

**PROGRAM REVIEW**

**ASSESSMENT DATA**

**SOCIAL ACTION AND JUSTICE  
COLOQUIUM**

**2017-2018**

It appears that the best person to evaluate this assessment would be:

TABATHA JONES JOLIVET PH.D.  
DEPARTMENT OF HIGHER EDUCATION  
SCHOOL OF BEHAVIORAL SCIENCE  
AZUSA PACIFIC UNIVERSITY

She is intimately familiar with the mission of Pepperdine University and has, in the past, taught a Freshman Seminar in Social Justice.

She has not been contacted asking her to be an evaluator.

## **SOCIAL ACTION AND JUSTICE:**

**The Social Action and Justice Colloquium (SAAJ) is housed in the Humanities and Teacher Education Division of Seaver College, Pepperdine University.**

**SAAJ is neither a major nor a minor. Students can earn degrees in any fields and still be a part of the SAAJ Colloquium. The SAAJ Program fulfills the institutional mission of Pepperdine University "That knowledge calls, ultimately, for a life of service." And that..."Pepperdine University strengthens students for lives of purpose, service and leadership."**

**Students start the SAAJ Program in their first year of entrance into the university. Completion of the four semesters of SAAJ substitutes for four required General Education classes.**

**SAAJ substitutes for the following: First Year Seminar, English 101, A Literature class and Religion 301.**

**SAAJ responds to the needs of communities throughout the country that benefit from social justice.**

**The program exists to fulfill the call for social justice not just in our country but throughout the world. Several of our graduates have found careers that relate to social justice overseas.**

**The mission of the SAAJ Program is to call for students to "pay back" for what they have received. We ask that they devote some time in their lives to help those in need. This can be one hour a week or one day a year or one week a year. We do not specify the extent of the commitment. That is totally up to the students themselves. But we do ask that they be committed to "pay back."**

**This can adequately be seen in the documents shown later in this presentation of graduates who have fulfilled this mission long after leaving the university.**

**It is estimated that the Social Action and Justice Colloquium was established in the year 2000 by Drs. Banks, Carroll and Novak. Both Drs. Carroll and Novak retired several years ago and Dr. Banks currently remains as the Director of the program.**

**SAAJ 121 (four units) is a seminar focused on issues of social justice. Students examine how each of the following has affected social justice in the United States from the eighteenth century to the present: the social construction of racial identity, the role of gender in social equality, and the influence of socioeconomic background.**

**The seminar actively promotes the development of academic and “real world” skills, such as critical thinking, research, writing and oral presentation and the use of technology. Students explore strategies for promoting social justice and engage in service-learning experiences.**

**SAAJ 122 (four units) is a seminar that continues the study of the issues described in SAAJ 121. Included are issues that relate to disability, the environment, social justice and the understanding and appreciation of other world religions.**

**SAAJ 123 Students take an approved course that provides an in-depth examination of a particular social issue. The unit value of this course will be determined by the approved course in which the student enrolls. Prerequisites SAAJ 121 and SAAJ122 and the approval of the SAAJ Director**

**A list of the approved courses follows:**

SAAJ 123 Approved Courses

The following courses focusing on service, diversity and/or social justice have been approved for SAAJ 123:

ENG 440.11 Music and Text, Harlem Renaissance  
ENG 440.21 Alabama Civil Rights Movement  
MUS 468.11 Multicultural Music in America: Eye on Los Angeles  
Washington D.C. Internship Program  
COM 313/513 Intercultural Communication  
COM/ INTS 514 International Communication and Negotiation  
ENG 430 Latin American Literature in Translation  
GER 441 Seminar in Contemporary German Culture  
HIST 532 Latin American History: The National Period Since 1800  
HIST 592 Pre-Columbian Civilizations of the Americas  
ISAC/POSC/SOC 592 China and Diaspora  
POSC 510 German Government and Society  
POSC 537/SOC 422 Urban Development  
SPAN 380 History and Culture of Latin America  
SPAN 449 Literature of Spanish America I  
SPAN 451 Literature of Spanish America II  
BA 465 Human Relations and Values  
BIOL 311 Introduction to Ecology  
COM 512 Media Impact and U.S. Minorities  
EDUC 562 School and Society  
ENG 440 Topics Literature: Multicultural

INTS 514	International Communication and Negotiation
NPM 302	Financial Development for Non-Profit Organizations
PSYC 323	Abnormal Psychology
PSYC 332	Cross-Cultural Psychology
REL 572	Urban Ministry Missions
SOC 450	Race and Ethnic Relations
SW 200	Introduction to Social Work
WMST 300	Introduction to Social Work
BIOL 328	Environmental Politics and Policy
MUS 460	Music in Secondary Schools
NPM 301	Management of Volunteer Programs
POSC 519	Political and Social Power
REL 524	Christian Ethics
SOC 422	Urban Development and Problems
PSYC 230	Interpersonal Relations
BA 410	Business Ethics
BA 598	Service Leadership
COM 444	Cross Cultural Negotiations
Com 507	Public Opinion
HIST 510	History of Japan
HIST 320	Civilization of the Americas
HIST 331	History of China
HIST 335	Latin American History

HIST 390 History of the Middle East  
HIST 500 Native American History  
HIST 550 History of Africas  
PHIL 320 Ethics  
POSC 344 International Relations  
POSC 509 Women in Politics  
POSC 529 Ethics in International Politics  
POSC 553 Ethnicity and Nationalism  
POSC 560 Public Opinion  
PSYC 332 Cross Cultural Psychology  
COM 400 Communication Ethics  
AAS 200 Intro to African American Studies  
INTS/ECON 351 Global Economics  
COM 385: Argumentation and Advocacy in London

**SAAJ 122 IS TAUGHT ON WEDNESDAYS FROM 11:30 – 1:00 AND FROM 2:00 – 3:30.**

**IT IS ESSENTIALLY EXPERIENTIAL IN NATURE AND IN ADDITION TO REQUIRED READINGS THE COURSE OFFERS THE MAXIMUM OPPORTUNITY FOR CLASS DISCUSSION AND A NUMBER OF FIELD TRIPS.**

