 20 **Living mercifully**  
**READ:** Keenan. Intro-Ch.2; Luke ch. 7; John 2:1-

12  
**DUE:** Complete journal entries by end of day (Bb)  
In class reflection: how to raise a black son in America, TED talk  
[https://www.ted.com/talks/clint\\_smith\\_how\\_to\\_raise\\_a\\_black\\_son\\_in\\_america?language=en](https://www.ted.com/talks/clint_smith_how_to_raise_a_black_son_in_america?language=en)



**Jan. 22 Basics of Faith and a contemporary Catholic application:**  
**READ** Catechism paragraphs 27-35  
<http://www.sborromeo.org/ccs.htm> AND “You Welcomed Me” @  
<http://www.cmsm.org/justice-statements/you-welcomed-me.pdf>  
& “The Politics of the Christmas Story”:  
<http://www.commondreams.org/views/2004/12/21/politics-christmas-story>  
In class reflection: How do we learn welcoming in response to Black lives matter?

<https://sojo.net/articles/how-blacklivesmatter-changed-my-theology/watch-1-year-later-we-asked-protesters-what>

**Absolute Deadline to choose S-L Partner**

Jan. 25 **Basics of Faith and a contemporary Catholic reflection**  
**READ:** “Banquet of the Creed” in READINGS folder in Bb class site  
Catholic Catechism 287-303  
Sermon on race today: “I, racist”

<https://thsppl.com/i-racist-538512462265#.6ni0muwip>

Jan. 27 **Basics of Faith and our need for Healing**  
**READ:** “Health, Healing and Social Justice” in READINGS folder in Bb class site. Will look at some of Jesus’ healing miracles from the gospels.  
In class reflection: acting on realization that all lives are worthy  
[https://www.ted.com/talks/bono\\_the\\_good\\_news\\_on\\_poverty\\_yes\\_there\\_s\\_good\\_news?language=en](https://www.ted.com/talks/bono_the_good_news_on_poverty_yes_there_s_good_news?language=en) (bono: good news on poverty)

**‘I DESIRE MERCY NOT SACRIFICE’ (Matthew 9:13).**

- Jan. 29** Neglected Seeds of faith and non-violence  
**Submit report on SL activities so far.** (thru Bb)  
**READ:** “Religious imagination of non-violence” in READINGS folder in Bb class site  
In class reflection: Choosing peace (TED talks Zak Ebrahim)  
[https://www.ted.com/talks/zak\\_ebrahim\\_i\\_am\\_the\\_son\\_of\\_a\\_terrorist\\_here\\_s\\_how\\_i\\_chose\\_peace](https://www.ted.com/talks/zak_ebrahim_i_am_the_son_of_a_terrorist_here_s_how_i_chose_peace)
- Feb. 1** Living mercy in terror: memory & justice  
**READ** Keenan: ch.7 & 10  
<http://www.usccb.org/issues-and-action/human-life-and-dignity/september-11/>  
“A Prayer at Ground Zero” & A medical intern story. Also look at the Catholic Bishops Response to Nine-Eleven, found at:  
<http://www.usccb.org/issues-and-action/human-life-and-dignity/september-11/usccb-response-to-september-11.cfm>
- Feb. 3** Learning to live mercy  
**READ:** Keenan ch. 3 & Stories from *I'll Fly Away* in READINGS folder in Bb class site  
**EXAM #1**
- Feb. 5** Learning to live mercy  
**DUE: Complete journal entries** by end of day (Bb)  
**READ:** <http://rhrealitycheck.org/article/2015/03/30/women-incarcerated-investigative-series-shows-systemic-abuses-women-prisons-jails/>  
In Class Reflection on women in prisons, TED talk  
<https://www.unlv.edu/news/article/reality-women%E2%80%99s-prisons>
- Feb. 8** Learning to live mercy  
**READ:** Stories from *The Convict Christ* in READINGS folder in Bb class site  
In class reflection: TED talk, Bryan Stevenson: “We need to talk about an injustice”  
[http://www.ted.com/talks/bryan\\_stevenson\\_we\\_need\\_to\\_talk\\_about\\_an\\_injustice?language=en](http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en)
- Feb. 10** Learning to live mercy  
**READ:** Keenan, ch. 4 and Burghardt, 88-92; stories from *Don't Call us Out of Name* in READINGS folder in Bb class site  
<http://www.mymodernmet.com/profiles/blogs/diana-kim-the-homeless-paradise>  
Would you recognize your own family member if s/he were homeless?
- Feb. 12** Learning to live mercy: seeing goodness in those made vulnerable  
Class will be through Bb class site: responses to those who are homeless  
To get attendance credit for day, **MUST** view media & respond to discussion postings by end of day
- Feb. 15** Learning to live mercy  
**READ:** Keenan, chs. 5 & 6 and stories from *Don't Call us Out of Name*  
In class reflection on water as marker of privilege. *Water Women* from



‘I DESIRE MERCY NOT SACRIFICE’ (Matthew 9:13).

