

RSOC 27: Faith and Resilience in Silicon Valley

Fall 2016

T-TH 3:50-5:30 pm

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Office Hours: Wednesdays 3:00-5:00 pm

Class: Kenna 214



This course fulfills Santa Clara University's Core Requirement for RTC 2 and require weekly engagement through the Community Base Learning (CBL) program.

Please note that this course does not fulfill the ELSJ requirement.

Course Description:

With a focus on the Sacred Heart Parish/Greater Washington community in San Jose, this course analyzes the intersection of race, class, gender, faith, and resilience in Silicon Valley. Students explore the complex and diverse socio-religious dimensions of human existence through an applied sociological analysis. This class centers on Catholic social teachings, which emphasize the belief that we are made in God's image, and are called to build relationships of love and justice with others. From within this context we investigate the dialectical relationship between faith and resilience in a community that has been highly gentrified as Silicon Valley continues to expand.

COURSE GOALS:

The first goal of this course is to gain a better understanding of Silicon Valley and the ways faith and resilience materialize into social change among members of this community. With our university's vision to "educate citizens and leaders of competence, conscience, and compassion," the second goal of this class is to engage students in a reflection of the ways they could apply their chosen majors in light of their greatest gifts and society's utmost needs. With these two goals in mind, the learning environment of this class expands beyond our Santa Clara University campus. This is done in two ways:

1. Through the Community-Based Learning program in conjunction with The Thriving Neighbors Initiative, students will work with community members and non-profit organizations in the Sacred Heart Parish/Greater Washington neighborhood.
2. This course will have two off-campus visits. The first on Tuesday September 27th of the second week of class. The second visit is on Thursday November 17th (Week9). Our main texts for the course will be the life-experiences of the people living and working in the Sacred Heart Parish/Greater Washington neighborhood. This will take place through your weekly participation in a local organization through the CBL program. We will also have guest speakers from the community who will be

teaching on the topics addressed in the class from their own social context in the community.

The teaching model that we use in this class builds on Brazilian educator and philosopher Paulo Freire's notion that learning takes place in multiple ways that go beyond the more traditional professor-student setting. The purpose is to provide students with a stimulating and engaging learning environment through various teaching methods that include: readings, lectures, small group and class discussions, group and student presentations, community-based learning, and guest lectures.

RTC2 LEARNING OBJECTIVES

- 1) "Analyze complex and diverse religious phenomena" in the context of social structures, including race/ethnicity, class, gender, and sexuality;
- 2) "Integrate and compare several different disciplinary methods to a coherent set of religious phenomena;"
- 3) "Clarify and express beliefs in light of [your] critical inquiry into the socio-religious dimensions of human existence."¹

Grading Scale:

- 94 and above = A
- 90-93 = A-
- 87-89 = B+
- 84-86 = B
- 80-83 = B-
- 77-79 = C+
- 74-76 = C
- 70-73 = C-
- 67-69 = D+
- 64-66 = D
- 61-63 = D-
- 60 and below = F

Feedback: Students will receive feedback from the professor through comments on papers. You are also encouraged to attend office hours if you have any further questions.

POLICIES:

- You are expected to attend every class session; participate in classroom and small group discussions.
- Assignments that are handed in late will be penalized ONE-THIRD GRADE per day (i.e. from an A to an A-, an A- to a B+, a B+ to a B, etc).

¹ The RTC Learning Objectives are taken from "What to do to get your course approved for RTC2" information sheet, page 1. Website address: [Website: http://www.scu.edu/provost/ugst/core2009/Learning-Objectives.cfm](http://www.scu.edu/provost/ugst/core2009/Learning-Objectives.cfm).

- You must do well in all assignments to pass the course. The dates and material in this syllabus may be subject to change, so listen carefully to announcements in class.
- I **do not** accept e-mailed submissions of written work. You need to use Camino.
- Santa Clara University strongly believes in academic integrity and honesty; therefore, cheating, plagiarism, or other forms of academic dishonesty will not be tolerated in this course and the student may receive a failing grade. Please visit the following website for further information on Santa Clara University's policy regarding academic integrity:

<http://www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm>

- **No cell phones.** If you are caught texting I will mark you absent for that day.
- **No Talking in class.** If you are caught talking in class you will forfeit your attendance grade for the day.
- **No laptops, electronic notebooks or i-pads allowed in class.**
- You are allowed to bring a drink and a snack as long as it does not disrupt classroom lectures and your participation in class discussions.
- Students requiring accommodations for disabilities must let the professor know on the first week of class. To request academic accommodations for a disability, students must be registered with Disabilities Resources, located in Benson 216. If you would like to register with Disabilities Resources, please visit their office in Benson 216 or call at 408-554-4109. You will need to register and provide documentation of a disability prior to receiving academic accommodations. For further instructions about the process to receive accommodations visit: <http://www.scu.edu/advising/learning/disabilities/>

Paper Expectations: An **A** Paper is of high quality; that is, the student engages in a critical analysis by demonstrating knowledge of the concepts and topics covered in class. It introduces the reader to the topic before the in-depth analysis. Every paper should have a thesis statement. It integrates class readings and lectures in a clear, comprehensive, and creative way. The paper addresses all the points. It is spell-checked and all works are cited properly. It also has a separate page with the bibliography of the works cited. Final paper should be uploaded via Camino.

