

RSOC 135 **Architects of Solidarity**
 SPRING 2015
 3:00-5:15 on M/**6:00** p.m. on W
 Kenna, 304

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 Office Hours: W, F, 2:15-3:00 and by appointment

Overview

This course explores perspectives on a phrase associated with Jesuit schools and universities: “education for solidarity.” Often it is cast it as a question to which members of these educational communities are asked to respond: “What is my relationship to other human beings, particularly those who live on the margins of my world(s)?” For perspectives on this phrase and responses to this question this course draws on readings and community based learning. Our authors mostly transform resources from faith traditions (e.g. compassion, civil disobedience, grace, mindfulness, dignity) to approach social problems like homelessness, gangs and violence, undocumented immigration, and poverty. Students' community-based learning, class visits to sites in the community, and solidarity project research help them see how problems and resources like those raised in the readings play out in Silicon Valley, particularly as they are addressed by local non-profit organizations.

Each student in the class will complete a course project related to their community-based learning placement. With class readings, discussions and class site visits as a background, students will draw on their experiences over the quarter, including interviews with staff and interactions with clients at their placement organization, and library research on the issue addressed by the organization and its approach, to create a portrait of an “architect of solidarity.” The portraits will be considered for publication on a website currently under development, “Solidarity in Silicon Valley.”

SCU Core and Course Learning Objectives Addressed in this Course

This course fulfills two CORE requirements: **RTC 3** and **ELSJ**. The text for this section of the syllabus is adopted from the proposal that was approved for this course to fulfill these two Core requirements. It is included here to help students see why this course was constructed the way it is. In the original proposal I repeated for each outcome the three course features through which students will engage them:

- 1) reflections over the course of the quarter that integrate assigned readings, their community-based learning placement, and class site visits;
- 2) interaction with individuals in local organizations seeking to serve individuals living on the margins;
- 3) completion of an architect portrait.

In addition, I referenced the corresponding course requirements: class discussions; weekly reflections; midterms; and the course project. What is included here is the Core outcome and my brief description of its relevance to the course topic.

For the **RTC requirement** (http://www.scu.edu/provost/ugst/core/upload/SCU_CoreCurriculum_2014-15_FINAL.pdf):

<i>Core RTC3 Learning Objective</i>	<i>How this course addresses that objective</i>
3.1 Identify diverse perspectives and evaluate ethical positions on contemporary questions	Solidarity is a way of framing what many consider an ethical question: what is my relationship to other human beings?
3.2 Evaluate and apply insights from	Solidarity is a way of framing questions facing contemporary

the study of religion to open-ended questions facing contemporary society.	society—for instance, policy questions related to immigration, theological questions related to suffering, philosophical questions related to justice and equality, sociological questions related to homelessness and poverty, psychological questions related to duty and compassion.
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For the **ELSJ requirement** (<http://www.scu.edu/provost/ugst/core/elsj/overview/requirements/>):

<i>Core ELSJ Learning Objective</i>	<i>How this course addresses that objective</i>
1.1 Recognize the benefits of life-long responsible citizenship and civic engagement in personal and professional activities. (Civic Life)	How and why do people decide to engage—professionally and/or personally—in work that leads them to work in what we are calling solidarity with people on the margins?
1.2 Interact appropriately, sensitively and self-critically with people in the communities in which they work and appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess. (Perspective)	What do we learn from people and communities on the margins of society about being human in the context of Silicon Valley?
1.3 Recognize, analyze, and understand social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own or other groups. (Social Justice)	How do we understand what happens to individuals through the lens of social analysis? How do we determine when the structures in which people live their lives become unjust? How do sectors of the community work to resolve social problems and conflicts? How do we understand our relationship to people on the margins of society?
1.4 Make vocational choices in light of both their greatest gifts and the world's greatest needs. (Civic Engagement)	How do we relate the authors we have read and the individuals we have met to choices we make about vocation and careers?

Students will note that some weekly reflections identify specific ELSJ outcomes as possible starting points; they are not required, and should be used by students if they prove helpful in starting the reflection..