- Education for Justice  
Reality check in Texas: <http://apps.texastribune.org/undrinkable/>
- Feb. 17** **EXAM 2**  
After exam, Segue: “Glorious Unfolding”  
<https://www.youtube.com/watch?v=GKMjEvF2Fkw>  
After exam, will be in class reflection on power of mercy: meet Francine Christophe <https://www.youtube.com/watch?v=gXGfnqjmwLA>  
Selections from Boyle’s *Tattoos on the Heart*, Meet Scrappy (pgs.32-34)
- Feb. 19** **Learning to live mercy**  
**DUE:** Complete journal entries by end of day (Bb)  
**READ:** Keenan, chs. 8 & 9 and “Kissing the Leprous” in READINGS folder in Bb class site
- Feb. 22** **Learning to live mercy**  
**READ:** Keenan Ch. 20 and “This is my Body” in READINGS folder in Bb class site and [https://www.youtube.com/watch?v=9yMFw\\_vWboE](https://www.youtube.com/watch?v=9yMFw_vWboE) (micro aggressions that women hear)  
In class reflection: Eve Ensler, my body... TED talk  
[https://www.ted.com/talks/eve\\_ensler?language=en#t-210026](https://www.ted.com/talks/eve_ensler?language=en#t-210026)
- Feb. 24** **Justice as mirror of the Holy**  
**READ:** Burghardt pgs. Preface – 17  
In class reflection: Poverty, money and Love / TED talk Jessica Jackley  
[https://www.ted.com/talks/jessica\\_jackley\\_poverty\\_money\\_and\\_love?language=en#t-85900](https://www.ted.com/talks/jessica_jackley_poverty_money_and_love?language=en#t-85900)
- Feb. 26** **Justice as mirror of the Holy**  
**READ:** Burghardt, pgs. 17-29  
If time, more stories from Boyle’s *tattoos on the heart*
- Feb. 29** **Justice as Right relationship: Immigration**  
**READ:** Burghardt, pgs 30-50  
As much as you did it to me...  
<https://www.youtube.com/watch?t=19&v=ZGsUf97BYEw> Meet Kevyn  
If desired, more background:  
<http://clas.berkeley.edu/research/immigration-rape-fields>  
For entire film: <http://www.pbs.org/wgbh/frontline/film/rape-in-the-fields/>
- Mar. 2** **Justice as Right relationship: Immigration**  
**READ:** Keenan, chs. 17-19 Worship in context  
Will view: *Invisible Chapel* during class as worship in relationship  
**EXAM 3** through blackboard available until end of day, 11:59 p.m.
- Mar. 4** **Justice as Right Relationship: Immigration**  
**READ:** “Politics of Fear” in READINGS folder in Bb class site  
<http://www.justiceforimmigrants.org/facts.shtml> learn the facts  
In class reflection: Radio broadcast of another story of fear: Meet Maricruz Ladino <http://www.npr.org/2013/11/05/243219199/silenced-by-status-farm-workers-face-rape-sexual-abuse>  
**DUE:** Complete journal entries by end of day (Bb)
- Mar. 7** **Justice as Right relationship: Incarceration**

‘I DESIRE MERCY NOT SACRIFICE’ (Matthew 9:13).

**READ:** Burghardt, pgs. 50-74

In class reflection: You can stop violence against black men. TED talk, Verna Myers [https://www.youtube.com/watch?v=6qTfX4U6C\\_0](https://www.youtube.com/watch?v=6qTfX4U6C_0)

[http://www.washingtonpost.com/local/black-civil-rights-activist-recalls-white-ally-who-took-a-shotgun-blast-for-her/2015/08/16/4e562dd8-3b74-11e5-8e98-115a3cf7d7ae\\_story.html?hpid=z4](http://www.washingtonpost.com/local/black-civil-rights-activist-recalls-white-ally-who-took-a-shotgun-blast-for-her/2015/08/16/4e562dd8-3b74-11e5-8e98-115a3cf7d7ae_story.html?hpid=z4) (those who live mercy)

**Mar. 9**

**Justice as Right Relationship: Learning nonviolence**

**READ:** Burghardt, pgs. 92-106 and “Grace” in READINGS Folder in Bb class site

<https://www.youtube.com/watch?v=TQ3btIP0E48> Being with those who struggle against violence

**FIRST SL ESSAY DUE**

Mar. 11

**Justice as Right Relationship: learning forgiveness**

**READ:** Keenan, ch. 11-12

In class will learn from others’ stories from The Forgiveness Project

<http://theforgivenessproject.com/stories/>

Mar. 14

**Justice as Right Relationship: learning forgiveness**

**READ:** “Forgiving the unforgiveable” in READINGS folder in Bb class site

[http://www.huffingtonpost.com/entry/racial-disparities-american-schools\\_55b67572e4b0074ba5a576c1?67pvte29&utm\\_hp\\_ref=black-voices](http://www.huffingtonpost.com/entry/racial-disparities-american-schools_55b67572e4b0074ba5a576c1?67pvte29&utm_hp_ref=black-voices)

(reminder of need for complex expressions of mercy in structural injustice)

**Mar. 16**

**Justice as Right Relationship: learning to be vigilant**

**DUE: Complete journal entries** by end of day (Bb)

**READ:** Keenan, chs. 13 &14 and “Women and girls as oppressors” in READINGS folder in BI class site

If time, <http://www.buzzfeed.com/alivelez/men-watch-footage-of-their-girlfriends-being-catcalled#.iqzM0Ld90x> Learning empathy in unusual ways

Mar. 18-28

SPRING BREAK and Easter Holidays: **No Class**

**Mar.30**

**EXAM 4**

In class reflection: Doers of Mercy [https://www.youtube.com/watch?v=8E\\_VwWXKLU](https://www.youtube.com/watch?v=8E_VwWXKLU)

Apr. 1

More stories from *tattoos on the heart*

**You will be My Witnesses**

**READ:** *Jesus and the Disinherited* in READINGS folder in Bb class site

In class reflection: “Disrupting miseducation of black youth” TED talk, Kwame Shaka Opare [https://www.youtube.com/watch?v=gF1fJ\\_cTcwk](https://www.youtube.com/watch?v=gF1fJ_cTcwk)

**Will Begin classes with examples of women who are working for justice**

Apr. 4

**You will be my witnesses: parable of the Good Samaritan**

**READ:** “The Good Samaritan” in READINGS folder in Bb class site

In class reflection: The Gospel of Rutba <https://vimeo.com/44309930>

Apr. 6

**You will be my witnesses:**

**READ:** “For unto You this day...” A Latin@ Jesus in READINGS folder in Bb class site

**‘I DESIRE MERCY NOT SACRIFICE’ (Matthew 9:13).**

**Apr. 8** You will be my witnesses: Mary, compassion of God  
**READ:** “Mary, mother of God in context...” in READINGS folder in Bb class site. And one other article for class discussion: “Our Bodies as Places of Redemption” in READINGS folder  
In class reflection: TED talk, Why I stopped watching porn  
[https://www.youtube.com/watch?v=gRJ\\_QfP2mhU](https://www.youtube.com/watch?v=gRJ_QfP2mhU)