**EXAMPLES ARE AS FOLLOWS:**

**INTRODUCTORY GUEST SPEAKER (LAST YEAR A BLIND ALUMNI)**

**WRITING WORKSHOP**

**SPEAKER ON DOMESTIC VIOLENCE**

**SPEAKER WHO HAS BEEN A MEMBER OF A GANG AND SERVED JAIL TIME**

**PANEL OF STUDENTS FROM THE LGBTQ COMMUNITY**

**SPEAKER ON RELIGIOUS PERSECUTION**

**FIELD TRIP TO SKID ROW**

**SPEAKERS FROM THE UNDOCUMENTED COMMUNITY**

**FIELD TRIP TO MUSEUM OF TOLERANCE**

**HOLOCAUST SURVIVOR SPEAKER.**


**SAAJ 324 (four units) is a supervised service learning experience with an organization with a social justice mission. Students apply the knowledge and skills acquired in SAAJ 121,122 and 123. Students will develop a regular schedule of hours and complete at least sixty hours of on-site work, read assigned material, keep a learning journal, meet bi-weekly in an internship seminar and complete a portfolio. The course must be taken for a letter grade. Prerequisites are SAAJ 123 and the approval of the SAAJ Director.**

**The faculty who teach on the SAAJ Colloquium are rotated and come from several different divisions. We have attempted to make the faculty diverse in terms of gender, race and faith. All SAAJ faculty must have a minimum of a doctorate and show a definite interest and some experience in the area of social justice. A list of recent SAAJ faculty and their qualifications follows:**

## Meet the Faculty

Robert E. Williams Jr.

*Professor of Political Science*

**Division:** Social Science Division 

**Office:** Appleby Center (APC) 245

**Phone:** (310) 506-4175

**Fax:** (310) 506-7271

**E-mail:** robert.williams@pepperdine.edu 

Ph.D., Foreign Affairs, University of Virginia, 1987

M.A., International Relations, Johns Hopkins University,  
School of Advanced International Studies, 1982

B.A., History, Abilene Christian University, 1980, Summa  
Cum Laude



### Courses:

- International Relations
- International Organizations and Law
- Ethics and International Politics
- Social Action and Justice Colloquium

### Key Awards/Affiliations:

- Board of Directors, El Rescate Legal Services, 1998-2003, 2005-2008
- Board of Directors, International Monitor Institute, 2000-2002
- Hubert H. Humphrey Fellowship in Arms Control and Disarmament, U.S. Arms Control and Disarmament Agency, 1986-1987
- Governing Council, International Studies Association, 2011-2012.

### Academic Interests:

- Human Rights
- Normative Theory in International Relations
- Security Studies

### Selected Works:

- "Jus post Bellum: Justice in the Aftermath of War," in *The Future of Just War: New Critical Essays*, ed. Caron E. Gentry and Amy E. Eckert (Athens: University of Georgia Press, 2014), 167-79.
- *Seeking Security in an Insecure World*, 2nd ed. (Lanham, Md.: Rowman & Littlefield, 2012), with Dan Caldwell.
- *Arms Control: History, Theory, Policy* (Santa Barbara, Calif.: ABC-Clio, 2012), general editor (with Paul R. Viotti).
- "From Malabo to Malibu: The Consequences of Corruption in an African Petrostate," *Human Rights Quarterly*, 33 (August 2011): 620-48.
- "Jus Post Bellum: Just War Theory and the Principles of Just Peace," *International Studies Perspectives* 7 (November 2006): 309-320, with Dan Caldwell.
- "The Impact of Feminist Thought on Human Rights," *Global Society* 11 (January 1997): 111-28.
- "Arms Control and Disarmament in the Nuclear Age." in *Community, Diversity, and a New*

## Meet the Faculty

David G. Holmes

*Professor of English and Director of African American Studies,  
Pepperdine University*

**Division:** Humanities/Teacher Education Division 

**Office:** Cultural Arts Center (CAC) 312

**Phone:** (310) 506-4234

**E-mail:** david.holmes@pepperdine.edu 

Ph.D., University of Southern California

M.A., University of Southern California

M.A., California State University

B.A., Oklahoma Christian University



### Courses:

- Harlem Renaissance
- First Semester English Composition
- Advanced English Composition
- Literary Theory
- Civil Rights Rhetoric, Literature and Film
- Composition Theory
- Carribean Literature
- Senior Thesis in Rhetoric
- Topics in Literature
- Topics in Rhetoric

### Key Awards/Affiliations:

- Theresa Enos Anniversary Award for Best Essay, Rhetoric Review 2013
- Langston Hughes Visiting Professor, University of Kansas, Spring 2013
- Howard A. White Award for Teaching Excellence, 2012
- Elected Member, Executive Committee Conference on College Composition and Communication
- Elected Member, College Section Nominating Committee, National Council of Teachers of English
- Rhetoric Society of America
- Visiting Associate Professor of Rhetoric and Composition, Arizona State University, Tempe, January to May 2008
- Lilly Fellowship, "Spirituality and Social Justice: Lessons from the Civil Rights Movement," Samford University, Birmingham, Alabama, June 2001
- Seaver Research Fellow in Composition Rhetoric, Pepperdine University, 1999-2000
- College Language Association
- Scholars for the Dream Award, Conference on College Composition and Communication, March 1995
- National Council of Teachers of English

- International Society for the History of Rhetoric

#### Academic Interests:

- African American Expressive Culture
- African American Preaching
- Civil Rights Movement Rhetoric, Film and Rhetoric
- Harlem Renaissance
- Intellectualized Discourses of Racism
- Political Rhetoric
- Rhetoric and Religion
- Theories of Ethos

