

TESP 46:  
**Faith, Justice and Poverty**

MWF 11:45am-12:50pm

*Fulfills RTC 2 & ELSJ Core Requirements*

PATHWAYS associated with this class:

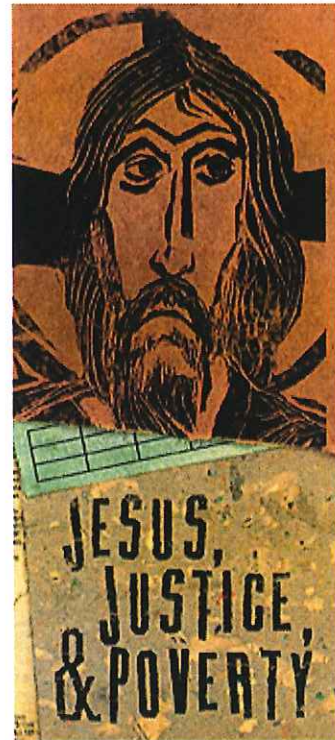
- Applied Ethics
- Food, Hunger, Poverty & Environment
- Human Rights in a Global World
- Justice and the Arts
- Global Health

Instructor: Diana Gibson

Email: [dcgibson@scu.edu](mailto:dcgibson@scu.edu)

Office: Kenna 317

Prerequisite: Students must have taken an Introductory level course in Religious Studies (SCTR 1-19, TESP 1-19 or RSOC 1-19) in order to qualify for this class.



**Course Description:**

What does your coffee have to do with faith? What does faith have to do with justice? Do I really have to understand globalization in order to help the poor? Won't the issue of poverty just overwhelm me? This course considers these and other questions, examining the essential relationship between faith and justice, particularly in the Christian tradition. Local, national and global poverty will be explored, with an emphasis on investigating root causes and fundamental connections to human rights and health concerns. We will examine how economic injustice impacts the inherent dignity and well-being of the human person, and the intersection of economic justice with issues of freedom, voice, health, equality, sustainability and security. Our study sources will include the Bible (yes, it does have something to say about economics!), theologians, activists, economists, and a community-based learning experience serving as a "living text" where each student has the opportunity for concrete observation and reflection.

**Tentative Course Readings:**

Julie Clawson, *Everyday Justice: The Global Impact of our Daily Choices* (2009)

Bible: each student must have access to a hard copy of the Bible

Online access to Universal Declaration of Human Rights & U.S. Bishop's "Economic Justice for All"

CAMINO: required articles will be posted online

Recommended: Shane Claiborne, *Irresistible Revolution* (2006)

**Course Objectives:**

Students will be able to:

1. analyze core tenets of the Christian faith that confront systematic oppression and propose alternative visions of biblical and social justice that protect human dignity;
2. explore diverse understandings of justice as revealed in the arts or in response to specific issues in our world today;
3. articulate the connection between contemporary issues of structural injustice and human rights violations with the religious concept of social sin;
4. consider the viability of alternative paradigms of neighborliness, human dignity, and the common good for structuring economics in today's world;
5. examine and evaluate the ethical process by which one product comes to be in our hands.

**Professor's Availability:** I have an open door policy, and any time I am in my office you are welcome to stop by. I am happy to meet with you to discuss concerns, hopes or questions. I am also available by email.

Email: [dcgibson@scu.edu](mailto:dcgibson@scu.edu)

Office: Kenna 317

Office Hours: Mondays and Wednesdays 10:30-11:30am; or by appointment.

### **Core Curriculum Learning Objectives**

Goals: Critical Thinking, Complexity, Religious Reflection

Objectives -- Students will:

2.1 Analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief.) (Complexity; Critical Thinking)

2.2 Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena. (Complexity of Content as well as of Method; Critical Thinking)

2.3 Clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence. (Reflection; Critical Thinking)

### **Experiential Learning for Social Justice (ELSJ) Goals and Objectives:**

The learning objectives for ELSJ include a demonstrated ability on the students' part to:

1. recognize and understand the benefits of life-long responsible citizenship and civic engagement in personal and professional activities (*Civic Life*);
2. interact appropriately, sensitively, and self-critically with people in the communities in which they work and to appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess (*Perspective*);
3. recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups (*Social Justice*); and
4. make vocational choices in light of both their greatest gifts and the world's greatest needs (*Civic Engagement*).