Will Begin classes with examples of women who are working for justice

**Apr. 11** You will be my witnesses: Jesus as the Mercy of God  
**DUE:** Complete journal entries by end of day (Bb)  
**READ:** “Samaritan Church and mercy” in READINGS folder in Bb class site  
In class reflection on The Power of Vulnerability by Brene Brown, TED talk  
[http://www.ted.com/talks/brene\\_brown\\_on\\_vulnerability?language=en](http://www.ted.com/talks/brene_brown_on_vulnerability?language=en)

**Apr. 13** **EXAM 5**  
After the exam, reflection on why silence isn’t the answer... “Give racism a chance” by Simon Tam.  
<https://www.youtube.com/watch?v=J0ruluwb8vw>  
(Background: Jesus as a person of color in a racist society.  
**READ:** “Encountering God in your racial identity” in READINGS folder in Bb class site.)

**Apr. 15** You will be My Witnesses: Jesus in solidarity with women  
**READ:** “Walking with Jesus in the Philippines” in READINGS folder in Bb class site  
In class reflection: Our Century’s greatest injustice...Sheryl WuDunn TED talk <https://www.youtube.com/watch?v=hFgPtuzgw4o>

Will Begin classes with examples of women who are working for justice

**Apr. 18** Conversion to Creation  
**READ:** Burghardt, pgs. 75-88 and *Laudato Si* <https://laudatosi.com/watch> (read online or can download it as pdf) Paragraphs: 1-59  
In class reflection on environmental racism, Frontline focus on how inequality makes us ill  
[http://www.pbs.org/unnaturalcauses/video\\_player.htm?rubbertown](http://www.pbs.org/unnaturalcauses/video_player.htm?rubbertown)

**Apr. 20** Conversion to Creation  
**READ:** *Laudato Si* <https://laudatosi.com/watch> (read online or can download it as pdf) Paragraphs: 60-99  
In class reflection from David Christian’s Big history TED talk  
<http://www.gatesnotes.com/Education/David-Christian-TED2011>

**Apr. 22** Conversion to Creation  
**READ:** *Laudato Si* <https://laudatosi.com/watch> (read online or can download it as pdf) Paragraphs: 100-155  
In class reflection from Majora Carter, TED talk on greening the ghetto  
[https://www.ted.com/talks/majora\\_carter\\_s\\_tale\\_of\\_urban\\_renewal](https://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal)  
**2<sup>ND</sup> SERVICE LEARNING ESSAY DUE**

‘I DESIRE MERCY NOT SACRIFICE’ (Matthew 9:13).

Will Begin classes with examples of women who are working for justice

Apr. 25

**Conversion to Creation**

**DUE: Complete journal entries** by end of day (Bb)

**READ:** *Laudato Si* <https://laudatosi.com/watch> (read online or can download it as pdf) Paragraphs: 156-201

In class reflection from Van Jones linking poverty and pollution

<http://www.treehugger.com/clean-technology/ted-talk-van-jones-links-plastics-pollution-with-poverty.html>

Big History Project <https://www.bighistoryproject.com/home>

Apr. 27

**Last Day!!!! SL Discussion and the Catholic Imagination**

**DUE: Assessment of your Spiritual Practice**

May 4<sup>th</sup>

**Response** to cultural enrichment and your ritual signifying conversion to creation. Submit to Dr. G's office. Due no later than 5 pm.

*Jane M. Grovijahn*

*1/10/16*

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Dr. Jane M. Grovijahn, (Instructor)

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John M. Trayhan, PhD  
Associate Professor, Political Science  
Chair, Humanities & Social Sciences Dept.

1/10/16





Center for Service-Learning and Volunteerism (CSLV)

**Service-Learning  
Mutual Expectations Agreement (Appendix)**

**Course Information:**

Spring 2016, THSA 1300 (sect. 0001 & 0002)  
The Catholic Imagination

THSA 1300-0001 – MWF 9:00am - 9:50am,  
Main, Room 221

THSA 1300-0002 – MWFriday 11:00am - 11:50am,  
Moye, Room 216

Instructor: Jane Grovijahn, jgrovijahn@ollusa.edu,  
(210) 528-7076

**OLLU CSLV Contact:**

Krystina Irvin, Service-Learning Coordinator  
Center for Service-Learning & Volunteerism, Worden Rm 23  
kmirvin@ollusa.edu, Phone: (210) 431-3990

**Community Partners:**

|  |   |
|--|---|
| <b>Children's Association for Maximum Potential (CAMP)</b><br>Contact: Sarah M. Coulombe<br>Phone: (210) 671-5229 or (210) 671-5411<br>Email: sarah.coulombe@campcamp.org  | <b>Presentation Ministry Center</b><br>2003 Ruiz St., SATX 78207<br>Contact: Bro. James Needham, FPM<br>Phone: (210) 663-6055<br>Email: pbrothers1602@juno.com  |
| <b>Meals On Wheels (MOW)/Christian Senior Services</b><br>Contact: Diana Saucedo<br>Phone: (210) 735-5115, ext. 305<br>Email: dianas@christianseniorservices.org<br>MOW Scheduling: Krystina Irvin, (210) 431-3990, kmirvin@ollusa.edu | <b>MATCH-PATCH</b><br><b>Bexar County Adult Detention Center</b><br>200 North Comal, SATX 78207<br><br>Primary Contact: Adolph Duran<br>Email: Adolph.duran@bexar.org<br>Phone: (210) 335-6371<br><br>Back-up Contact: Margie Contreras Barrientes<br>Email: Margaret.contreras-barrientes@bexar.org<br>Phone: (210) 335-6330 |
| <b>Grace Place/Christian Senior Services</b><br>Various locations (See below for location information)   |   |