#### Selected Works:

##### • Publications

- *Where the Sacred and Secular Harmonize: Birmingham Mass Meeting Rhetoric and the Living Legacy of African American Prophecy.* \*Forthcoming, October, 2017.
- "Breaking the Chains of Science: The Rhetoric of Empirical Racism in *Django Unchained.*" *Black Camera, Volume 7, Number 2 (Spring 2016)*73-78.
- "'Hear Me Tonight': Ralph Abernathy and the Sermonic Pedagogy of the Birmingham Mass Meeting." *Rhetoric Review*, 32:2 (April 2013): 156-173. Winner of Theresa Enos Anniversary Award for Best Essay.
- "Speaking of Moses and the Messiah: Ralph Abernathy's Rhetoric for and by the People." *Journal of Communication and Religion*. Vol. 35 No. 1 (Spring 2012): 1-11.
- "(Re-)Dressing the KKK: Fred Shuttlesworth's Precept Hermeneutic and the Rhetoric of African American Prophetic Patriotism." *Journal of Black Studies*. Volume 42 Number 5 (July 2011):811-827
- "The Civil Rights Movement According to *Crash*: Complicating the Pedagogy of Integration." *College English*, Volume 69, Number 4 (March 2007) :314-321.
- *Revisiting Racialized Voice*, February 2007 by Southern Illinois University Press (Paperback edition).
- "Affirmative Reaction: Kennedy, Nixon, King and the Evolution of Color Blind Rhetoric." *Rhetoric Review*, Volume 26, Number 1 (January 2007) :25-41.
- "Cross Racial Voicing: Carl Van Vechten's Imagination and the Search for an African American Ethos." *College English*, Volume 68, Number 3 (January 2006): 291-307.
- "Say What?: Rediscovering Hugh Blair and the Racialization of Language, Culture, and Pedagogy in Eighteenth-Century Rhetoric." *Calling Cards: Theory and Practice in the Study of Race, Gender, and Culture*. State University of New York Press, March 2005.
- *Revisiting Racialized Voice*, February 2004 by Southern Illinois University Press.(First Edition Hardback)
- "Color Me Author." *Journal of Teaching Writing*, 19.1-2 (2001): 1-13.
- "The Fragmented Whole: Ralph Ellison, Kenneth Burke, and the Cultural Literacy Debate." *College Language Association Journal*, Volume XLIII, Number 3 (March 2000).
- **Refereed and Invited Presentations**
- "Rechanneling the Waters: Rereading 'The Negroes Speaks of Rivers' Using Rhetorical Hermeneutics." College English Association, Hilton Head, Island, South Carolina, March 2017.
- "Black Religion Matters: African American Prophecy as a Theoretical Frame for Rhetorical Critiques." Conference on College Composition and Communication, Portland, Oregon, March, 2017
- "'Hear Me Tonight': The Out-Loud Public Literacies of the Birmingham Mass Meetings." Featured Session, Conference on College Composition and Communication, Atlanta, Georgia, April 2011.
- "My Tales from the Hood and the Academy: Reflections on Culturally Relevant Pedagogies." Invited Lecture, Claflin University, Orangeburg, South Carolina, October 28,2009.
- "Cultural Winds and Religious Waves: Negotiating Student Uses of Religious Discourses in the Classroom." Invited Lecture, Claflin University, Orangeburg, South Carolina, October 29, 2009.

## Meet the Faculty

Maire Mullins

*Professor of English*

**Division:** Humanities/Teacher Education Division [✉](#)

**Office:** Cultural Arts Center (CAC)

**Phone:** (310) 506-4894

**E-mail:** [maire.mullins@pepperdine.edu](mailto:maire.mullins@pepperdine.edu) [✉](#)



### Courses:

- American Literature and Culture
- Social Action and Justice
- Humanities 313

### Key Awards/Affiliations:

- Glazer Institute Teaching and Research Grant
- Seaver Dean's Research Grant
- Institutional Technology Grant
- Calvin College Seminar in Christian Scholarship
- Fulbright Scholar, Japan

### Academic Interests:

- American literature and culture
- Digital Humanities

### Selected Works:

- "Prophetic Voice and Sacramental Insight in Walt Whitman's 'Messenger Leave' Poems," *Renaissance* 68.4 (Fall 2016): 246-65., 2016
- "The Selected Letters of Hannah Whitman Heyde." *Scholarly Editing* (2016):17. [✉](#)
- "Birdsong in Whitman: Listening to the Mockingbird in 'Out of the Cradle Endlessly Rocking.'" *Walt Whitman Quarterly Review* 31 (2013), 18-30.
- "'Deeper Down in the Domain of Human Hearts': Hope in Isak Dinesen's Babette's Feast." *Logos: A Journal of Catholic Thought and Culture* 12: 1 (Winter 2009): 1-22.
- "Diversity in Whitman: Section Thirty-three of 'Song of Myself.'" *Notes on American Literature* 17:1 (Winter/Spring) 2008: 21-29.
- "Sexuality in Leaves of Grass." *A Companion to Walt Whitman*. Ed. Donald D. Cummings. Oxford: Blackwell Publishers, 2006. 164-179.
- "Alexandra's Dreams: 'The Mightiest of All Lovers' in Willa Cather's O Pioneers!" *Great Plains Quarterly* 25:3 (2005): 147-159.
- "'I Bequeath Myself to the Dirt to Grow from the Grass I Love': The Whitman-Cather Connection in O Pioneers!" *Tulsa Studies in Women's Literature* 20:1 (2001): 123-136.
- "Stopping History in Walt Whitman's Drum-Taps." *Walt Whitman Quarterly Review* 17:1-2 (Summer 1999/Fall 1999): 4-14.
- "Esther's Smile: Silence and Action in Hisaye Yamamoto's 'Wilshire Bus.'" *Studies in Short Fiction* 35 (1998): 75-82.
- "Writing Woman's Body in Walt Whitman's Leaves of Grass." *The Tohoku Journal of American Studies* (Sendai, Japan) Vol. 1 (Fall 1997): 1-28.

## Meet the Faculty

Lorie J. Goodman

*Associate Professor of English*

**Division:** Humanities/Teacher Education Division ☑

**Office:** Cultural Arts Center (CAC) 111

**Phone:** (310) 506-4098

**E-mail:** [lorie.goodman@pepperdine.edu](mailto:lorie.goodman@pepperdine.edu) ✉

Ph.D., Humanities, University of Texas at Arlington

M.A., English, University of Texas at Arlington

B.A., English/Speech Communications, David Lipscomb College



### Courses:

- English Composition
- Critical Theory and Literary Research
- Writing Center Practicum
- Composition Theory and Research
- Writing and Technology
- Writing and Rhetoric Internship

### Key Awards/Affiliations:

- Editorial Board, *Enculturation: An Electric Journal of Cultural Theories and Rhetorics*
- Member, National Council of Teachers of English (NCTE)

### Academic Interests:

- Evolving Theoretical Constructs in the Computer-Assisted Classroom
- Rhetoric/Composition and Critical Theory