NOTE: Wikipedia, websites, magazines (i.e., Times Magazine, News Week, and the National Geographic), and newspapers are not considered scholarly sources and will not be counted as such. You may choose to use the above material **ONLY** as additional supportive evidence. By scholarly sources I refer to academic journal articles and books. Email me if you are not sure you are using the right sources.

You will lose points if I see the following:

- No thesis statement
- Some of the statements are too general.
- Arguments are not complex and/or the student spends more time analyzing one aspect over the other.
- Outside sources are not fully integrated.

- The paper consists of mainly quotes from scholars and the student’s voice is lost.
- Student relies on Internet sources and not on academic material.
- Sentences are circular and vague.
- Incomplete sentences.
- The analysis seems rushed and circular.
- Some arguments need further development.
- Personal opinions are not supported by academic evidence.
- The sources listed in the bibliography do not appear in the main text.
- Incomplete citations.
- The paper has no name.
- Student waits until the end of the paper to integrate readings. This is not acceptable. Remember you must weave your readings/academic sources throughout the paper.
- Questions on the assignments are not “food for thought.” I expect you to answer every question.

Email Etiquette

- I have come across many emails from students that begin with:
 - “Hey Prof.”
 - “Hey Professor” or “Mrs./Ms./Mr.”
 - Or the message is not addressed at all.

As a general rule, if you email your professors the message should start with: “**Dear Professor [Name of Professor],**” and make sure you spell the professor’s name correctly.

STUDENT LEARNING ASSESSMENT & GRADING

Attendance and Participation	15 points
Class Facilitation	15 points
Five journal entries (each 5 points)	25 points
Ethnographic Observations Paper	10 points
Virgen del Tepeyac Play (Sun. Dec. 04) & Reflection Paper	10 points
Final Research Paper	25 points

Attendance and class participation: I will take roll at random times during the quarter. Participation in class is an important component of the learning process. Therefore, you will be evaluated on the extent to which you participate in class. As part of the participation grade on certain days I will ask students to write in class:

- 1) The author’s argument/s and key concepts in the reading of the day.
- 2) What you found most insightful and why
- 3) One question that came about after reading the article/chapter essay.

******If you are absent you cannot make up this portion of the grade since it is part of the attendance and class participation.***

Students must come to class ready to participate in discussion everyday. Students who consistently do not participate or play on their electronic devices will lose ½ point from their “Attendance & Participation” grade each time. Students may be eligible for excused absences

(no more than 2) should an emergency arise, but you must give the professor 24-hour notice.

Persistent tardiness and early departure from To provide students with the opportunity to reflect on their own beliefs in light of the beliefs of people at their community site.

— To expand students' learning environment beyond the classroom.

Students will be assessed on their active participation in the small groups and class discussions, and on their ability to bridge what they learn in class and at their placements. Students are required to spend 16 contact hours at the community-based learning placement site over the quarter. Students are also expected to integrate and engage with the people at their placement and keep a weekly journal. (RTC2 *Learning Objective 3*)

Note to Students: Based on their rich life experiences, the people at your placement have much to teach you, so take maximum advantage of this valuable learning opportunity. On the first day of class we will go over the various community-based learning sites that complement the course objectives..

Class Facilitation: Professor will provide the guidelines

Five weekly journal entries The community where you will do your community engagement has a rich tradition of Latinx popular Catholic practices that mirror the challenges and resilience of this community.² It also has strong ties to Santa Clara University that go back at least two decades. In the next weeks you will have plenty of opportunities to learn about this community from first-hand accounts of community members. One of your assignments is to keep a journal on your experience in the Sacred Heart Parish/Washington neighborhood with particular attention to the ways this community exemplifies how faith and resilience are reciprocal. This assignment will help you gain a greater understanding of the community's reality.

You will write a total of five entries, each worth 5 points. The professor will provide the question/s to be addressed ahead of time. On selected days you will be turning in a three-page typed (not hand written) journal entry double-space. We will also have class time to reflect on the entries in small group and class discussions. (RTC2 *Learning Object 1 and 3*)

Ethnographic Observation Paper: For this assignment you are to write a three-page report based on your observations in the community. The professor will provide instructions and guidelines for the paper.