**‘I DESIRE MERCY NOT SACRIFICE’ (Matthew 9:13).**

|   |   |
|---|---|
| <b>SAMMinistries</b><br>5922 Blanco Road, SATX 78216<br>Contact: Roxana Miranda<br>Email: <a href="mailto:rmiranda@samm.org">rmiranda@samm.org</a><br>Phone: (210) 321-5647                         | <b>The Center for Health Care Services @ Haven for Hope</b><br>1300 W. Martin, SATX 78207<br>Contact: Nathan McDuell<br>Office: (210) 261-1480<br>Cell: (832) 372-7120<br>Email: <a href="mailto:nmcduell@chcsbc.org">nmcduell@chcsbc.org</a> |
| <b>Madonna Neighborhood Centers</b><br>Jeffrey Huber<br>1906 Castroville Rd, SATX 78237<br>Phone: 210-432-2374<br>Email: <a href="mailto:jhuber@madonnacentersa.org">jhuber@madonnacentersa.org</a> |   |

**Course Learning Objectives:**

The student who successfully completes this course will be able to:

1. Discuss Catholic concepts of God, creation and sacrament
2. Discuss basic Catholic social justice teaching
3. Explain selected Catholic phenomena found within history and/or contemporary culture and analyze how this phenomena responds to contemporary issues
4. Articulate personal beliefs & actions in light of this study of the Catholic imagination

**Service-Learning Goal:**

The service-learning project will enable students to critically reflect upon the corporal and spiritual works of mercy as a source of Catholic Imagination. You will be directly invited to serve goodness and the beauty of Creation in diverse ways; hopefully these actions will also be a way to become more merciful in ways you might not ordinarily live it. This opportunity reflects well a sacramental imagination that is intrinsic to Catholicism. As this is a praxisinformed process, students will be invited to reflect regularly upon their actions through class discussions, journaling, and academic essays.

**Service Time Frame:** January 15, 2016 -- April 27, 2016

**CSLV Orientation:** In class, January 13 & 15, 2016

**Required Hours:** Based on successful completion of project. See requirement for each servicelearning activity below.

**Time Logs:**

The CSLV will track service-learning hours completed by each student. Time logs will be handed out in class and extra copies can be picked up from the CSLV. **Time logs must be signed by the site supervisor at the end of each day of service. Time logs must be turned in to the Center for Service-Learning & Volunteerism on Monday, March 7, 2016 and Wednesday, April 27, 2016.** If the office is closed when you stop by, please leave it in the silver after-hours drop box to the left of our office doors.

**SERVICE-LEARNING ACTIVITIES**  
**(SELECT ONE PROJECT ONLY)**

**A. Children’s Association for Maximum Potential (CAMP) (Maximum of 15 Students)**

Students will “buddy” up with an individual with special needs or their siblings in a fun, well-structured, recreational environment. Each program varies with activities but the overall objective is to strengthen and inspire an individual with special needs through helping them achieve their maximum potential.

**Service-learning can be fulfilled by participating in:**

- **A combination of four (4) Parents Night Out or Teen and Adult Day Adventure**

**Teen and Adult Day Adventure (TADA):** Offered one Saturday each month for 5 hours. Help care for teens and young adults with special needs, aged 14-35 years. This program is located at various places around San Antonio to include sporting events, SA Zoo, movies, and bowling. Volunteers are not confirmed to attend without receiving proper confirmation email from Sarah Coulombe. All service-learners must sign in/out from CAMP’s sign in/out sheet in order to receive credit for the event. All service-learners requesting documentation of hours must fill out the CAMP provided document available at volunteer check-out. You should still take the OLLU service-learning time log with you for your supervisor to sign.

**Available dates for TADA:**

**January 24; February 20; March 5; April 9**

- Students will provide supervision for teens and adults while out in the community.
- Students will participate in and facilitate a fun day for individuals with special needs through excursions such as bowling, plays, movies, etc.
- There are a limited number of positions available which will be filled on a first come first served basis.
- Admission to the event is covered for the student; student is responsible for any additional “want” they may have.
- Student is responsible for their own transportation (some programs may require a meeting spot, where you will all travel to the location in the CAMP van).

**Parents Night Out (PNO):** Offered one Friday evening each month for 5 - 5½ hours at our facility on Lackland Air

Force Base. Help care for and play with children with special needs and their siblings, aged 6 months to 13 years. Volunteers are not confirmed to attend without receiving proper confirmation email from Sarah Coulombe. All service-learners must sign in/out from CAMP’s sign in/out sheet in order to receive credit for the event. All service-learners requesting documentation of hours must fill out the CAMP provided document available at volunteer check-out. You should still take the OLLU service-learning time log with you for your supervisor to sign.

**‘I DESIRE MERCY NOT SACRIFICE’** (Matthew 9:13).

**Available dates for PNO:**

**January 29; February 19; March 4; April 8**

- Students will provide supervision for a child with special needs or their siblings.
- Students will participate and help facilitate a fun evening for an individual through scheduled activities, games, snacks and movies.
- **Gate information must be submitted no later than 2 weeks prior to the event.** Gate information that is needed includes:
  - o Full name
  - o Social Security number
  - o Driver’s License
  - o Date of Birth
- Gate information must be provided for everyone who is in your vehicle, including driver
- Students are required to arrive at 5pm and event concludes at 10:30pm
- Pizza will be provided for students

**Available Times: Saturdays/Sundays (various times) - January 24; February 20; March 5; April 9; and Friday evenings – January 29; February 19; March 4; April 8**

**Project Completion:** Students must attend a combination of four (4) Parents Night Out or Teen and Adult Day Adventures, for the entirety of each event. **\*\*Students must attend at least one event during the January/February time frame.**

**Eligibility and Instructions to Start:** Students are required to complete an online volunteer application and successfully pass a criminal background check performed by CAMP at no expense to the student. **Students must contact Sarah by email ASAP to start the application process. Please also include in this email a list of days that you would like to serve at CAMP.** Volunteers are not confirmed to start service nor attend an event without receiving proper confirmation email and instructions from Sarah Coulombe.