### Selected Works:

- Dissertation: "Writing Elsewhere"
- Just Serving/Just Writing. Review of *Writing the Community*. Eds. Linda Adler-Kassner et al. *Composition Studies* 26.1 (Spring 1998): 59-71.
- Novak, Cynthia Cornell and Lorie J. Goodman. "Safe/r Contact Zones: The Call of Service Learning." *The Writing Instructor* 16.2 (Winter 1997): 65-77.
- Feeling Deaf and Dumb: The Costs of Literacy. *Freshman English News* 18.2 (Spring 1990): 27-30.
- Language Without Sound: Orality or Literacy of the Deaf and ASL. *The Writing Instructor* 8 (Winter 1989): 68-75.
- Defining Ourselves as Women (In the Profession). *PRE/TEXT* 9.3-4 (1988): 207-09. Reprint, *P/T* 10.1-2 (1989): 117-120.

## Meet the Faculty

Jeff Banks

*Visiting Professor of Humanities and Teacher Education*

*Executive in Residence*

*Director, Social Action and Justice Colloquium*

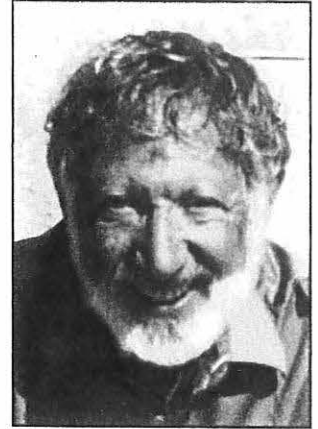
*Director of International Internships*

**Division:** Humanities/Teacher Education Division 

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**E-mail:** [jeff.banks@pepperdine.edu](mailto:jeff.banks@pepperdine.edu) 



Ph.D., Clinical Psychology, The Chicago School of Professional Psychology

M.B.A., Management and Behavioral Science, University of California, Los Angeles, Honors

B.S., Accounting, University of California, Los Angeles

### Courses:

- Organizational Behavior
- Freshman Seminar
- Marketing
- Human Relations & Values
- SAAJ Internships
- Social Action & Justice Colloquium
- Interpersonal Psychology

### Key Awards/Affiliations:

- Howard A. White Award for Teaching Excellence 2010
- Howard A. White Award for Teaching Excellence Finalist 2005, 2006, & 2007
- Seaver College Award for Teaching Excellence, 2003
- Harriet and Charles Luckman Distinguished Teaching Fellow, 2000-2005
- Pepperdine University Freshman Seminar Teaching Award, 1996-1997
- Pepperdine University, Helen Pepperdine Award for Service, 1998 & 1999
- Howard Hughes Fellow

### Academic Interests:

- Faculty Mentor to Guardian Scholars
- Faculty Mentor to New Faculty 2002-2012
- Faculty Mentor to Posse Scholars 2010-Present
- Faculty, Training Academy, City Scholars Los Angeles 1990-1995
- Fulfillment Fund Training Workshops for inner city students 1993-Present
- LA.Team Mentoring - Led numerous weekend workshops and training 1999-2005
- Pepperdine University, Management Consulting (Registrar, Information Systems, Finance, Center for the Arts, GSEP, Office of the Executive Vice President) 1996-2000
- Pepperdine University, Weekend Workshops in communication 1995-2004

## Meet the Faculty

John Peterson

*Assistant Professor of English*

**Division:** Humanities/Teacher Education Division ☒

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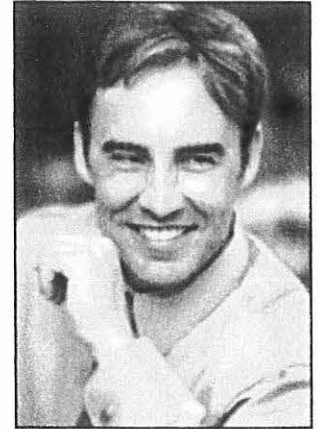
**Fax:** (310) 506-7307

**E-mail:** john.peterson@pepperdine.edu ☒

Ph.D. English, Claremont Graduate University

M.A. Literature and Creative Writing, Claremont Graduate University

B.A. English, The University of Arizona



### Courses:

- Social Action and Justice
- Environmental Literature
- Native American Literature
- American Poetry

### Key Awards/Affiliations:

- Brett J. Love Award for Teaching Excellence, Pepperdine University, 2009
- Claremont University Fellowship, 2001-2002
- Association for the Study of Literature and the Environment
- Western Literature Association
- Modern Language Association

### Academic Interests:

- Climate Justice
- Creative Writing, Poetry
- Environmental Literature

### Selected Works:

- "Re-imagining the Los Angeles River." *The Brock Review*. 11.2 (2011): 111-120.
- *Re-envisioning the City: A Narrative Analysis of Urban Nature Writing and the Los Angeles River*. (dissertation) 2009
- "The Bear." (poem) *Meridian Anthology of Contemporary Poetry*. VII (2014)
- "The Canyon." (poem) *Westview*. 30.2 (2014)
- "The La Brea Tar Pits." (poem) *Atlanta Review*. XVIII.2 (2012)
- "Vincent's Worker." (poem) *The Griffen*. (Fall 2009)
- "Freedom Song." (poem) *River Oak Review*. 2 (2009): 38.
- "Memories of the War." (poem) *The Louisville Review*. 64 (2008): 42.

