

RSOC 135 Architects of Solidarity	Winter 2016
Prof. Philip Boo Riley	3:30-5:15 (6:00 usually on W), Kenna, 218
408 554 2199; priley@scu.edu ; Kenna 323C	Office Hours: W, 2-3:00; F, 10-11:00, <u>and</u> by appointment

Overview

This course explores perspectives on a term that is often associated with Jesuit schools and universities: asolidarity.i Often it is cast it as a question to which members of these educational communities are asked to respond: nWhat 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 questions like this, our course draws on readings and community based learning. Drawing on religious (Christian and Buddhist) and intellectual traditions, our authors transform ideas like compassion, civil disobedience, grace, mindfulness, dignity in order to bring them to bear on social problems like homelessness, gangs and violence, refugee's displacement, and poverty. Students' community-based learning, class visits to sites in the community, and their solidarity project research help them see how these ideas and problems play out in Silicon Valley, particularly as they are addressed by local non-profit organizations, and provide starting points for further reflection throughout the quarter.

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 uarchitect of solidarity.r

Prerequisites

Prerequisites for this course include completion of level 1 and level 2 courses in religious studies (or university-approved alternatives) to presumably fulfill RTC 1 and 2 requirements, and completion of at least 88 units. Transfer students are exempt from these prerequisites.

Focus on Homelessness

Silicon Valley has one of the largest homeless populations in the United States. The local responses to what is a chronic problem in urban centers across the country have increased dramatically in the past year. The players involved include county and city governments, non-profits, advocates, faith communities, and media. While not the only marginal community in play, the local homeless communities will be a major focus in the course, including our site visits, and the Week One reflection is designed to introduce students to this phenomenon.

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. Although rather bulky, it is included here to help students see how and why this course was constructed.

The original proposal connected three course features to the learning outcomes for each requirement:

- 1) reflections over the course of the quarter that integrate assigned readings, 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, the proposal referenced the corresponding course requirements: class discussions, weekly reflections, midterms, and the course project. Those requirements are explained in a later section of the syllabus.

For the **RTC requirement** http://www.scu.edu/provost/ugst/core/upload/SCU_CoreCurriculum_2015-16_V4-11_03_15.pdf, the proposal included this chart:

<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 the study of religion to open-ended questions facing contemporary society.	Solidarity is a way of framing questions facing contemporary societyS 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, sociological questions about the capacity of institutions (non-profits, faith communities, government) to engage such questions.

For the ELSJ requirement (<http://www.scu.edu/provost/ugst/core/elsj/overview/requirements/>), the proposal included this chart:

<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 engageH professionally and/or personallya 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; students should use them if they prove helpful in starting a particular reflection.

Pathways

This course has been approved for two Core pathways: Applied Ethics and Law and Social Justice. 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/>.

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 was ordered for this course)
- Day, Dorothy, *Leaves and Fishes* (Orbis, 1997)

- Singer, Peter, *The Most Good You Can Do* (Yale, 2015)
- Thich Nhat Hanh, *Creating True Peace* (Free Press, 2003)

Additional readings related to 1) Jesuit education (with a focus on El Salvador), 2) selected speeches and essays from Martin Luther King (from Stanford's MLK Research and Education Institute), 3) selections from Pope Francis, Encyclical Letter *Laudato Si*, *On Care for our Common Home*, and 4) a reading on refugees tbd, along with supplemental material, will be posted on Camino.

More on the 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 continues to inform conversations about mission and purpose at Jesuit universities across the country. Our question is, 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 an atheist, French writer Albert Camus, and Australian-born philosopher Peter Singer. 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

Most of what follows draws from the Arrupe website: <http://www.scu.edu/ic/cbl/students.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 or what Kolvenbach calls a contact--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 previous students regarding 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 oSCU 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 Friday of Week One
- Attend the required Arrupe orientation during Week Two
- Adhere to the Arrupe Center 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 and complete RSOC 135 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 and public transportation, 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 component through Arrupe. An exception will be made for students who 1) have an existing relationship or connection with an **appropriate** local organization that puts them in contact with individuals on the margins of the Silicon Valley community (examples from previous quarters: a department internship program that placed students at Catholic Charities Immigration program, or an internship in ER at Valley Med) and 2) can confirm by Thursday of Week One that they have arranged for weekly supervised 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 em-o-um (memorandum of understanding) spelling out the details of this alternative by the end of the first week of classes.

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, actively and respectfully participate in all site visits, 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, complete their Arrupe placement to the satisfaction of their supervisor, and help advance the course's exploration of what solidarity means.
- *Friday Reflections (20%)*
With the exception of Week Six (no reflection due to midterm), these are due on Camino some time on Friday and no later than noon on Saturday. With the exception of Week One, for which a separate assignment sheet adds other features, 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 in the meaning of Kolvenbach's "solidarity" slogan in Silicon Valley. Specifically, reflections should engage (highlight, explain, comment on, analyze, take issue with, respond to) things in the readings for the past week students 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 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 could work in a group to prepare a video (or other online presentation) for the class that will be posted on Camino. Students interested in this variation should form a group and contact the instructor to discuss ideas.