**B. Christian Senior Services – Meals and Wheels & Grace Place (Maximum of 10 Students)**

Students who volunteer with this agency will deliver Meals on Wheels **AND** serve at Grace Place - Alzheimer’s Center.

**Meals on Wheels (MOW) of San Antonio** prepares and delivers hot, nutritious meals each weekday to homebound seniors living in Bexar County. With a registered dietitian on staff, these meals are often the primary source of nutrition received by the clients. Students will provide a well-balanced, hot meal to homebound elderly by delivering Meals on Wheels. This also serves as a safety check-in. OLLU is an official delivery site for MOW and meals are



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picked up on-campus from the Center for Service-Learning and Volunteerism, Worden School, Room 23. The delivery route is a 4-mile loop around OLLU. A detailed route map is provided.

**Students will be expected to deliver on a weekly basis throughout the semester, at least 10 times:  
4-6 times *before* mid-term & 4-6 times *after* mid-term.**

**Students must attend an agency orientation on Friday, January 22, 2016 from 12:10—1:30pm (on campus location TBD). If you are unable to attend due to class/work, contact Krystina Irvin immediately.**

Students will arrange a delivery schedule with Krystina Irvin at the CSLV. The process is listed below.

1. The MOW route deliveries will begin Monday, February 1, 2016. Students must have completed a volunteer application and orientation prior to commencing service.
2. Students will be assigned one day out of the week to deliver the meals based on availability. These dates will be *consistent* weekdays; for example, 5 consecutive Mondays before midterm and 5 consecutive Mondays after midterm, or 10 consecutive Fridays, and so on. ***Delivery dates are assigned on a first come, first served basis; therefore, if you have time constraints, you are urged to sign up immediately.***
3. Meals ***must*** be delivered ***no later than 1:30 for health and safety reasons. Meals can be picked up any time M-F, 11:00 a.m. - 12:30p.m.*** Students will be expected to deliver meals at a regularly scheduled time between the pick-up hours.
4. Students will deliver meals in pairs of two and may choose to be a “driver” or a “passenger”. Drivers must show proof of insurance and a current driver’s license. Students that lack a personal vehicle will automatically become passengers.
5. To facilitate efficient program coordination and communication, student contact information will be provided to all students who sign up for this project, unless a student requests otherwise by January 25<sup>th</sup> via an email request to Krystina Irvin.
6. Students will be expected to communicate any changes to the agreed upon delivery time in advance. If an emergency or extenuating circumstance prevents you from delivering, it is crucial that you contact Krystina Irvin as soon as possible. If you must leave her a message, please also contact the CSLV’s main line (210) 431-3990 to let them know in case Krystina doesn’t get your message in time.

**The elderly on the OLLU route are dependent on you for their meals.  
If you do not show up, they may not eat that day!**

**Grace Place – Alzheimer’s Center** is San Antonio’s only licensed adult day activity center exclusively for seniors suffering from Alzheimer’s. Each center provides a secure and nurturing environment where our clients engage in activities that focus on their abilities rather than disabilities. There are three locations serving Northwest, Northeast, and Central San Antonio.

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Students must volunteer at Grace Place on four (4) separate instances for a minimum of two hours each visit. Students will assist and lead activities with the seniors in attendance. Students are able to serve **Monday through Friday** at any of the three locations. The facilities are open **7am – 6pm**, with the bulk of the activities taking place between 9am-11am or 1pm-4pm. You are responsible for contacting the appropriate person at your selected site to begin service. (See contact information below for each site.) Please note that the best time to call each site is between 9:30am-3:00pm. If you schedule a time to serve and cannot make it, please call your site contact right away.

**Grace Place - Northwest**

4306 NW Loop 410 (at Babcock), SATX  
78229 Contact: Deserie Drew – (210)  
735 – 2589

**Grace Place - Central**

504 Avenue E (at McCullough) in Grace Lutheran Church,  
SATX 78215 Contact: Norma Stewart – (210) 271 – 9396

**Grace Place - Northeast**

13420 Nacogdoches Rd. (at Higgins), SATX  
78217 Contact: Shaniece Adams – (210) 599  
– 7405

**Available Times: Meals on Wheels is Mondays through Fridays, 11:00am-12:30pm AND Grace Place is Mondays through Fridays, 7:00am-6:00pm.**

**Project Completion:** Students must complete a minimum of 10 delivery days over the course of the semester in addition to attending an agency orientation. The agency orientation for MOW will be held on **Friday, January 22, 2016 from 12:10—1:30pm (on campus location TBD)**. Students must also volunteer at a Grace Place location on four (4) separate instances for a minimum of two hours each visit. Students are required to complete one (1) visit to Grace Place by mid-term.

**Eligibility:** A student having a DUI or reckless endangerment moving vehicle violation is prohibited from driving; however, that student is still eligible to serve as a passenger. All students will be required to complete a volunteer application and attend an orientation prior to the delivery of meals. Students will also be asked to complete a HIPPA Privacy Form. All students will also be required to pass a Criminal Background Check performed by Christian Senior Services.

**C. SAMMinistries Transitional Living & Learning Center (Maximum of 8 Students: 4 each day):** SAMMinistries is an interfaith ministry whose mission is to help the homeless and those at risk of becoming homeless to attain self-sufficiency by offering, with dignity and compassion, shelter, housing, and services. SAMMinistries also provides volunteers with opportunities to be renewed and fulfilled as they serve.