## Meet the Faculty

Roslyn M. Satchel

*Assistant Professor of Communication*

**Division:** [Communication Division](#) 

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Ph.D. Media & Public Affairs, Louisiana State University,  
2013

J.D. Law, Emory University, 2000

M.Div. Theology, Emory University, 2000

B.A. Mass Communication, Howard University, 1995



### Courses:

- Public Relations Writing
- Communication Ethics
- Public Relations Strategies & Tactics
- Research Methods
- Cultural Competence
- History of Human Rights Movements in the U.S.
- Human Rights in Policy Advocacy & Community Organizing

### Key Awards/Affiliations:

- Member, Public Relations Society of America
- Member, National Communication Association
- Member, Association for Education in Journalism & Mass Communication
- Member, Kappa Tau Alpha National Honor Society
- Fellowship Award, Southern Regional Education Board and Louisiana Board of Regents
- Honoree, Emerging Voices Award, Spelman College's WISDOM Center
- Honoree, National Association of Black Social Workers
- Honoree, EBONY Magazine's "30 Young Leaders of the Future"
- Honoree, Herman Dooyewerd Prize in Law & Religion, Emory University School of Law
- Honoree, National Crime Prevention Council's 50 Strategies for Faith and Justice Collaboration
- Honoree, Institute for Women's Policy Research's Called to Speak: Women, Religion & Advocacy
- Honoree, Institute for Women's Policy Research's The Ties That Bind: Women's Public Vision for Politics, Religion & Civil Society

### Academic Interests:

- Communication, Culture & Human Rights
- Democracy & Media Diversity
- Intersectionality in Media, Religion, and Law
- Public Relations & Public Affairs

## Meet the Faculty

Sarah Stone-Watt

*Assistant Professor of Communication  
Director of Forensics*

**Division:** [Communication Division](#) ✉

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Ph.D., Communication and Women's Studies, The Pennsylvania State University, 2007

M.A., Communication and Journalism, University of Wyoming, 2004

B.A., Rhetorical Studies, California State University, Long Beach, 2002

Certificate in Legal Studies, California State University Long Beach, 2002

### Courses:

- Rhetorical Criticism
- Rhetoric, Gender, & Society
- Media Impact and U.S. Minorities
- Argumentation & Advocacy
- Intercultural Communication
- Forensics Production
- Social Action and Justice Colloquium: Women's Movements
- Social Action and Justice Colloquium: Body Image & Food Systems

### Key Awards/Affiliations:

- Cross examination Debate Association Critic of the Year, Southern California, 2008
- Coached multiple award winning debate teams (See [pepperdinedebate.com](http://pepperdinedebate.com))
- National Communication Association
- Rhetoric Society of America
- American Communication Association
- Organization for the Study of Communication, Language, and Gender

### Academic Interests:

- Intercultural Communication
- Persuasion
- Political Rhetoric
- Social Movement Rhetoric
- Women in U.S. Race Riots

### Selected Works:

- "A Postfeminist Apologia: Susan G. Komen for the Cure's Evolving Response to the Planned Parenthood Controversy," *Journal of Contemporary Rhetoric*, 2 (3/4).

**What follows is the rubric and the evaluation of SAAJ 324 the internship class.**

**Following that is the rubric and evaluation of students in SAAJ 121 and SAAJ 122. As previously stated SAAJ 122 is a continuation of SAAJ 121. All students evaluated in this rubric have had a minimum of two and a maximum of three different faculty by the time they have completed SAAJ 122.**

## SAAJ Internship Portfolio Assessment Rubric

Student Name: \_\_\_\_\_

CWID: \_\_\_\_\_

Dimension	Explanation	Excellent 4	Good 3	Fair 2	Poor 1
<b>Self Directed Learning</b>	Go beyond expectation. Take advantage of learning opportunities.				
<b>Negotiate Contract</b>	Negotiate a contract with supervisor that has challenging but achievable goals. Represent the contribution to the company and a growth experience for the student.				
<b>Writing</b>	Professional level of writing. Free of grammatical errors. Clear. Skillfully written.				
<b>Self Assessment</b>	Student demonstrates professional growth. What initiative did they use to offer growth to themselves and a benefit to the employer?				

**Comments:**

Overall Score: \_\_\_\_\_

**AVERAGE SCORES WERE AS FOLLOWS:**

<b>SELF DIRECTED LEARNING</b>	<b>3.5</b>
<b>NEGOTIATING A CONTRACT</b>	<b>3.5</b>
<b>WRITING</b>	<b>3.0</b>
<b>SELF ASSESSMENT</b>	<b>3.6</b>

**CONCLUSION:**

**ALL SCORES WERE IN THE "EXCELLENT TO GOOD" CATEGORY WITH THE EXCEPTION OF WRITING, HOWEVER, WHICH SCORED ONLY AS "GOOD."**

**CLEARLY MORE EMPHASIS MUST BE PLACED ON WRITING SKILLS. THIS CAN BE DONE BY PUTTING MORE FOCUS ON THE WRITING WORKSHOP WHICH IS INCLUDED IN THE SAAJ CURRICULUM AND ALSO BY HAVING STUDENTS PUT MORE EFFORT INTO THE PAPERS THEY WRITE, BOTH RESEARCH AND OTHERWISE. ALSO MORE USE CAN BE MADE OF THE WRITING CENTER. STUDENTS DO NOT TAKE FULL ADVANTAGE OF THIS OPPORTUNITY.**

**JENS PATRICK COLE**                      **100422770**

**SELF DIRECTED LEARNING**              **4**

**NEGOTIATING CONTRACT**              **4**

**WRITING**                                      **3**

**SELF-ASSESSMENT**                      **4**

**OVERALL SCORE**                          **4**

**JENS WORKED WITH INNER CITY MIDDLE AND HIGH SCHOOL STUDENTS. HE INTERNEED IN THE WATTS AREA WHICH IS TROUBLED WITH DRUGS, LOW EMPLOYMENT AND CRIME. HE NEGOTIATED A CONTRACT AND SELF DIRECTED HIS LEARNING ABOVE AND BEYOND WHAT WAS EXPECTED OR ASKED. HE PRESENTED IDEAS AND SUGGESTIONS TO HIS SUPERVISOR THAT WERE HEARD AND ACTED ON. HE COMMUNICATED WITH STUDENTS ON A ONE TO ONE LEVEL TO SOLVE PROBLEMS BOTH INTERPERSONALLY AND ACADEMICALLY. THIS INTERNSHIP HAS OPENED DOORS FOR NEW PASSIONS AND HIS FUTURE PLANS.**