**Pathway Information:** This course is associated with several pathways: Applied Ethics; Food, Hunger, Poverty and Environment; Human Rights in a Global World; Justice and the Arts; and Global Health.

#### **EVERYTHING YOU NEED TO KNOW ABOUT PATHWAYS**

You can find information about Pathways on the Core Curriculum website [scu.edu/core](http://scu.edu/core) including a list of specific Pathways, all courses associated with them, and the Reflection Essay prompt and rubric used to evaluate the final essay you will submit.

<http://www.scu.edu/provost/ugst/core/pathways/managing-your-pathway-work/>

#### **SAVE YOUR WORK FROM THIS CLASS**

"If you declare this Pathway, you may use a representative piece of work from this course as one of the Pathway materials you will upload via eCampus during your junior or senior year.

Therefore, we recommend that you keep electronic copies of your work using Dropbox or Google Docs, in addition to saving copies on your own computer or flash drives. This may ensure you will have a range of choices for retrieving your saved files when you analyze and assemble your Pathway materials in preparation to write the Pathway reflection essay."

### **Course Assessment**

Intellectual Engagement (20% of your grade) includes regular class attendance, reading of all assigned material, full participation (16 hours on site) in a community-based learning experience, fulfillment of one "Other Voices" assignment, occasional study questions and in-



class response papers, and consistent and thoughtful engagement in all aspects of the class. *Indirectly supports all course goals, RTC and ELSJ learning objectives.*

**Ethical Analysis of Product** (25% of your grade) Students will choose a product and examine the human, environmental and economic impacts of producing, acquiring, using and disposing of the product, assess the ethical values implicit or explicit in this process in light of a biblical understanding of justice, identify possible avenues for change, and articulate their own beliefs regarding the implications of their findings on issues of human dignity, justice, and the common good. Students will briefly report their findings to the class. *Assesses RTC Learning Objectives 2.2 and 2.3, ELSJ Learning Objective 3, and Course Goals 3-5.*

**Quizzes** (15% of your grade) Quizzes assess students' thorough reading of texts, and attentive engagement with lectures and class discussions. These quizzes will be given frequently, without notice, and at the very beginning of class. (One quiz score will be dropped at the end of the quarter.) *Indirectly supports all course goals and RTC learning objectives.*

**Community-based Learning Placement** (15% of your grade) This essential component of the course offers community-based experiential learning for social justice. Your placement must be chosen and confirmed through Arrupe and approved by the instructor by Wednesday of the first week of the quarter. It will require one on-site orientation, 2 hours per week off campus for 8 weeks (16 hours total), and one online evaluation. Your placement will offer direct contact with people struggling with issues of poverty and/or injustice today. The clients and staff at the placements will serve as teachers and conversation partners as students examine, develop, and critique insights explored in class. *The clients and staff should be treated with the utmost care and respect.* Your attendance at your placement, as in class, is integral to your successful completion of this course. A journal and final reflection paper is required. *Assesses ELSJ Learning Objectives 1-4.*

**Journal:** Each student will keep a weekly journal (8 entries, 1-2 pages each, plus final reflection) of your community-based learning experience. The instructor will provide "prompts" to help you develop your thinking and make connections between your observations and in-class studies. The final reflection entry will consist of an integration of your experience with course material and your own life.