- *Course Research Project: Architects of Solidarity Portrait (30%)*
(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 informational 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.

The university and wider community offer an abundance of programs and experiences that could relate to our objective e.g. the r43t installation and performances on campus seem to ask us about our relationship to suffering and problems in another country. A list of a few illustrations will be posted on Camino, and students are invited to find their own. As an incentive to engage the class beyond what we have here, students can earn up to 5 (five) bonus points for participation in such events. Along with the list of illustrations, the document on Co-curriculum posted on Camino will include instructions for documenting their participation.

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 2015-2016 *Undergraduate Bulletin*, p. 446-447): 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 2015-16 *Undergraduate Bulletin* (pp. 456-457) and the protocol available on the University website. www.scu.edu/provost/facultydevelopment/teaching-advising/academic-integrity/

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, reflections 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 with 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.

Respect the Class

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** (Bold=this is important), and treat one another in a way that advances learning (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 conversation). Our class sessions are not abs.b 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.s Students are asked to treat them with respect and courtesy.

Note, our engagement with off campus organizations as a class (typically) on Wednesdays will often 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.

Camino Resources

Resources outside of class that are available to studentsa to prepare for class sessions, complete readings, study for exams and quizzes, work on reflections, and to approach the course projectf include:

- Preparation Notesz introduce themes and problems for the section, introduce new categories, and pose detailed questions to help students analyze the readings (posted on Saturdays/Sundays)

- Quizzes are detail- and comprehension-oriented weekly (posed on Thursdays) 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 (posted on Fridays)

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 Typical Week's Student Schedule for this class

Saturday/Sunday:	Complete readings for Monday using preparation notes
Monday:	Attend class, participate by asking questions, trying out ideas
Tuesday:	(or another day per schedule) Arrupe placement; complete readings for Wednesday using preparation notes
Wednesday:	Attend class (typically a site visit)
Thursday:	Draft weekly reflection, review preparation notes, take quiz
Friday:	Complete reflection, review powerpoint notes, and re-take quiz

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 their encounters with suffering on 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 explored in depth one person's efforts to stand in solidarity with a community in the Silicon Valley.

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 submit or complete are in bold and red font--including the weekly quizzes and reflections, which will be completed and/or turned in on Camino. Most weeks include supplements which students can pursue but are not requirements for the course. Starting in the 3rd week 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 1, 4-8	Introductions: Setting the Stage and Introduction to Solidarity
Monday	*Syllabus Overview, Class Organization, Architects of Solidarity Assignment *Arrupe Placement discussion (and alternatives)
Wednesday	*Peter-Hans Kolvenbach, i True Solidarity, i America February 5, 2001 (http://www.americamagazine.org/content/article.cfm?article_id=1906) excerpt from i The Service of Faith and the Promotion of Justice in American Jesuit Higher Education, mOct. 2000 address at SCU *Ignacio Ellacuria, i SCU Commencement Address n (Camino) *Dean Brackley, i Higher Standards for Higher Education: The Christian University and Solidarity H (1999) (Camino) Supplement *Ferber, t Eight Memorial Crosses d (Camino) * Social Inequality in Silicon Valley: Two Perspectives: G. Ferenstein, O Never Mind Inequality: Silicon Valley Enriches All of Our Lives a (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, t Clergy have a role to play in combating income inequality 0 (http://www.mercurynews.com/opinion/ci_26411273/jon-pedigo-and-dana-magat-clergy-have-role)
Thursday	Quiz
Friday	Arrupe Placement sign up completed before 2:00; alternative placements approval completed
	Homeless Portrait, Story, Reflection

Week Two 1, 11-15	Solidarity and Atheist Perspectives (in Dialogue with Believers?)
Monday	*Albert Camus, selections from the <i>Myth of Sisyphus</i> (Camino) *Albert Camus, <i>The Fall</i> , 1-71 Supplement *Kevin F. Burke, S.J., nRemembering the Future: El Salvador's Martyrs and the Challenge of Being Humann (Camino)
Wednesday	*Albert Camus, <i>The Fall</i> , to the end Supplements Camus, selections from <i>Between Hell and Reason</i> (Camino) Tentative: Homeless Encampment or showing of the film, <i>Exodus of the Jungle</i>
Thursday	Quiz
Friday	Reflection due