ASHLEY DANIELLE GOLLA

1005305545

SELF DIRECTED LEARNING	2
NEGOTIATING CONTRACT	2
WRITING	3
SELF ASSESSMENT	2
OVERALL SCORE	2

ASHLEY INTERNEED WITH DR. FASEL DOING RESEARCH IN THE AREA OF PHYSICS. HER SUPERVISOR WAS "VERY BUSY" AND DID NOT ALLOW A LOT OF TIME TO WORK WITH ASHLEY. SHE HAD TO WORK AROUND DR. FASEL'S SCHEDULE. SHE DID NOT SHOW SIGNIFICANT LEADERSHIP IN FINDING NEW OR OTHER WAYS TO FACILITATE HER INTERNSHIP. SHE COULD HAVE NEGOTIATED A TIGHTER CONTRACT AND COULD HAVE OFFERED SUGGESTIONS TO HER SUPERVISOR TO CREATE AN INTERNSHIP THAT WOULD HAVE PROVIDED MORE LEARNING FOR HER AND MORE VALID RESEARCH FOR DR.FASEL. I THINK SHE WAS SOMEWHAT OVERWHELMED BY THE SCOPE OF THE RESEARCH OFFERED AND THEREFORE COULD HAVE NEGOTIATED A BETTER CONTRACT. IF THIS WERE NOT POSSIBLE SHE MIGHT HAVE SOUGHT A MORE APPROPRIATE INTERNSHIP ;

**BRIA N. DUNLAP**

**100502033**

**SELF DIRECTED LEARNING**

**4**

**NEGOTIATING CONTRACT**

**3**

**WRITING**

**3**

**SELF ASSESSMENT**

**4**

**OVERALL SCORE**

**3.5**

**BRIA INTERNEED AT THE CRENSHAW YMCA. SHE WORKED WITH KIDS THAT WERE OFTEN HUNGRY OR HOMELESS. SHE WAS WELL PREPARED FOR THIS KIND OF INTERNSHIP AS HER LIFE BACKGROUND COORDINATED WITH IT. THERE WAS NO STREAMLINED COMMUNICATION SYSTEM AT THE Y AND BRIA CREATED HER OWN WAY OF DEALING WITH PROBLEMS. I AM NOT SURE HOW MUCH SHE LEARNED BUT WAS REMINDED OF THE PEOPLE AND LIFESTYLES SHE HAS EXPERIENCED GROWING UP. SHE FACED SOME INTERESTING ETHICAL PROBLEMS WHICH WERE DISCUSSED IN THE CLASS. ALL OF US, I FEEL, LEARNED FROM HER EXPERIENCES**

**FERNANDO NICOLAS GRIMALDO      100379529**

<b>SELF DIRECTED LEARNING</b>	<b>4</b>
<b>NEGOTIATING CONTRACT</b>	<b>4</b>
<b>WRITING</b>	<b>3</b>
<b>SELF ASSESSMENT</b>	<b>4</b>
<b>OVERFALL SCORE</b>	<b>4</b>

**FERNANDO WORKED UNDER THE SUPERVISION OF DR. HENRY PRICE IN THE DON GIOVANNI OUTREACH PROGRAM. DESPITE HIS TIGHT SCHEDULE IN HELPING COORDINATE THE PROGRAM HE FOUND THE TIME TO GO TO VARIOUS HIGH SCHOOLS ON SATURDAY AFTERNOONS TO PROMOTE THE UNDERSTANDING OF OPERA AMONG HIGH SCHOOL STUDENTS. HE WENT TO HIGH SCHOOLS SUCH AS CATHEDRAL HIGH IN CATHEDRAL CITY, NEWBURY PARK HIGH SCHOOL AND AGOURA HIGH SCHOOL. HE TALKED TO THE HIGH SCHOOL STUDENTS, WHO WERE PREDOMINATELY BLACK OR LATINO, REGARDING THE CONCEPTS OF OPERA AND THE ISSUES BOUGHT UP IN DON GIOVANNI SUCH AS RAPE AND ALCOHOL ABUSE. FERNANDO PERHAPS TOOK ON MORE THAN HE SHOULD BUT HE DID IT SUCCESSFULLY,**

**WILLIAM JAMES COUPE**

**100467264**

<b>SELF DIRECTED LEARNING</b>	<b>4</b>
<b>NEGOTIATING CONTRACT</b>	<b>4</b>
<b>WRITING</b>	<b>2</b>
<b>SELF ASSESSMENT</b>	<b>4</b>
<b>OVERALL SCORE</b>	<b>3.5</b>

**WILL DID HIS INTERNSHIP VIRTUALLY THROUGH SKYPE AND INTERNET. HE TUTORED REFUGEES FROM SYRIA. THE TIME DIFFERENCE WAS A PROBLEM BUT WILL WAS PERSISTENT IN WORKING WITH THESE REFUGEES AND REALIZED THE IMPORTANCE OF DISMANTLEING STEREOTYPES BASED ON RELIGION, ETHNICITY, RACE AND NATIONAL IDENTITY. HE DID NOT HAVE PARTICULARLY GOOD GUIDANCE BUT PERSISTED IN CREATING A SITUATION WHERE HIS GOALS WERE ACCOMPLISHED. HIS WORK ON THIS INTERNSHIP LED TO HIS ACCEPTANCE IN THE PEACE CORPS WHERE HE WILL BE STATIONED IN MOROCCO NEXT YEAR.**

**JESSICA VILLEDA**

**100477642**

**SELF DIRECTED LEARNING**

**4**

**NEGOTIATING CONTRACT**

**4**

**WRITING**

**4**

**SELF ASSESSMENT**

**4**

**OVERALL SCORE**

**4**

**JESSICA DID HER INTERNSHIP AT THE MALIBU LABOR EXCHANGE WORKING UNDER THE SUPERVISION OF OSCAR MONDRAGON. SHE NEGOTIATED A CONTRACT THAT WAS AMBITIOUS AND FULFILLED THE CONTRACT AND MORE. SHE DID WORK THAT INVOLVED CREATIVITY AND FORESIGHT ON HER PART AND LED TO NEW AND CREATIVE WAYS TO SERVE HER ORGANIZATION. SHE STEPPED OUTSIDE HER COMFORT ZONE AND ACHIEVED INCREDIBLE GROWTH AND DEVELOPMENT OF HERSELF. SHE HAS PAVED THE WAY FOR THE NEXT INTERN TO WORK AT THE EXCHANGE AND WILL LEAVE THEM WITH THE CHALLENGE OF THEIR OWN GROWTH AND DEVELOPMENT,**