**Reconstruction Paper** (5%) This is a short paper reconstructing insights on economic theory and the role of government in light of an emerging understanding of your own beliefs and values. *Assesses RTC Learning Objectives 2.2 and 2.3 and Course Goals 1,3 & 4.*

**Final** (20% of your grade) For the final you will be expected to demonstrate strong critical thinking, examine root causes, analyze and integrate insights from theology, scripture, and ethics, and imagine alternative paradigms for promoting human rights and human flourishing. *Assesses RTC Objectives 2.1-2.3, ELSJ Learning Objectives 3, and Course Goals 1-4.*

### **Course Policies**

1. **Class Preparation:** Students are expected to read all required material, take consistent notes, complete occasional short ungraded assignments, and arrive in class ready to discuss, raise questions, offer insights, and answer questions in a manner that reflects your thoughtful reading. Always bring books, hard copies or reading notes to class.
2. **Class Discussion:** You are expected to participate in all-class and small group discussions through *active listening* and *respectful response*. Respectful, engaged discourse will be the rule for the class. Thoughtful and consistent participation is *required* to attain an "A" grade.

3. Academic Integrity: Santa Clara University is implementing an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity. The Academic Integrity Pledge states:  
*"I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code."* I ask that you affirm this pledge and apply these principles to your work in this class. The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data. A student who commits any offense against academic honesty and integrity may receive a failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University. A thorough explanation of the policy can be found at [www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm](http://www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm)
4. Attendance: You are expected to arrive to class on time and attend every class meeting. *Frequent tardiness or missing more than three class periods will result in lowering your final course grade.* If illness or family emergency requires you to miss more than 3 class periods, you must meet with instructor to discuss. More than 6 absences (1/5 of the class periods) will result in a failing grade unless reasons and make-up plans are approved by the professor.
5. Late Work: The grade for late work will be lowered, usually by 1/3 letter grade/day. Exceptions will be granted for *very good reasons*, and must be negotiated *before the due date*.
6. Spelling and Grammar: Spelling, grammar and sentence structure will definitely affect the grade on your papers. Please *proofread your work carefully*.
7. Electronic Stimuli: Absolutely no laptops, cell/smart or i-phones, pagers, mp3 players, etc. may be used OR SEEN during class time.
8. Disability Accommodation Policy: To request academic accommodations for a disability, students must be registered with Disabilities Resources in Benson 216. In order to register please go online to [www.scu.edu/disabilities](http://www.scu.edu/disabilities). You may contact Disabilities Resources at 408-554-4109 if you need further information. After you have arranged accommodations through Disabilities Resources, please email me or stop by to discuss them with me during my office hours early in the quarter.

### **Grading Scale**

- A (94-100) = Outstanding. Awesome. Takes my breath away!
- A- (90-93) = Amazingly good. I want to stand up and cheer.
- B+ (87-89) = Very good. I want to clap, but I'm still in my seat.
- B (83-86) = Good, solid work. I'm impressed.
- B- (80-82) = Good, solid work, but I'm not excited.
- C+ (77-79) = Above average. No complaints.
- C (73-76) = Average. You've completed the assignment.
- C- (70-72) = You have mostly completed the assignment, but not thoroughly. Something is lacking, or perhaps your grammar or composition needs work.
- D (61-69) = I'll give it back to you and give you another chance, but only once, and that is if it is not a presentation or the final exam.
- F (60 & below) = Failure. Let's not even go there

## CLASS SCHEDULE

### Week 1 – January 4-8

#### ***Following a Homeless Guy from the Wrong Side of Town***

SCRIPTURE: Matthew 25: 31-46; Acts 17:1-9

*Of what use is it to weigh down Christ's table with golden cups, when he himself is dying of hunger? First, fill him when he is hungry; then use the means you have left to adorn his table. Will you have a golden cup made but not give a cup of water? What is the use of providing the table with cloths woven of gold thread, and not providing Christ himself with the clothes he needs ... Do not, therefore, adorn the church and ignore your afflicted brother, for he is the most precious temple of all. – John Chrysostom (ca. 350-407)*

*If I can't dance I don't want to be part of your revolution. – Emma Goldman*

#### **Monday: Talkin' 'bout a Revolution**

Introduction to course and orientation to Community based Learning (CBL)