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The Transitional Living and Learning Center (TLLC) is a facility that promotes the success of families with children under the age of 18 experiencing homelessness. Families can stay at TLLC for up to two years in which they can attend college and improve their employment. Families also receive numerous services, educational programs, and support through a personal Case Manager. Because the program is extensive, space is limited, requirements are necessary and admittance is made through an application process.

Students will have two options for service. **Mondays from 3:30-5:30pm or Tuesdays from 5:30-7:30pm.**

**Students will be asked to commit to serving on the same day of the week for the entire semester.**

(Example: every Tuesday night until their hours are completed.) On Mondays, students will help elementaryaged children complete their homework. Occasionally there may be no homework and students will be asked to read, play indoor/outdoor activities, or do crafts with the residents. On Tuesdays, students will help with child care while parents at the facility attend life skills classes. Volunteers will help in one of three rooms: Infant 0-2, Toddler 3-4, and Elementary 5-12 years old. Volunteers will be expected to interact with children at all times, and assist with any craft preparation, room preparation, etc. needed for child care.

Students are expected to adhere to the following:

- Each student must commit to serving on the same day of the week for the entire semester.
- Service must occur throughout the semester because there won't be enough opportunities for you to complete your hours in only the last half of the semester.
- You should never be alone with a child in the room.

General Information Applicable to Above Options:

- Students must complete a volunteer application and criminal background check. These forms will be provided in class for students to complete.
- SAMMinistries will email students notifying them of their background clearance within a week of submitting the application. Make sure that you check your email daily so that you may start immediately upon clearing.
- Students are expected to start serving at SAMMinistries right after they receive their volunteer materials and no later than the week of September 14

Available Times: **Consecutive Mondays from 3:30-5:30pm or consecutive Tuesdays from 5:30-7:30pm**

Project Completion: Students must complete a minimum of 20 hours over the course of the semester. Additionally, students will also be required to attend a brief orientation and tour on start date.

Eligibility: All students will be required to complete a volunteer application and successfully pass a Criminal Background Check performed by SAMMinistries. A volunteer application form and Criminal Background Check form will be provided in class for those who choose this

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option. *SAMMinistries will notify the student when the background check has been cleared and you may start your service immediately after notification.*

**D. Presentation Ministry Center (Maximum of 4 Students)**

The Presentation Ministry Center (PMC) opened in August 2005 to respond to the needs expressed by Spanishspeaking immigrants, primarily women, on the West Side of San Antonio. The immigrants were longing for a safe place where they could gather. In response, the Union of Sisters of the Presentation of the Blessed Virgin Mary, USA Province (also known as Presentation Sisters), missioned two of their sisters, Dina Potter and Jocelyn Quijano.

The mission of the Presentation Ministry Center is to provide holistic opportunities for human development and to foster relationships in the community. The PMC offers educational opportunities which enable people to claim their God-given gifts and talents, and provides the space and opportunity where people can gather, encounter one another and form community.

Students may assist in a combination of activities to support this work, including to serve as assistants in adult ESL classes, citizenship classes, and computer classes. Students may also assist in homework help for the children of immigrants while the adults are in class.:

Available Times:

ESL classes: **Tuesdays & Thursdays from 6:30pm--8:30pm**

Citizenship classes: **Mondays & Wednesdays, 11:30am—12:30pm & 6:30pm—7:30pm**

Computer classes: **Mondays & Wednesdays, 9:00am--10:00am; Tuesdays & Thursdays**

**11:30am--12:30pm** Kids' homework help: **Tuesdays & Thursdays from 6:30pm--8:30pm**

\*Bilingual assistance is appreciated for the citizenship classes, but not required.

Project Completion: Students must complete a minimum of 20 hours over the course of the semester.

Eligibility and Instructions to Start: Students need to complete a volunteer application, which will be provided in class. Any students volunteering specifically with the children at the PMC will also need to successfully pass a criminal background check run by the PMC at no cost to the student. Students must contact Bro. James to schedule service, and complete background check (as needed).

**E. Madonna Neighborhood Centers (Maximum of 6 Students)**

Founded in 1939 by the Sisters of Divine Providence as the Girls' Club of San Antonio, the organization has changed through the years to meet the changing needs in San Antonio. Madonna Neighborhood Centers is a non-profit organization located in the Westside of San Antonio that offers programs for senior citizens and families, along with emergency assistance and basic necessities for families in crisis.

**Service-learning can be fulfilled by participating in any combination of these activities, but you must schedule your shifts in advance with Jeffrey Huber:**

**MUJERES Group:** The MUJERES group is a women’s empowerment group that is facilitated by a community health worker and other guest speakers. Volunteers will help by greeting class members, assisting with set-up/tear-down, assisting the facilitator during the classes by distributing materials, helping develop files (for class members who might need other services), being another listener, or helping care for the children of these women. On Tuesdays, the group is focused on conversation and discussion around Mother/Child; Thursdays are for the Mending Hearts Sewing club. (Tuesdays and Thursdays from 9:30am to 12:30pm) *\*Volunteers are encouraged to stay for the entire shift; FEMALE VOLUNTEERS ONLY. (Maximum of 2 students per day)*

**Senior Citizens Program Assistants:** Students will help by greeting the seniors, assisting with setup/tear-down for activities, being an active listener, etc. (Mondays & Wednesdays, anytime between 9:00am-12:00pm) *\*Reminder that service-learning hours must be completed outside of class time. (Maximum of 2 students)*

Available Times:

**MUJERES Group: Tuesdays (Mother/Child) from 9:30am-12:30pm; Thursdays (Mending Hearts) from 9:30am-12:30pm**  
**Senior Citizens Program: Mondays & Wednesdays, from 9:00am-12:00pm**

Project Completion: Students must complete a minimum of 20 hours over the course of the semester.