Pathways

This course has been approved for two Core pathways: Applied Ethics and Law and Social Justice. In addition, it has tentatively been approved for Democracy and is under review for Vocation. Students enrolled in these pathways are encouraged to meet with the instructor to discuss ways to adapt their work in this course to their pathway interests (perhaps with an eye towards using some of it as a “representative piece” they may submit to the Core). Students should consult the Core website presentation of Pathways to learn more about this requirement: <http://www.scu.edu/provost/ugst/core/pathways/managing-your-pathway-work/>

Prerequisites

Prerequisites for this course include completion of level 1 and level 2 courses in religious studies (or university-approved alternative) to presumably fulfill RTC 1 and 2 requirements, and completion of at least 88 units. (Transfer students are exempt from these prerequisites [perhaps all other students should be as well].)

Texts Used in this Course

The following books have been ordered for this course at the SCU campus bookstore:

- Boyle, Gregory, *Tattoos on the Heart* (Free Press, 2010)

- Camus, Albert, *The Fall* (the Vintage, 1991 translation will be ordered for this course)
- Daniel, Ben, *Neighbor: Christian Encounters with “Illegal” Immigration* (WJK, 2010)
- Day, Dorothy, *Loaves and Fishes* (Orbis, 1997)
- Thich Nhat Hanh, *Creating True Peace* (Free Press, 2003)

Additional readings related to Jesuit education (with a focus on El Salvador), selected speeches and essays from Martin Luther King (from Stanford’s MLK Research and Education Institute), and supplemental material, will be posted on Camino.

Origins and Design of this Course

The course’s starting point is a phrase from a talk given at SCU in 2000 by former Jesuit Superior General Peter Hans Kolvenbach, S.J., **“to educate the whole person of solidarity for the real world.”** (We read an excerpt from the talk in the first week.) Kolvenbach’s proposal to make this a new “standard” for Jesuit education shaped subsequent conversations about mission and purpose at Jesuit universities across the country, including the current superior general’s inaugural address in 2010 in Mexico City. Those of you interested in things Roman may find it informing some of Pope Francis’ actions and talks. What might this solidarity look like for us as teachers and students at Santa Clara, the “Jesuit University *in Silicon Valley*” (http://en.wikipedia.org/wiki/Santa_Clara_University)?

This course explores that question by engaging various constructions of why and how human beings should relate to one another. A particular—but we will discuss whether it should be *only*—focus of that question is how we should relate to those beyond the boundaries of our familiar worlds, however those are defined and represented. Those constructions of how humans relate to one another are drawn from authors working within and/or referencing the Christian tradition—but not exclusively, as we will spend time with a text by Vietnamese Buddhist Thich Nhat Hanh and an atheist, French writer Albert Camus. Our authors seem to represent their works as invitations to open our minds and hearts to possibilities, experiences, and actions beyond what we may have imagined or considered in the margins beyond the confines of our familiar worlds.

Another important part of the course is our engagement with individuals from organizations and congregations in the Silicon Valley community whose work we think relates to solidarity. The engagement will take several forms: 1) a community-based learning placement for each student in the class through the University’s Arrupe Program (see below); 2) class visits off campus to interact with individuals in community organizations serving people on the margins of the Valley; and 3) student independent research to develop a portrait of an architect of solidarity (typically someone met through the Arrupe placement). In all three cases our interest is to expand our engagement with the idea of solidarity beyond our readings, usually by asking whether these individuals and their organizations provide illustrations of the solidarity Kolvenbach has in mind.

CBL: Ignatian Center--Arrupe Weekly Engagement Program (<http://www.scu.edu/ic/cbl/index.cfm>)

Students in this course are required to complete at least 16 hours of community based learning. The course is set up to do this through the Ignatian Center’s Arrupe Weekly Engagement Program, which offers students the opportunity to work with and learn from a local community. Through weekly engagement, students gain valuable experiences and insights that will deepen and broaden their understanding of the assigned readings, in class discussions, our site visits, and of course their research projects. The placements also give students hand-on learning experiences in Silicon Valley. The placements approved for this course are quite varied, and have been selected because Arrupe staff judge them to be appropriate for the course research project students will complete.

Two pieces of advice from Spring Quarter students re Arrupe placements:

- Schedule is probably the primary consideration for selecting an Arrupe placement, but bear in mind that you will complete the course project on the placement site, so try to choose one that interests you.
- Avoid the temptation to choose an Arrupe placement with your friends; the value of the placement as a way for you to escape the “SCU bubble” on your own can be diminished when you do this.