#### **Wednesday: Jesus Wrecked My Life**

READ FOR CLASS TODAY:

- Shane Claiborne, *An Irresistible Revolution*, chapters 1 & 2 (Camino)
- Scripture Readings: Matthew 25: 31-46; Acts 17:1-9

#### **Friday: Dealing with cracked toes as an act of worship**

READ FOR CLASS TODAY: (both on Camino)

- Robert McAfee Brown, Ch. 5, "Incarnation" in *Spirituality and Liberation*
- Mark Kramer, *Dispossessed*, "What 'They' Know, What 'We' Don't" (pp. 5-6)

### Week 2 – January 11-15:

#### ***What is justice?***

SCRIPTURE: Psalm 82; Micah 6:3-8

*To the hungry belongs the bread that you keep. To the naked belongs the clothing that you store in your closet. To the barefoot belongs the footwear that rots in your house. To the needy belongs the cash that you hide away. – Basil the Great (ca. 330-370)*

*You are not making a gift of your possessions to the poor person.*

*You are handing over to him what is his. – Ambrose (ca. 339-397)*

#### **Monday: Who stole the cookies from the cookie jar?**

READ FOR CLASS TODAY:

- Walter Brueggemann, "Voices of the Night – Against Justice" (pp. 5-20 in *To Act Justly, Love Tenderly, Walk Humbly*) (Camino)
- Scripture Readings: Micah 6:3-8, Psalm 82

#### **Wednesday: Weapons of Mass Salvation**

READ FOR CLASS TODAY:

- Brown, Chapter 4, "Scripture" (pp. 61-72 in *Spirituality and Liberation*) (Camino)
- U.S. Catholic Bishop's Economic Justice for All (EJFA), excerpts from Chapter 2
- Scripture Readings: Luke 19:1-10

**Friday:** *How did justice get in my coffee cup?*

READ FOR CLASS TODAY

- Clawson, chapter 1: COFFEE: *Fair Trade and the Daily Latte*
- ❖ Reports from Difficult Dialogue on Student Activism and Unity

**DUE:** Friday, 5pm, CBL journal entry from Orientation

**Week 3 – January 18-22:**

***Who is our neighbor?***

SCRIPTURE: Luke 10:25-37

*The earth provides enough to satisfy everyone's need, but not everyone's greed.*

- Mahatma Gandhi

*On the one hand we are called to play the good Samaritan on life's roadside; but that will be only an initial act. One day we must come to see that the whole Jericho road must be transformed so that men and women will not be constantly beaten and robbed as they make their journey on life's highway. True compassion is more than flinging a coin to a beggar; it is not haphazard and superficial. It comes to see that an edifice which produces beggars needs restructuring.*

- Martin Luther King, Jr., from "A Time to Break the Silence"

**Monday: NO CLASS DUE TO MARTIN LUTHER KING, Jr. DAY**

**Wednesday:** *The Jericho Road, 50 years – or 21 centuries – later*

READ FOR CLASS TODAY

- Martin Luther King, Jr. excerpts on the Good Samaritan, Letter from a Birmingham Jail, and clergy statement prompting King's jail response
- Scripture Readings: Luke 10:25-37
- ❖ Reports from "Exodus from the Jungle" film

**Friday: MLK – Dangerous Prophet**

READ FOR CLASS TODAY

- Vincent Harding, "Martin Luther King, Jr." in *Cloud of Witnesses* (Camino)

**DUE:** Friday, 5pm, CBL journal entry from Week 3

**Week 4 – January 25-29:**

***Where we stand determines what we see!***

SCRIPTURE: Jeremiah 22:13-17; Matthew 25:31-33

*If you have come here to help me you are wasting your time,  
but if you have come because your liberation is bound up with mine, let us walk together.*

- attributed to Lila Watson (Australian Aboriginal activist & academic)

**Monday: Overcoming Moral Myopia**

READ FOR CLASS TODAY (all on Camino)