Eligibility: Students will need to complete a volunteer application and successfully pass a criminal background check conducted by the Madonna Neighborhood Centers. The forms will be provided in class; volunteers will also need to submit a copy of driver’s license or other government-issued photo ID. *Jeffrey will notify the student when the background check has been cleared and you may start your service immediately after notification.*

**F. MATCH-PATCH Parenting Program (Maximum of 5 Students):**

Students will help supervise contact visits with the children of inmates participating in a parenting program at the Bexar County Adult Detention Center. You must attend visitations on **Thursday evenings 4:00pm – 7:30pm. Students must be sure to arrive at 4:00pm.**

Visitation duties include:

- Greet children and caretakers prior to contact visits for registration
- Assist with the labeling of infant baby bottles prior to visits
- Assist with checking of babies and changing diapers to eliminate suspicion of contraband
- Assist with escort of children to and from visitation area

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- Assist with the monitoring of contact visitation and the taking of photos
- Assist with appropriate discipline and/or parenting techniques during visit
- Provide support and understanding to the children
- Attend inmate parent support group following visitation and provide feedback

Dress Code: Students are expected to dress professionally and must wear close-toed shoes.

Available Times: **Thursday evenings from 4:00pm-7:30pm. Students must stay for the duration of the program.**

Project Completion: Students must attend five (5) visitations on Thursday evenings **for the entire shift** for a total of at least 17 hours over the course of the semester. In addition, students will attend the required agency orientation.

Eligibility: Students must be at least 21 years old with a driver’s license or Texas ID. Students are required to successfully pass a criminal background check that will be processed by MATCH-PATCH. The CSLV will cover the \$10 background checks/fingerprinting cost for students only if the background check form is submitted to MATCH/PATCH and fingerprinting it completed by January 25th. Students will also be required to receive a negative result on a TB test. Students will need to schedule with Rachelle Chairez, at (210) 335-6335 to take a TB test onsite. Students will need to take their initial test on Monday or Tuesday and **MUST** return 2 days later to receive the results of their exam. If students do not return 2 days after the exam is administered, they will not be able to receive the results of their exam and will not be able to serve with this agency.

**G. The Center for Health Care Services at Haven for Hope (Maximum of 6 Students)**

The Center for Health Care Services (CHCS) offers services to people with mental health, developmental disability, and substance abuse challenges. CHCS manages the Courtyard at the Haven for Hope Campus. The Courtyard (CY) is a safe outdoor sleeping space for individuals over the age of 18 who would like a safe place to stay and who may not be willing to commit to the transformational programming offered on the main campus. Guests at the CY receive meals, communal showers, laundry, basic medical and mental health care, and other basic services.

Students will assist in the CY with a variety of tasks that are essential to delivering service to those experiencing homelessness. Tasks would vary depending on the immediate needs of clients and will be orbiting around the focal points of service delivery and shelter operations. Service delivery tasks would be those such as facilitating the use of the laundry room for client’s personal laundry; assisting mobility-impaired clients to the warehouse to obtain clothing; and providing a listening ear. Operations tasks would include washing the sleeping mats; the inventory and distribution of hygiene and supplies; and other work needed for the day to day provision of guests.

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What to Expect: Students will be supervised by the CY Volunteer Coordinator, Nathan McDuell, and will get a unique opportunity to experience the preparation and work that goes into providing basic necessities to the city’s most impoverished. Students will have opportunities to interact with clients and will have guided reflections at the end of each day. Clients we serve are in the throes of drug addiction and untreated mental health issues and can provide for a sometimes surly-natured service experience.

Available Times: **Monday through Friday from 9:00am-5:00pm; Saturdays from 8:30am-12:30pm; students must commit to a minimum of 2 hours per shift.**

Project Completion: Students must complete a minimum of 20 hours over the course of the semester, including an agency orientation.

Eligibility: Students will be required to complete an agency application and successfully pass a criminal background check conducted by Haven for Hope. Background check forms will be provided in class and must be submitted to the CSLV immediately. The CSLV will pay the \$5 background check fee for the student. Please note that due to the high number of volunteer applications received by their facility, Haven for Hope will only contact you if you do NOT pass the background check; if you hear nothing from Haven for Hope a week after submitting your forms, you can assume you are cleared, and contact Nathan for scheduling.

## **DO’s & DON’Ts for SERVICE-LEARNING STUDENTS**

- **DO act professionally and be kind, courteous, respectful, and helpful.** Remember you are a guest at the organization and should always treat community partners and their clients with dignity.
- **DO always ask for help when in doubt.** Your site supervisor is an experienced professional who understands the issues at your site. He/she is willing to discuss these issues with you and to help you determine the best way to respond in a variety of situations.
- **DO become educated** about the population with whom you are working.
- **DO act responsibly** and keep yourself out of potentially harmful situations.
- **DO follow the rules of your site and conduct yourself in an ethical manner.**
- **DO dress comfortably, neatly, respectfully, and appropriately.** Comfort enables you to respond with ease. Neatness enhances your representation. Site-specific appropriate dress minimizes risk. Note that over-exposure is never appropriate so always dress in modest attire.
- **DO respect the privacy of all clients.** In your service with the partner, you may have access to confidential information or someone may share personal stories with you. Treat personal stories and organizational files as privileged information. A breach of confidentiality can mean dismissal from the organization and/or class.
- **DO try to pitch in wherever you may be needed – but always ask permission first.** Your flexibility and cooperation can help operations run smoothly.
- **DO have an open-mind when performing your service-learning project.** You can learn so many things by participating in service-learning.
- **DO arrive at your site on time and sign in and out.**
- **DO call your site supervisor at least 24 hours in advance if you are unable to come at the agreed upon time.** Both clients and staff are depending on you! Be sure to reschedule your service hours at the time of your call.
- **DO report criminal activity, unethical behavior, or suspected ethical violations to the Director of the Center for Service-Learning & Volunteerism (210-431-3990)!**
  