**STELLA KIM**

**100482943**

**SELF DIRECTED LEARNING 3**

**NEGOTIATING A CONTRACT 3**

**WRITING 3**

**SELF ASSESSMENT 3**

**OVERALL SCORE 3**

**STELLA'S INTERNSHIP WAS AT JUMPSTART. SHE WAS A TEAM LEADER OF SEVEN CORP MEMBERS AND SHE COLLABORATED WITH PROGRAM ADVISORS TO PROVIDE EDUCATIONAL ACTIVITIES TO YOUNG CHILDREN AND FAMILIES WITH LOW INCOME. PRIOR STUDENTS HAVE DONE THIS INTERNSHIP BEFORE AND SO EVERYTHING WAS PRETTY WELL SET UP FOR HER PRIOR TO HER STARTING THE INTERNSHIP. SHE MORE OR LESS COPIED THE ACTIVITIES AND WORK OF HER PRIOR INTERNS. SHE DID A GOOD JOB BUT DID NOT EXPAND ON THE OPPORTUNITIES THAT MAY HAVE BEEN AVAILABLE TO HER.**

**DARON CALHOUN**

**100502212**

**SELF DIRECTED LEARNING 3**

**NEGOTIATING A CONTRACT 4.**

**WRITING 3**

**SELF ASSESSMENT 4**

**OVERALL SCORE 3.5**

**DARON SERVED HIS INTERNSHIP WITH THE BOYS AND GIRLS CLUB OF MALIBU. HE NEGOTIATED A CONTRACT THAT ALLOWED FOR BOTH ADMINISTRATIVE WORK AND WORKING WITH THE CHILDREN THEMSELVES. HE, THEREFORE, ASSISTED WITH THE OPERATIONS AND BUSINESS FACILITATION SIDE OF THE ORGANIZATION BUT ALSO WAS ABLE TO SPEND TIME WITH THE CHILDREN. HIS WORK AS AN INTERN HERE HAS MOTIVATED HIM TO CONTINUE TO VOLUNTEER WITH THIS ORGANIZATION WITHOUT CREDIT BUT TO FACILITATE HIS OWN GFROWTH.**

**HUNTER CHANCELLOR**

**100493121**

**SELF DIRECTED LEARNING 2**

**NEGOTIATING A CONTRACT 2**

**WRITING 2**

**SELF ASSESSMENT 2**

**OVERALL SCORE 2**

**HUNTER INTERNEED WITH AN ORGANIZATION CALLED "HORSES AGAINST HUNGER." THEIR PRINCIPAL GOAL WAS TO RAISE FUNDS TO PROVIDE FOOD FOR THE LOCAL COMMUNITY. ALSO A GOAL WAS TO PROMOTE THE LOVE OF HORSES AND TO ENCOURAGE THE RIDING OF HORSES. I AM NOT SURE THIS WAS THE BEST INTERNSHIP FOR HUNTER, OR ANY STUDENT, BUT BECAUSE SHE WAS SO PASSIONATE ABOUT IT I ALLOWED HER TO DO IT. TRUE, FUNDS WERE RAISED GO HELP FIGHT HUNGER BUT I FEEL THERE WOULD BE MOFE EFFICIENT WAYS TO DO THIS. IN THE FUTURE I WILL BE MORE SELECTIVE IN THE PERMITTING OF CERTAIN INTERNSHIPS.**

**Analysis of how students scored in SAAJ 121 and SAAJ 122 follows:**

<b>Understanding of racism</b>	<b>3.0</b>	<b>Excellent</b>
<b>Understanding of gender issues</b>	<b>3.0</b>	<b>Excellent</b>
<b>Understanding of issues of poverty</b>	<b>3.1</b>	<b>Excellent</b>
<b>Understanding of socio-economic issues</b>	<b>3.2</b>	<b>Excellent</b>
<b>Writing and research ability</b>	<b>2.8</b>	<b>Acceptable</b>
<b>Critical thinking</b>	<b>3.0</b>	<b>Excellent</b>
<b>Area of focus in SAAJ 122</b>	<b>3.2</b>	<b>Excellent</b>
<b>Alignment with Pepperdine Mission</b>	<b>3.2</b>	<b>Excellent</b>

**The area that should be improved is the ability of students to write well and engage in productive research.**

**More focus should be placed in this area by better use of the library facilities and more focus on the Writing Workshop which is a part of the SAAJ 121 curriculum and more emphasis placed on the papers, both research and otherwise as required by the SAAJ curriculum.**

### SAAJ Course Rubric

Understanding	4 Exceptional	3 Excellent	2 Acceptable	1 Below Standards
Racism				
Sexism/Gender				
Poverty				
Discrimination				
Socio Economics Status				
Writing				
Research				
Argument/Critical				
Area of Focus				
Alignment with Pepperdine Mission (Vocation)				

**ISABELLA HOLLAND**

**100444275**

**SELF DIRECTED LEARNING 4**

**NEGOTIATING A CONTRACT 4**

**WRITING 4**

**SELF ASSESSMENT 4**

**OVERALL SCORE 4**

**ISABELLA INTERNEED AT THE BRAND AGENCY. SHE HAS EXCEPTIONAL WRITING SKILLS AND IS EXCELLENT AT VERBAL COMMUNICATION. SHE FOCUSED ON THE PRO BONO WORK THE AGENCY DOES . FOR EXAMPLE SHE WORKED WITH THE CALIFORNIA FIRE FIGHTERS FOUNDATION TO RAISE FUNDS FOR THEM.**

**SHE WAS ABLE TO NEGOTIATE A CONTRACT THAT SERVED BOTH THE AGENCY'S GOALS AND HER OWN PROFESSIONAL INTERESTS.SEEMS LIKE A WIN/WIN.**

**MEGAN DELL'AMICO**

**100498094**

**SELF DIRECTED LEARNING 4**

**NEGOTIATING A CONTRACT 4**

**WRITING 3**

**SELF ASSESSMENT 4**

**OVERALL SCORE 4**

**MEGAN INTERNEED AT LOYOLA HIGH SCHOOL A CATHOLIC, JESUIT COLLEGE PRREATORY SCHOOL THAT INSPIRES STUDENTS TO BE MEN OF FAITH, SCHOLARSHIP, SERVICE AND LEADERSHIP. (SOUNDS PRETTY MUCH LIKE PEPPERDINE UNIVERSITY). SHE WAS ABLE TO NEGOTIATE A CONTRACT THAT WAS DOABLE, WORKABLE AND SUCCESSFUL. SHE EXPERIENCED CONSIDERABLE GROWTH AS AN OUTCOME OF THIS INTERNSHIP, HER FUTURE PLANS NOW INCLUDE THIS KIND OF SOCIAL JUSTICE SERVICE.**

Students in SAAJ 122 spend one half of the semester in one module choice and the other half in another.