- Rebecca Todd Peters, "Moving Toward Solidarity" (pp. 69-74 in *Solidarity Ethics*)
- Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack" – BRING HARD COPY TO CLASS

**Wednesday: Liberation Theology**

READ FOR CLASS TODAY

- Robert McAfee Brown, *Liberation Theology* (excerpts pp. 19-20, 29-33, 35-36, 61-67, 120-127) (Camino)

**Friday: To whom we listen determines who we become**

READ FOR CLASS TODAY:

- John Neafsi, Introduction, pp. 1-18 in *A Sacred Voice is Calling: Personal Vocation and Social Conscience* (Camino)
- ❖ Report from "Deceptions of Old Glory" performance and lecture

**DUE: Friday, 5pm, CBL journal entry from Week 4**

**Week 5 - February 1-5:**

***Globalization and the Story of Stuff***

SCRIPTURE: Luke 4:16-21

*The moral measure of this budget debate is not which party wins or which powerful interests prevail, but rather how those who are jobless, hungry, homeless or poor are treated. Their voices are too often missing in these debates, but they have the most compelling moral claim on our consciences and our common resources.*

-USCCB Letter to Members of Congress, July 26, 2011

**Monday: Disorders of Society Begin with Disorders of the Human Heart**

READ FOR CLASS TODAY:

- Daniel G. Groody, "A Gift of God: The Planet in Global Perspective" (pp. 1-12 in *Globalization, Spirituality & Justice: stop at "A Human Responsibility"*) (Camino)
- Scripture Reading: Luke 4:16-21
- Universal Declaration of Human Rights, Preamble & Articles 1-7, 18-30 (Camino)
- ❖ Reports from Human Rights Conference

**Wednesday: Who is the captain of the ship, and where are we going?**

READ FOR CLASS TODAY:

- Daniel G. Groody, "A Human Responsibility: The Marketplace in Global Perspective" (pp. 12-22 in *Globalization, Spirituality & Justice*) (Camino)
- ❖ Reports on Human Rights Conference (con't)

**Friday: The True Cost of your Shirt**

READ FOR CLASS TODAY:

- Clawson, chapter 5, *CLOTHES: The Story Behind What We Wear*
- ❖ Report from Lamentations performance

**DUE: Product Choice for Ethical Product Analysis**

**DUE: Friday, 5pm, CBL journal entry from Week 5**



## Week 6 – February 8-12

### ***Food Fights***

SCRIPTURE: Isaiah 55:1-3a; John 6:1-14; Luke 14:15-24

*Jesus begins it all by sitting around a table with a Roman tax collector, a Zealot revolutionary, a fisherman, a Pharisee, and a prostitute. – Shane Claiborne*

*Who feeds the world? My answer is very different to that given by most people. It is women and small farmers working with biodiversity who are the primary food providers in the Third World.*

*-- Vandana Shiva, Indian Environmental Activist*

**Monday:** “a glutton and a drunkard, a friend of tax collectors and sinners” (Luke 7:34)

READ FOR CLASS TODAY: (both on Camino)

- John Dominic Crossan, “Open Commensality” *Jesus: A Revolutionary Biography*
- Santos Yao, “The Table Fellowship of Jesus with the Marginalized: A Radical Inclusiveness” (excerpts as marked)
- Scripture Readings: Luke 14:15-24; Isaiah 55:1-3a; John 6:1-14

**Wednesday:** *Food Chains*

READ FOR CLASS TODAY:

- Clawson, chapter 4, *FOOD: Choosing to Eat Ethically*

**Friday:** *Good Food Manifesto*

READ FOR CLASS TODAY:

- Articles and videos on Camino as assigned

**DUE:** Friday, 5pm, CBL journal entry from Week 6

## Week 7 – February 15-19:

### ***Where is the love??***

SCRIPTURE: Luke 4:16-20 (again!); Matthew 6:12

*Love is the measure by which we will be judged. – St. John of the Cross (1542-1591)*