To fulfill the course’s community-based learning requirement through Arrupe students must:

- Sign up for a placement no later than 2:00 p.m. on Thursday of Week One (Friday is a holiday)
- Attend the required Arrupe orientation (Week Two)
- Adhere to the Participation Guidelines
- Complete a 16-hour placement commitment (generally 2 hours per week from weeks 3-10)
- Complete the Electronic Progress Report
- Submit the CBL Site Supervisor Evaluation (completed by site supervisor) to the instructor at the end of the quarter.

To stay in this class students need to do everything the placement requires (e.g. TB test) and stay in the placement for the whole quarter. If students miss any weeks, or their placement is not available for a week, they need to work with their supervisor to arrange to make them up during one of the remaining weeks left in the quarter.

Travel to Student Arrupe Placements

Students should consult the section on transportation on the Arrupe website:

<http://www.scu.edu/ic/cbl/transportation.cfm>. While the instructor encourages biking, students in this course are eligible for 16 hours of free zip car use. (For class visits we will carpool.)

CBL-Alternatives to Arrupe

The course is designed to have students complete their community-based learning requirement through Arrupe. An exception will be made for students who 1) have an existing relationship or connection with an appropriate local organization (e.g. through SCCAP or a department internship program) and 2) can confirm by Thursday of Week One that they have arranged for weekly monitored placements totaling at least 16 hours over the quarter and they have permission to complete the research on site for our course project. Students who want to propose this alternative need to meet with the instructor in person prior to the second day of class in Week One, with the expectation that we would have a written contract spelling out the details of this alternative by the end of the first week of classes. Students will need to fulfill that contract in order to successfully complete the course.

Student Work and Grade Weighting

Work students complete in this course help them engage our focus on Kolvenbach’s slogan "to educate the whole person of solidarity for the real world," particularly in the context of Silicon Valley.

- *Preparedness for Class, Class Participation and Community Based Learning (10%)*
Students are expected to attend all classes, prepare for class sessions by using preparation notes posted by the instructor, monitor their own comprehension of the readings by completing weekly online (grades not recorded) quizzes on Thursdays, participate in discussions in a way that demonstrates thoughtful engagement with the assigned readings and course topics, and help advance the course’s exploration of what solidarity means. Completion of the Arrupe placement commitment outlined above is factored in here as well.
- *Friday/Saturday Reflections (15%)*

With the exception of Week One (Initial reflection due on Tuesday) and Week Six (no reflection due to midterm), these are due on Camino some time on Friday and no later than midnight on Saturday. Generally, the reflections (approximately 500 words) should address what students are learning from the reading and their community based learning experience. While not the sole focus, the reflections should serve our interest about the meaning of Kolvenbach's "solidarity" slogan in Silicon Valley. Specifically, student's reflections should engage (highlight, explain, comment on, analyze, take issue with, respond to) things in the readings for the past week they think are compelling and worthy of our further consideration, and try to relate them to their experiences with their placement, perhaps our class visits, and as we get further into the quarter, their research. These reflections will help students prepare for midterms and could be used (as a participation-observation element) for their research projects. In addition, students will complete a final reflection in the 11th week of the quarter in which they reflect on the nine (eight formal) reflections they wrote. Prompts tied to ELSJ outcomes invite (but do not require) students to consider specific themes in developing their reflections for four of the weeks. A variation: For one of their Friday reflections students will work in a group to prepare a video (or other online presentation) for the class that will be posted on Camino. We will reach consensus about the format for this during the first week of classes and schedule seven of them throughout the quarter.

- *Course Research Project: Architects of Solidarity Portrait (35%)*
(Full Explanation will be posted on Camino.) This requirement is modeled loosely on SCU's adaptation of Michael Collopy's "Architects of Peace" exhibit (www.scu.edu/ethics/architects-of-peace/), and serves as one important way in which students will complete this course. Working individually or in teams, students develop a portrait of an individual associated with the organization where they are placed (e.g. staff member, long time volunteer, board member) whose work they believe illustrates some facet of solidarity. The portrait itself will consist of approximately 1250 words of text, plus multimedia (photos, interview clips) documentation and "further information" research on the issue addressed by the organization and their approach to it. The portrait will be considered for publication on the Solidarity Project website. Due toward the end of finals week.
- *Two Midterms (40%)*
Students will complete two midterm exams drawn from the readings and discussions in class. Students should prepare for the exams through weekly quizzes, using preparation notes for each class session, reviewing power point notes posted for each week, and their weekly reflections.