Week Three 1, 18-22	Solidarity Ethics: Martin Luther King
Monday	HOLIDAY
Wednesday	* Martin Luther King, <i>Moving Your Enemies</i> r (1957) (Camino) audio and text available at http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_loving_your_enemies/ * Martin Luther King, <i>Letter from a Birmingham Jail</i> e (Camino) text available at http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html *Martin Luther King, nI've Been to the Mountaintop n (1968) (Camino) or http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/ive_been_to_the_mountaintop/ *Ta-Nehisi Coates, presenting on <i>The Atlantic</i> website a 2 minute clip from a MLK talk, http://www.theatlantic.com/business/archive/2014/06/martin-luther-king-makes-the-case-for-reparations/372696/ (not required, but you may want to follow the link to an excerpt from Michael E. Dyson's <i>I May Not Get There With You: The True Martin Luther King</i> .) Supplement *Martin Luther King, uThe 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 *cSpecial Report: Homeless in the Silicon Valley, e 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 eWELCOME 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: Homeless Encampment or Showing of the film, Exodus of the Jungle
Thursday	Quiz
Friday	Reflection due (suggested themes: social justice)

Week Four 1, 25-29	Buddhist Practice and Solidarity
Monday	*Thich Nhat Hanh, <i>Creating True Peace</i> , Ch.s 1-4 (pp. 1-109) *Thich Nhat Hanh, The Sutras on Dependent Co-Arising and Great Emptiness, r March 19, 1998 Dharma Talk, Plum Village (http://www.buddhist-canon.com/PLAIN/TNHSUTTA/1998%20Mar%2019%20%20Dependant%20Co-arising%20&%20Great%20Emptiness.htm) Supplement *Plum Village website, tabs on Thich Nhat Hanh (bio), Mindfulness (apps), About (Order of Interbeing)
Wednesday	*Thich Nhat Hanh, <i>Creating True Peace</i> , Ch.s 5-Epilogue (pp. 110-208) *Tentative Solidarity Visit: Chung Tai Zen Center of Sunnyvale
Thursday	Quiz
Friday	Reflection due

Week Five 2, 1-5	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 2, 8-12	Solidarity and the Margins: Greg Boyle's Homeboy Industries
Monday	*Boyle, <i>Tattoos on the Heart</i> , pp. 109-212 Supplement *uFr. G and the Homeboyns (video available from Prof. Riley) *MLK, The Theology of Reinhold Niebuhr, b (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 2, 15-19	Solidarity and Altruism (Refugees?)
Monday	HOLIDAY
Wednesday	* Singer, The Most Good You Can Do, Parts One and Two, and Three Supplement *Philosophy Experiments: The Drowning Child (with links to a Singer article)

	http://www.philosophyexperiments.com/singer/ *Singer, wThe Drowning Childe (Video clip), https://www.youtube.com/watch?v=rBMZiaD-OY0 *Tentative Solidarity visit: International Rescue Committee (Refugees)
Thursday	Quiz
Friday	Reflection due

Week Eight 2, 22-26	
Monday	* Singer, The Most Good You Can Do, Parts Three and Four
Wednesday	*Day, <i>Loaves and Fishes</i> , Foreword (Merton), Introduction (Coles), Preface and Part I (up to p. 68) Supplement *The Catholic Worker Movement website, http://www.casadeclara.org/ *Tentative Solidarity Visit: Cityteam, San Jose
Thursday	Quiz
Friday	Reflection due

Week Nine 2, 29-3, 3	Solidarity and the Catholic Worker
Monday	*Day, <i>Loaves and Fishes</i> , Part II (pp. 69-92), Part III (106-121)
Wednesday	* Day, <i>Loaves and Fishes</i> , IV (166-184) and Part V (pp. 210-221) Supplement *Rebecca Solnit, pDorothy Days Other Loves, r in <i>A Paradise Built in Hell</i> , pp. 58-70 (Camino) *(tentative) *Tentative Solidarity Visit: Casa de Clara, San Jose Catholic Worker House
Thursday	Quiz
Friday	Reflection due (suggested theme: civic engagement)

Ten 3, 2-7	Solidarity in Silicon Valley
Monday	*Solidarity Architect Draft Preview in class *Pope Francis, Encyclical Letter Laudato Si, On Care for our Common Home, selections http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html (Pdf on Camino) * George Placker, nChange the World,e <i>The New Yorker</i> , May 27, 2013 http://www.newyorker.com/magazine/2013/05/27/change-the-world
Wednesday	**Home Not Found: The Cost of Homelessness in Silicon Valley,* a Study Commissioned by Santa Clara County Board of Supervisors, Tuesday, May 26, 2015. http://economicrt.org/publication/home-not-found/ Supplement TBD *Tentative Solidarity Visit: Boccardo Family Shelter, HomeFirst, San Jose
Thursday	Quiz
Friday	Reflection due (suggested theme: civic life)

Week Eleven 3, 14-18	More Conclusions
Tuesday	Week 11 Reflection on Reflections
Wednesday (6:30 p.m.)	*Second Midterm (http://www.scu.edu/studentrecords/upload/2015-2016-Final-Exam-template-10_22_14-4.pdf)
Thursday (5:00 p.m.)	*Solidarity Project Due (Camino + other means for multimedia)
Friday	Hopefully, nothing