*Social entrepreneurs identify resources where people only see problems. They view the villagers as the solution, not the passive beneficiary. They begin with the assumption of competence and unleash resources in the communities they're serving. -- David Bornstein, author of *How to Change the World: Social Entrepreneurs and the Power of New Ideas**

**Monday:** NO CLASS DUE TO PRESIDENT'S DAY

**Wednesday:** *Values Seen and Unseen*

READ FOR CLASS TODAY:

- Duncan, “Globalization’s Theological Values” (pp. 43-51 in *The Greatest Story Oversold*) (Camino)
- Pamela K. Brubaker, “Reforming Global Economic Policies” (pp. 127-136 in *Justice in a Global Economy*) (Camino)
- SCRIPTURE: Luke 4:16-20
- ❖ Report from “Is there a Common Good?” lecture



**Friday: *Love and Making a Living***

- William Goettler, "A Story of Faith and the Global Market" (pp. xi-xvii in *Global Neighbors*) (Camino)
- Claiborne, *Irresistible Revolution*, "Despectacularizing Things" and "A Different Kind of Tax Collector" (pp. 132-143) (Camino)
- Patrick Struebi, "10 Lessons From 10 Years as a Social Entrepreneur" (Camino)

**DUE: Friday, 5pm, CBL journal entry from Week 7**

**Week 8 – February 22-26:**

***Sabbath Economics & the Love Economy***

SCRIPTURE: Exodus 16:1-36; Mark 2:27

*We read the Gospel as if we had no money,  
and we spend our money as if we know nothing of the Gospel.*  
– John Haughey, S.J. in Myers, *The Biblical Vision of Sabbath Economics*

**Monday: *Wonder Bread***

READ FOR CLASS TODAY:

- Background sheet for Exodus 16 and Brueggemann reading (Camino)
- Brueggemann, *The Journey to the Common Good* (pp. 22-35) (Camino)
- SCRIPTURE: Exodus 16:1-36; Mark 2:27
- ❖ Report from Difficult Dialogue on #blacklivesmatter

**Wednesday: *A Theology of Enoughness***

READ FOR CLASS TODAY:

- Ched Myers, *The Biblical Vision of Sabbath Economics* (pp. 5-8 & 10-13)
- Claiborne, *Irresistible Revolution*, "Theology of Enough" (pp. 169-173) (Camino)

**Friday: *the bottom layer of the cake***

READ FOR CLASS TODAY: Read one of the following from Camino as assigned:

- Wendell Berry, "Two Economies" in *Home Economics* (you may skip p. 63 to mid-67 & 68-72)
- James B. Martin-Schramm, "Toward an Ethic of EcoJustice" in *Moral Issues and Christian Responses*
- Larry Rasmussen, "Creating the Commons" in *Justice in a Global Economy*

**DUE: Friday, 5pm, CBL journal entry from Week 8**

**Week 9 –February 29 - March 4:**

***Values in our Stories of Stuff and Society***

SCRIPTURE: Amos 5:21-24

*Why, when God's world is so big, did you fall asleep in a prison of all places?*  
– Rumi (13<sup>th</sup> century Sufi mystic)

*The miracle is not to walk on water but on the earth.* – Thich Nhat Hanh

**Monday: Ethical Product Analysis student reports**

**DUE TODAY: Ethical Product Analysis**

**Wednesday:** Ethical Product Analysis student reports

READ FOR CLASS TODAY:

- \*Rebecca M. Blank, "A Christian Perspective on the Role of Government in a Market Economy" (pp. 224-240 in *Global Neighbors*) (Camino)

**Friday:** Ethical Product Analysis student reports

READ FOR CLASS TODAY:

- \*Rebecca M. Blank, "A Christian Perspective on the Role of Government in a Market Economy" (pp. 240-247 in *Global Neighbors*) (Camino)
- Amos 5:21-24