Feedback to Students, Grades, and the Final Letter Grades for the Course

Students receive feedback on their weekly reflections from the instructor as regularly as possible, and on the first midterm soon after it is completed. Feedback on the architect of solidarity portrait will be given through a rubric at the end of the quarter. Students are encouraged to discuss this feedback and solicit more from the instructor at any time.

Students are encouraged to use the weekly reflections to work on their writing in this class. I encourage students to use the Hub, SCU's writing center, to help them do this (www.scu.edu/provost/writingcenter/)

Camino quizzes and instructor feedback will help students gauge how well they understand material. Students who wish to do so after the first midterm can use this rough guide (based on the section on grades in the *University Bulletin*, p. 345): A grades=90-100% (excellent); B grades=80-89% (good); C grades=70-79% (adequate), D grades=60--69% (barely passing).

Course Evaluation by Students

Students will be asked to evaluate the course formally at the end of the quarter by completing surveys. The instructor is interested in making this course a great learning experience this quarter and in improving it for future quarters—so communication among and with students about how things are going throughout the

quarter is most welcome.

Disability Accommodation Policy

To request academic accommodations for a disability, students must register with and provide documentation of a disability to Disabilities Resources, located in Benson 216 (408 554 4109). For further information, consult <http://www.scu.edu/studentlife/disabilities/>). Students should meet with me early in the quarter to discuss approved accommodations and/or questions or concerns they may have.

Academic Integrity Expectations

We should all conduct ourselves in accordance with the academic integrity standards and policies Santa Clara articulates in numerous places, including the 2013-14 Undergraduate Bulletin (pp. 412-414) and the University website (<http://www.scu.edu/studentlife/resources/upload/Academic-Integrity-Protocol-Document.pdf>)

Camino (Canvas) Course Management System

This course draws heavily on the University's course management system, Camino. Each "module" in the course will include preparation notes, PowerPoint notes, quizzes, assignments and--when they are not taken from the texts ordered for this class--readings. Students will complete quizzes and submit weekly reflections on Camino. Patience and communication are needed as we work on our course on this course management system throughout the quarter—so please, send me an e-mail whenever things appear not to be working on Camino. The people who are trying to support faculty in using this new system are in Media Services, ITRS (www.scu.edu/mediaservices/itrs/), and can assist students as well.

SCU E-Portfolio

The instructor may pilot using e-portfolio as the course gets underway for the Monday reflections of the course project. It is recommended that students investigate this feature through the links on the SCU Login page if they have not yet used it.

Course, Preparation and Classroom Expectations

See Requirements above. This is an upper division course; students are expected to take responsibility for the quality and direction of discussions in our class sessions. We should all arrive at the beginning of our class on time, readings and notes at the ready, try not to fall sleep, **use personal electronic devices only to advance our learning from one another** (This is important.), and generally treat one another with respect (e.g., *listen* to one another with an open mind, but also *argue* with another by appeals to our readings, previous discussions, other courses we have taken, student community placements, or other experiences in a way that advances inquiry and conversation). Our class sessions are not "b.s." sessions; we have readings that we all have presumably spent time with and, hopefully, have judged worthy of intellectual engagement, and we should make the most of our class time to that end. At the same time, students are encouraged to use class sessions to develop or try out positions and questions on the issues covered in those readings.

As noted above, to provide real world (in Kolvenbach's sense of the term, perhaps) context the class will include interaction with individuals working in the community, typically as part of our Wednesday class meetings. We tentatively will approach these individuals as "architects of solidarity." Students are asked to treat them with respect and courtesy.

Note, our engagement with off campus organizations as a class (typically) on Wednesdays may extend past the usual end-time for this class. Students should therefore plan on being available for other pursuits on Wednesdays no earlier than 6:00 p.m.

Outside the Classroom Course Resources

There are five resources outside of class that are available to students—to prepare for class sessions, complete readings, study for exams and quizzes, work on reflections, and to approach the course project. Each week (and course section, more or less) will include:

- “Preparation Notes” introduce themes and problems for the section, introduce new categories, and pose detailed questions to help students analyze the readings.
- “Quizzes” are detail- and comprehension-oriented weekly (Thursdays/Fridays) online tests that help students gauge on their own how well they are doing with the assigned readings each week.
- “PowerPoint Notes,” posted at the end of our coverage of each section, that walk students through key material in each section of the course, focusing primarily on the readings.