The module choices are as follows:

#### **DISABILITY MODULE    Dr. Banks**

Throughout history, those who live with disabilities have been defined by the gaze and needs of the non-disabled world. Historically, people who live with disabilities have faced serious and persistent forms of discrimination, segregation, exclusion and even extermination. This module of SAAJ will take a historical look at the civic and legal rights of the vast number of Americans who are disabled and the evolving attitudes towards them. We will address the multiple aspects of disability from biblical times to the present. We will have guest speakers who are disabled and take a field trip to a place where disabled people go to school. They range in age from 10 to 70 and have from moderate to severe disabilities. We will not go there to look at them, but to be with them and to try to understand them and appreciate them.

This is a challenging module but confronts us with the realities of life that we cannot escape. If you feel up to that challenge, please join me.

#### **THE CRIMINAL JUSTICE SYSTEM    Dr. Goodman**

The U.S. makes up about 5% of the global population, but incarcerates over 25% of the world's prisoners. African American males make up only about 6% of the U.S. population, but half of the U.S. prison population. Many prisoners are serving 25 to life for non-violent drug use. These are just a few of the startling statistics that have moved U.S. governors and legislators to begin a national dialogue about prison reform. In this module we will examine the current state of mass incarceration, seeking to understand what is so, how we got to this place, and what we can do about it.

Specific areas of focus will be the impact of mass incarceration on the African American community, the role played by the failed War of Drugs, solitary confinement and the death penalty.

## **THE ENVIRONMENT**

**DR. Peterson**

**This module will examine the causes, misunderstandings and moral dimensions of climate change. Special attention will be given to the disproportionate impact that climate change is having on the world's poorest communities. Students enrolled in this module will participate in this semester's undergraduate conference on climate change at Pepperdine University and in so doing they will have the opportunity to deepen their understanding of this issue by hearing from some of this country's foremost climate activists. This module promises to be a transformative experience one that you will take outside of the classroom and into the Santa Monica Mountains, while also encouraging you to become involved in what is, perhaps, the defining issue of your generation.**

## **WORLD RELIGIONS – COEXIST**

**Dr. Satchel**

**Have you ever wondered why people of different faith traditions are always at odds? Have you ever longed for a space within which you could learn about other religions and also share your own—and/or your religious struggles, questions, or choices?**

**This module presents such an opportunity! We will discuss the history and potential of interreligious engagement, as well as international human rights principles that promote the freedom of belief (including the freedom not to believe). We will explore the basic tenets of several world religions without proselytizing, and we will learn about contemporary multi-faith justice collaborations. Ultimately, we will ask, "What does it mean to be a person of faith in a pluralistic world" with the help of guest speakers, readings, films and visits with practitioners in their worship; spaces. Please join us in this life expanding module.**

Analysis of how students scored in SAAJ 121 and SAAJ 122 follows:

Understanding of racism	3.0	Excellent
Understanding of gender issues	3.0	Excellent
Understanding of issues of poverty	3.1	Excellent
Understanding of socio-economic issues	3.2	Excellent
Writing skills	2.6	Acceptable
Research ability	2.8	Acceptable
Critical thinking	3.0	Excellent
Area of focus in SAAJ 122	3.2	Excellent
Alignment with Pepperdine Mission	3.2	Excellent

The area that should be improved is the ability of students to engage in productive research.

More focus should be placed in this area by better use of the library facilities. The Research Librarian should have a joint meetings with SAAJ students to help them better understand and be aware of the facilities that are available to them in the combined University of Pepperdine Library System.

Another area that needs improvement is the ability of students to write in a scholarly manner. More importance should be placed on the use of the Writing Center and more focus on the papers that students are required to write in the normal sequence of assignment in SAAJ 121 & 122.

**Kennedy McGee**

**100534026**

**Kennedy completed SAAJ 121 with Dr. Banks**

**In continuation to SAAJ 122 she studied the Environment with Dr. Peterson  
and World Religions with Dr. Satchel**

**She scored on the rubric as follows:**

<b>Racism</b>	<b>3</b>
<b>Gender Issues</b>	<b>3</b>
<b>Poverty</b>	<b>3</b>
<b>Socio-economics</b>	<b>3</b>
<b>Research</b>	<b>3</b>
<b>Writing skills</b>	<b>3</b>
<b>Critical thinking</b>	<b>3</b>
<b>Area of focus</b>	<b>4</b>
<b>Pepperdine Mission</b>	<b>4</b>

**Jessica Arnold**

**100529977**

**Jessica completed SAAJ 121 with Dr. Banks  
In continuation to SAAJ 122 she studied World Religions with Dr.  
Satchel and Disabilities with Dr. Banks**

**She scored on the rubric as follows:**

<b>Racism</b>	<b>3</b>
<b>Gender Issues</b>	<b>3</b>
<b>Poverty</b>	<b>3</b>
<b>Socio-economics</b>	<b>3</b>
<b>Research</b>	<b>3</b>
<b>Writing skills</b>	<b>2</b>
<b>Critical Thinking</b>	<b>3</b>
<b>Area of focus</b>	<b>2</b>
<b>Pepperdine Mission</b>	<b>4</b>

**Natassia Kotsin**

**100546163**

**Natassia completed SAAJ 121 with Dr. Banks  
In continuation to SAAJ 122 she studied the environment with Dr.  
Peterson and World Religions with Dr. Satchel.**

**She scored on the rubric as follows:**

<b>Racism</b>	<b>3</b>
<b>Gender Issues</b>	<b>3</b>
<b>Poverty</b>	<b>2</b>
<b>Socio-economics</b>	<b>3</b>
<b>Research</b>	<b>3</b>
<b>Writing skills</b>	<b>3</b>
<b>Critical thinking</b>	<b>3</b>
<b>Area of focus</b>	<b>4</b>
<b>Pepperdine Mission</b>	<b>2</b>