- **NEVER go to the homes of clients or staff members alone.**
- **NEVER offer your home as shelter for a client.**
- **NEVER give out personal information such as your phone number, address or social media information to clients,** without specific consent from the community partner and either the CSLV staff or class instructor.
- **DO NOT become intrusive or overly curious about subjects that may be sensitive to clients.**
- **DO NOT leave your purse or personal belongings where there might be a temptation for others to take them.** Do not wear excessive or expensive jewelry.
- **DO NOT have any financial exchanges with clients** (for example, lend money).
- **DO NOT speak to a client in a way that may be perceived as a sexual overture.**
- **REFRAIN from unwelcome physical, verbal, visual, or behavioral mannerisms.**
- **NEVER give a client a ride in your personal or University vehicle.**
- **NEVER report to the service site under the influence of drugs or alcohol.** Students will be held to the disciplinary sanctions imposed by the University in the OLLU Student Handbook as well as possible prosecution in compliance with local, state, and federal laws.
- **DO NOT possess, consume, distribute, or sell drugs and/or alcohol at your service site.** Students will be held to the disciplinary sanctions imposed by the University in the OLLU Student Handbook as well as possible prosecution in compliance with local, state, and federal laws.
- **DO NOT take photos or video of the clients at your program site or of the clients,** without specific consent from the community partner and either the CSLV staff or class instructor.
- **DO NOT fraternize or communicate (i.e. text messages, email messages, phone calls, social outings, social networking) with clients or community partner staff members outside of the realm of the service-learning activity.** All necessary communication should be conducted through site supervision, CSLV staff, or your class instructor.

**Since every service situation has its own culture and challenges, you should inquire about policies, procedures and etiquette specific to your site.**



## **‘I DESIRE MERCY NOT SACRIFICE’ (Matthew 9:13).**

### **Mutual Expectations Agreement**

#### **I. Center for Service-Learning & Volunteerism (CSLV) – We commit to the following:**

- To provide students with an orientation of the service-learning (SL) components of the course upon faculty request.
- To monitor student placements and track service-learning hours.
- To provide direct support to partners, students, and faculty throughout the course.
- To evaluate the service-learning experience with partners. **II. Faculty Member** – I commit to the following:
- To support service-learning student project(s) by: adhering to SL pedagogy, present definition(s) of SL and SL project(s), provide opportunities for student discussion and reflection activities, and connect SL experiences to course learning objectives.
- To fulfill my responsibilities as a mandated reporter of abuse, neglect, or exploitation of a child, a person 65 years or older, or an adult with disabilities and follow all necessary procedures should a situation come to my attention.
- To respond in a timely manner and maintain communication with the CSLV staff and community partners.
- To be familiarized with the work of service-learning partner(s) and make personal efforts to interact with them.
- To participate in a mid and end of the semester meeting (via email, phone, in-person, etc.) to assess the service-learning project.
- To evaluate the service-learning experience with the CSLV.
- To give the final letter grade to the student.

#### **III. Community Partners – We commit to the following:**

- To prepare student(s) for service by providing an orientation of the organization.
- To provide adequate initial training/direction to student(s) based on the level of experience.
- To provide meaningful tasks which reflect the time availability, skills, and interests of student(s) in light of student course responsibilities and organizational needs.
- To facilitate students experiential growth relating to course learning objectives, service-learning pedagogy, and organizational philosophy.
- To respond in a timely manner and maintain communication with the CSLV staff, faculty, and students.
- To contact the CSLV should a problem arise with the student’s performance.
- To contact the CSLV IMMEDIATELY if there are organizational changes (change in staffing, student supervisor, hours, etc) that will impact our students.
- To coordinate student service schedules and monitor the maximum number of students needed at any given time so that students are always actively engaged in course-related service.
- To verify accuracy of student’s written service-learning time log; sign time log at the completion of each day of service.
- To evaluate the service-learning student at the end of the semester and share these evaluations with the faculty member and CSLV, upon request.
- To meet with the CSLV and faculty member and/or complete evaluation forms provided by the CSLV either online or by email.

#### **IV. Service-Learning Students – We commit to the following:**

- *Confidentiality is imperative and all information concerning clients is legally protected.* Information regarding other people, employees, and organizations will also be treated as confidential.
- To pursue meaningful learning experiences related to my service-learning course objectives by carrying out my service-learning project to the best of my ability.
- To contact my agency supervisor as soon as possible for start-up and to let the CSLV know of any issues.
- To be punctual and conscientious in my attendance for the duration of my service-learning placement, including notifying the appropriate contact person if needed.
- To respect and adhere to all agency and OLLU rules and procedures.
- To notify my professor and/or the CSLV of any problems, emergencies, safety hazards, concerns, or suggestions regarding my activities. I understand that the faculty member may need to share any information, that I have provided, to the CSLV so that they are able to follow-up on the matter, if needed.

**‘I DESIRE MERCY NOT SACRIFICE’ (Matthew 9:13).**

- To immediately report to 1) course instructor or CSLV staff and 2) agency site supervisor about any situation involving abuse, neglect, or exploitation of a child, a person 65 years or older, or an adult with disabilities that comes to my attention.
- I will stay with my assigned community partner throughout the semester. I understand that I am not allowed to switch agencies without CSLV approval, which will only be given for extenuating circumstances.
- I allow the CSLV to read my service-learning reflections submitted to my professor.
- I understand that if I had to undergo a criminal background check for my service-learning project that I am required to notify the CSLV Service-Learning Coordinator within 3 days of any arrest, charge, or conviction that occurs during the semester.
- I will take my service-learning time log to my site each time I go and obtain the appropriate supervisor’s signature. • I understand that obtaining appropriate signatures and turning in my completed time log is my responsibility, and that any misrepresentation on the time log or other submitted document(s) is a form of academic dishonesty.