These resources will all be posted to each section of the course on Camino. We will cover portions of them in our class sessions, often as springboards for discussions. Especially in light of our Wednesday class site visits, students are expected to use these resources regularly and actively on their own, and take the initiative to let the instructor know if they are having problems with them.

A Final Outcome

By the end of this course we should have expanded our understanding of solidarity in Silicon Valley from the first week of the quarter, be able to explain what Kolvenbach intends by solidarity with reference to several thinkers and their narratives of and responses to human needs and suffering encountered in the margins of society, evaluate solidarity as a standard against which to judge the work of the organizations and communities in which we locate ourselves, including Santa Clara University, illustrate different ways in which a commitment to solidarity can play out in Silicon Valley, and through Architect Portraits have contributed to the development of a website to help others engage solidarity along the lines we have explored it in this class.

Schedule

The schedule for this course is included below. For each on campus session students should bring to class a copy of the readings (and/or have them opened on their electronic devices) and have access to preparation notes. (Note, readings not from the texts ordered for this class will be posted on Camino and, in some instances, are available online through a url listed below.) Work students must complete are in **bold and red font**--including the weekly quizzes and reflections, which will be completed and/or turned in on Camino. Starting in the 3rd week (slight possibility, the third) of the quarter the class will visit sites off campus one day per week; students are responsible for the readings assigned that day even though we will not have discussed them in class. The schedule is subject to change by the instructor; should that happen, students will be notified in class or on Camino.

Week One	Introductions: Setting the Stage and Solidarity and El Salvador
Monday	*Syllabus Overview, Class Organization, Architects of Solidarity Assignment *Arrupe Placement discussion (and alternatives)
Tuesday	* “Me and Solidarity” on Camino (noon)
Wednesday	*Peter-Hans Kolvenbach, “True Solidarity,” America February 5, 2001 (http://www.americamagazine.org/content/article.cfm?article_id=1906) excerpt from “The Service of Faith and the Promotion of Justice in American Jesuit Higher Education,” Oct. 2000 address at SCU *Ignacio Ellacuria, “SCU Commencement Address” (Camino) *Dean Brackley, “Higher Standards for Higher Education: The Christian University and Solidarity” (1999) (Camino) <i>Supplement</i> *Ferber, “Eight Memorial Crosses” (Camino) * Social Inequality in Silicon Valley: Two Perspectives: G. Ferenstein, “Never Mind Inequality: Silicon Valley Enriches All of Our Lives” (http://www.thedailybeast.com/articles/2013/05/30/never-mind-inequality-silicon-valley-enriches-all-of-our-lives.html) and Jon Pedigo and Dana Magat, “Clergy have a role to play in combating income inequality” (http://www.mercurynews.com/opinion/ci_26411273/jon-pedigo-and-dana-magat-clergy-have-role)
Thursday	* Quiz *Arrupe Placement sign up completed before 2:00; alternative placements approval completed

Week Two	Solidarity and Atheist Perspectives (in Dialogue with Believers?)
Monday	*Kevin F. Burke, S.J., “Remembering the Future: El Salvador’s Martyrs and the Challenge of Being Human” (Camino) *Albert Camus, <i>The Fall</i> , 1-71
Wednesday	*Albert Camus, <i>The Fall</i> , to the end *Albert Camus, selections from the <i>Myth of Sisyphus</i> (Camino) Supplements Camus, selections from <i>Between Hell and Reason</i> (Camino)
Thursday	* Quiz
Friday	* Reflection due

Week Three	Solidarity Ethics: Martin Luther King
Monday	*“Loving Your Enemies” (1957) (Camino) audio and text available at http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_loving_your_enemies/ *Martin Luther King, “I’ve Been to the Mountaintop” (1968) (Camino) or http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/ive_been_to_the_mountaintop/ Supplement *Martin Luther King, “The Quest for Peace and Justice” (1964 Nobel Address) (Camino) video and text available at: http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-acceptance.html
Wednesday	*”Letter from a Birmingham Jail” (Camino) text available at http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html Supplement *Paul Farmer, “Health, Healing, and Social Justice: Insights from Liberation Theology, in In the Company of the Poor.” excerpt from <i>Pathologies of Power</i> [2003](Camino) Supplement *“Special Report: Homeless in the Silicon Valley,” The Business Insider, Aug 7, 2013 (http://www.businessinsider.com/collection/welcome-to-the-jungle-in-the-heart-of-the-silicon-valley-

	the-homeless-struggle-to-survive): Robert Johnson “WELCOME TO 'THE JUNGLE': The Largest Homeless Camp In Mainland USA Is Right In The Heart Of Silicon Valley, The Business Insider, Sep. 7, 2013. http://www.businessinsider.com/the-jungle-largest-homeless-camp-in-us-2013-8?op=1) *(tentative) Solidarity Visit: Pastor Scott Wagers and CHAM
Thursday	*Quiz
Friday	*Reflection due (suggested theme: social justice)