**DUE:** Friday, 5pm, CBL journal entry from Week 9

**Week 10 – March 7-11:**

***Life Abundant for All***

SCRIPTURE: Isaiah 58:6-12; Luke 1:46-55

*"All around you, people will be tiptoeing through life, just to arrive at death safely. But dear children, do not tiptoe. Run, hop, skip, or dance, just don't tiptoe." – Shane's prof., p. 225*

*Nothing is more practical than finding God, that is, than falling in love in a quite absolute, final way. What you are in love with, what seizes your imagination, will affect everything. It will decide what will get you out of bed in the morning, what you will do with your evenings, how you will spend your weekends, what you read, who you know, what breaks your heart, and what amazes you with joy and gratitude. Fall in love, stay in love and it will decide everything.*

-- Fr. Pedro Arrupe, S.J.

*I came that they might have life, and have it abundantly -- Jesus (John 10:10)*

**Monday:** *Poverty and Global Health*

READ FOR CLASS TODAY:

- Paul Farmer, *To Repair the World* (Read assigned chapter from Camino)

**Wednesday:** *Is poverty a human rights issue?*

READ FOR CLASS TODAY:

- Review: Universal Declaration of Human Rights, Preamble & Articles 1-7, 18-30

**DUE: Reconstruction Paper**

**Friday:** *Fall in love!*

**DUE:** Friday, 5pm, CBL journal entry from Week 10

**FINAL Wednesday, March 16, 1:30pm**

**DUE: Final CBL reflection paper**



## Community Based Learning (CBL) Information

Rooted in a faith that does justice, the Ignatian Center for Jesuit Education partners with local community organizations whose members and clients serve as co-educators for Santa Clara University students. Informed by and in conversation with Catholic social tradition, the Center facilitates community-based learning opportunities that underscore commitments to the common good, universal human dignity, justice as participation, and solidarity with marginalized communities.

In the Arrupe Weekly Engagement Program, Ignatian Center staff, Santa Clara faculty, community partners, and students reflect on both classroom and placement learning, yielding tangible benefits to the community as well as an integrated educational experience.

For information on how to sign up for your placement, see <http://www.scu.edu/ic/cbl/signup.cfm>

Transportation: You may use your own car, Zipcar, carpool, public transportation, bike or in some cases, walk to your placement. Each student enrolled in this class can receive up to 16 hours of free Zipcar use. For more information about Zipcars, see <http://scu.edu/campusmap/zipcar/cbl-affiliate-memberships.cfm>

### WINTER QUARTER CALENDAR:

**Week 1: *Sign-Up in Sobrato Hall, Commons B***

**Monday, January 4 – Wednesday\*, January 6, 10am-2pm**

### **Week 2: *Orientations***

Each organization has a specific mandatory orientation date/time at each site, usually during the second week of the quarter. Students who do not attend orientation may be dropped from that program.

### **Week 3-10: *Weekly Engagement Participation:***

Participation is 2 hours/week for 8 weeks.

### **February 22-23: *Electronic Progress Report:***

Students must submit their feedback via on-line format.

### **Week 10: *CBL Site Supervisor Sheets:***

Each student must submit a completed and signed CBL Site Supervisor Evaluation to your professor directly after last day of session.

### Community-based Learning Policy

All students enrolled in an ELSJ-approved course must satisfactorily complete the university- approved community-based learning engagement component of the course. Usual practice will involve 16 or more engagement hours during the quarter (unless otherwise indicated by the course instructor).

Note: Time students spend on orientation(s) related to the community-based learning engagement DOES NOT count towards the required participation hours. Student participation in community-based learning engagements must be regular and consistent over the quarter, as instructed by the course instructor and/or community placement site supervisor.

Students must submit a CBL Site Supervisor Time & Evaluation Sheet completed in full and signed by your site supervisor to the course instructor by the last day of class. Student performance at the community-based learning engagement must be appropriate at all times. Receipt of a passing grade in this course is contingent upon successful completion of the community-based learning component of the course, as outlined above.