Virgen del Tepeyac Play (Sunday December 04 at 1:30-4:00pm) ***and Reflection Paper:***

Final Research Paper: To today's entrepreneur, investor and computer wizards, Silicon Valley is an innovative place. Companies like Apple, Cisco Systems, and Adobe System, among others, place Silicon Valley among one of the most important corporate hubs in America. These companies have attracted many young college graduates from across the

² Popular Catholic practices are people's attempt to contextualize their faith in the collective life experience of a community.

nation and indeed the world. The need for more housing resulted in the gentrification of San Jose's downtown area. Low-income, neglected neighborhoods suddenly underwent urban revitalization. This capitalist revolution came at a high price to working-class residents in the downtown San Jose area like the Sacred Heart Parish/Greater Washington neighborhood. Entire communities were uprooted and torn apart by freeways and luxury, high-priced condos and town homes that residents who had previously lived there could no longer afford.³

Drawing on the Catholic social teachings we have discussed in class, journal entries, oral interview, census data, your final assignment is a comprehensive analysis on one aspect of this community. (*RTC2, Learning Objectives 1, 2, and 3*) (*Course Goals*) The professor will provide the specifics for this assignment.

³ See also Flores and Benmayor, 1997.

Weekly Schedule

Week 1

Participatory Research and Community-Based Learning

September 20 Intro to Course

September 22 “Service-Learning from the Perspective of Community Organizations” by Alexis Petri

Week 2

From Valley of the Hearts Delight to Silicon Valley

September 27 Mandatory Tour of the Sacred Heart Community/Greater Washington Area—meet at Sacred Heart Parish parking lot at 4:20 p.m.

September 29 History of Silicon Valley.

READING: “Land of the Open Shop: The Long Struggle to Organize Silicon Valley”

READING: Additional readings check links on Camino

Guest Lecture by Dr. Josef Castañeda-Liles, Senior Associate Director of Prospect Research University Relations

*****Ethnographic Observations Paper due at the beginning of class. Please bring a hard copy*****

Week 3

Catholic Social Teachings and the Preferential Option for the Poor

October 04

READING: Social Justice and the Mission of the Church in *Living Justice: Catholic Social Teaching in Action* by Thomas Massaro

Group Facilitation #1

October 06

READING: TBA

Guest Lecture Dr. Theresa Ladrigan-Whelpley, Director of the Bannan Institutes, Ignatian Center for Jesuit Education

Week 4

Community and the common good in Silicon Valley

October 11

READING: Voices of Change by Hispanic Foundation of Silicon Valley

Access URL: <https://issuu.com/hfsv/docs/nfreports/3?e=12231596/8392419>

Group Facilitation #2

October 13

Lecture by Professor Yacanex Posadas, Neighborhood Prosperity Initiative, Leavey School of Business. Latinx entrepreneurs in the Sacred Heart Parish/Greater Washington neighborhood.

Journal Entry and Class Reflection #1

Week 5

Faith, and Resilience through Teatro Popular: The Case of Teatro Corazón

October 18

READING: Religion and the Chicano Movement by Mario T. Garcia

October 20

READING: El Teatro Campesino: Theater in the Chicano Movement by Yolanda Broyles-González

Group Facilitation #3

Journal Entry and Class Reflection #2

Week 6

Human Dignity and Agency

October 25

READING: Cultural Citizenship and Gender “Mujeres en Huelga: Cultural Citizenship and Gender Empowerment in a Cannery Strike” by William V. Flores

Group Facilitation #4

October 27

READING: TBA

Madre a Madre, Washington Elementary School, Panel Presentation on faith, gender, and social agency 4:30-5:30 pm

Journal Entry and Class Reflection #3

Week 7

Option for the poor and vulnerable—Education and the Jesuit response

November 01

READING: “The Nativity School Model” in *Improving urban middle schools: lessons from the Nativity schools* by L. Mickey Fenzel

Group Facilitation #5

Guest Lecture by Sonya Arriola, President of Sacred Heart Nativity Schools

November 03

Research on literature to be reviewed for final paper

Week 8

Testimonios—Oral Histories as the human face of God

November 08

READING: Oral Histories and Communities of Color

Group Facilitation #6

Journal Entry and Class Reflection #4

November 10

READING: TBA

Guest Lecture by Thelma Valadez, Jean Donovan Fellow 2016-2017, Ignatian Center for Jesuit Education, and the mothers of Washington Elementary 4:30-5:30 pm

Week 9—Global Solidarity

From compassion to collaboration moving forward by embodying our Jesuit tradition

November 15

READING: “Greater Washington: *Voces de la Comunidad* (Voices of the Community)

Guest Lecture by Irene Cermeño, Program Director, Thriving Neighbors Initiative, Ignatian Center for Jesuit Education

November 17 Visit to Sacred Heart Community & Greater Washington. Meet at Washington Elementary at 4:20 pm

Week 10

**Our chosen majors in light of society’s utmost needs:
What are we being call to do?**

November 29

Class Reflection on what our Jesuit tradition calls us to do.

Group Facilitation #7

Journal Entry and Class Reflection #5

December 01 Research on social responsibility and short response

Important Dates:

September 27, First mandatory visit to the Sacred Heart Parish/Greater Washington neighborhood. Meet at Sacred Heart Parish Parking lot at 4:20 p.m.

November 17, Second mandatory visit to Sacred Heart Parish/Greater Washington neighborhood. Meeting place TBD

December 4th (Sunday before finals) Attend the Virgen del Tepeyac Play at Mission Santa Clara at 1:30 pm