Week Four	Buddhist Practice and Solidarity
Monday	*Thich Nhat Hanh, <i>Creating True Peace</i> , Ch.s 1-4 (pp. 1-109) Supplement *Plum Village website, tba
Wednesday	*Thich Nhat Hanh, <i>Creating True Peace</i> , Ch.s 5-Epilogue (pp. 110-208) *(tentative) Solidarity Visit: Chung Tai Zen Center
Thursday	*Quiz
Friday	*Reflection due

Week Five	Solidarity and the Margins: Greg Boyle’s Homeboy Industries
Monday	*Boyle, <i>Tattoos on the Heart</i> , pp. xi-60 Supplement *Homeboy Industries website, tbd
Wednesday	*Boyle, <i>Tattoos on the Heart</i> , pp. 61-108 *(tentative:) Solidarity visit: Pastor Sonny Lara, Firehouse and Star of David Ministries
Thursday	Quiz
Friday	* Reflection due

Week Six	Solidarity and the Margins: Greg Boyle’s Homeboy Industries
Monday	*Boyle, <i>Tattoos on the Heart</i> , pp. 109-212 *MLK, “The Theology of Reinhold Niebuhr,” (April 1953-June, 1954) http://mlk-kpp01.stanford.edu/primarydocuments/Vol2/540600TheologyReinholdNiebuhr.pdf
Tuesday	*Quiz (moved this week)
Wednesday	*MIDTERM ONE
Friday	*No reflection due

Week Seven	Solidarity and Immigration: “Progressive” Christian Perspectives
Monday	Daniel, <i>Neighbors</i> , Foreword, Introduction, Parts 1 and 3 Supplement *Joanne Jacobs, tba
Wednesday	*Daniel, <i>Neighbors</i> , Part 2, Conclusion and Study Questions (to end of book, p. 154) (tentative) Solidarity Visit: Community Garden Initiative, River Community Church, San Jose
Thursday	*Quiz
Friday	*Reflection by noon on Camino

Week Eight	Daniel cont.; Solidarity and the Catholic Worker
Monday	*Day, <i>Loaves and Fishes</i> , Foreword (Merton), Introduction (Coles), Preface and Part I (up to p. 68)
Wednesday	*Day, <i>Loaves and Fishes</i> , Part II (pp. 69-92) *(tentative) Solidarity Visit: Cityteam, San Jose
Thursday	*Quiz
Friday	*Reflection by noon on Camino

Week Nine	Solidarity and the Catholic Worker
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Monday	HOLIDAY
Wednesday	* Day, <i>Loaves and Fishes</i> , Part III (106-121), IV (166-184) and Part V (pp. 210-221) Supplement *Rebecca Solnit, "Dorothy Days Other Loves," in <i>A Paradise Built in Hell</i> , pp. 58-70 (Camino) *(tentative) (tentative) Solidarity Visit: Casa de Clara, Catholic Worker House
Thursday	*Quiz
Friday	*Reflection by noon on Camino (suggested theme: civic engagement)

Ten	Solidarity in Silicon Valley
Monday	Solidarity Architect Draft Preview in class * George Placker, "Change the World," The New Yorker, May 27, 2013 http://www.newyorker.com/magazine/2013/05/27/change-the-world
Wednesday	*City of San Jose, Homeless Encampment Response Report: Supplemental Report (10/1/14) http://www.sanjoseca.gov/DocumentCenter/View/36955 *(tentative) Solidarity Visit: Boccardo Family Shelter, Home First, San Jose
Thursday	*Quiz
Friday	*Reflection by noon on Camino (suggested theme: civic life)

Week Eleven	More Conclusions
Tuesday (midnight)	*Reflection on Reflections Due
Wednesday (6:30 p.m.)	*Second Midterm (final exam slot)
Thursday (5:00 p.m.)	*Solidarity Project Due