

RSOC 135 Architects of Solidarity	WINTER 2017
Prof. Philip Boo Riley	3:30-5:15 (6:00, some on M; usually on W) p.m., Kenna, 111
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Overview

This course explores perspectives on a term that is frequently associated with Jesuit schools and universities: “solidarity.” Drawing on the Jesuit authors we read in week one, this course casts solidarity as a question: “What is my relationship to other human beings, particularly those who live on the margins of my world(s)?” Embedded in this question for us at SCU is religion: “How do faith commitments and convictions inform people’s understanding of and responses to that question?”

For perspectives on these questions, our course turns to texts to read and community based learning. Drawing on religious (Christian and Buddhist) and intellectual (atheist, philosophic) traditions, our authors transform ideas like compassion, civil disobedience, grace, mindfulness, dignity, etc. in order to bring them to bear on social problems like discrimination, homelessness, gangs, violence, social inequality, and poverty. Students' community-based learning weekly placements, their research for the course project, and our class visits to sites in the community help us see how these ideas and problems play out in Silicon Valley, and provide starting points for reflections throughout the quarter.

Syllabus Supplements

The following important items are covered in the Syllabus Supplements posted on Camino. Students should access and read these statements as we begin the quarter.

Feedback to Students, Grades, and the Final Letter Grades for the Course	CBL: Ignatian Center--Arrupe Weekly Engagement Program
Course Evaluation by Students	SCU Core and Course Learning Objectives Addressed in this Course, and Pathways
Academic Integrity Expectations	Camino (Canvas) Course Management System
Respect the Class	Disability Accommodation Policy

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. Students enrolled in this course must be in an Arrupe placement (or its equivalent) throughout the quarter.

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 two years. The players involved include county and city governments, non-profits, grassroots activists, faith communities, business interests, and media. While not the only marginal community in play in our readings, the local homeless communities will be a major focus in the course.

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, *Loaves 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 will be posted on Camino: 1) Jesuit education (with a focus on El Salvador), 2) selected texts from Martin Luther King (from Stanford's MLK Research and Education Institute), and 3) supplemental material for each section.

A note on the Construction of this Course

The course's starting point is a phrase from a talk on the goals of Jesuit education by former Jesuit Superior General Peter Hans Kolvenbach, S.J., **"to educate the whole person of solidarity for the real world."** 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)? We explore that question in the following ways:

Assigned Texts: Our readings present 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 those constructions 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/Algerian writer Albert Camus; and Australian-born philosopher Peter Singer. Our authors 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.

Community as Text: Another way this course explores the question inspired by Kolvenbach's proposal is to engage individuals in organizations and congregations in the Silicon Valley community whose work and/or experiences 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 nomination 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.

Finally, this course explores the question inspired by Kolvenbach's proposal by probing the extent to which our readings and interactions with individuals living in the margins of our community become what Kolvenbach calls "contact."

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. Students should note that the requirements are interrelated—e.g. devoting time to class preparation will make it easier to write reflections.

- *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%)*
(See full explanation posted on Camino.) Per the schedule, reflections are due on Camino by the end of day on Fridays. Students are encouraged to gear their preparation for class sessions each week to this important

assignment. The reflections (approximately 500 words) are weekly opportunities for students to integrate what they are learning from the readings, our site visit that week, and their community based learning experience. 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 in the community that week. 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 Project: Architect of Solidarity Nomination (25%)*
(See full explanation 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 will draw on course readings, class site visits, interactions with clients and staff at their placements, and independent research to develop a nomination 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 to be named an "Architect of Solidarity." The nomination itself will consist of a multimedia Pecca Kucha presentation, a videotaped interview, and a 1500—2000 word "further information" research presentation on the issue addressed by the organization and their approach to it.
- *Two Midterms (40%)*
Students will complete two online 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.
- *Site Visit Preparation and Summary (5%)*
Working in groups students will take responsibility for aspects of one class site visit (take on lead discussions to which all students contribute and complete a group perspective on the visit (approximately 500 words) to be submitted for posting on Camino the following day.

How to Weave Online Resources into our Class

Because we devote one day per week to site visits, we will meet in our classroom less than ten times this quarter. This means that students will need to engage most of the reading material on their own through resources posted on Camino, making this something of a hybrid class. Those resources include:

- "Preparation Notes" 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 work through the readings on their own and gauge how well they are doing with the assigned readings each week.
- "PowerPoint Notes," posted at the end of our coverage of each section, these walk students through key details and ideas in each section of the course, focusing primarily on the readings (posted on Fridays)

These resources will all be posted to each "module" of the course on Camino. 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.

The key to success in this somewhat hybrid structure is to approach the weekly reflections as a venue in which to muse over and connect our readings and our varied experiences each week. Students may want to think of them as weekly integrations.

Given the above, a **typical** week's student schedule for this class might look like:

Saturday/Sunday:	Complete readings for Monday using preparation notes; brainstorm Reflection ideas
Monday:	Attend class, participate by asking questions, trying out ideas, especially potential angles on your reflections
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:	Review powerpoint notes, maybe revise reflection, and/or 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 Nominations have explored in depth one person's efforts to stand in solidarity with a particular marginal 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 have access to preparation notes. (Note, all readings not from the texts ordered for this class will be posted on Camino; when a url is listed below it is to provide partial context.) Work students must submit or complete are in bold and red font--including the weekly quizzes and reflections. The "suggested readings" included in the Camino modules are not required readings. 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, 9-13	Introductions: Setting the Stage and Introduction to Solidarity Solidarity and Jesuit Perspectives
Monday	*Syllabus Overview, Class Organization, Architects of Solidarity Assignment *Arrupe Placement discussion (and alternatives) *First Assignment: Homeless Portrait
Wednesday	Jesuit Education and Solidarity *Peter-Hans Kolvenbach, "True Solidarity," <i>America</i> , 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 (Camino) *Ignacio Ellacuria, "SCU Commencement Address," June 1982 https://www.scu.edu/ic/programs/ignatian-tradition-offerings/stories/ignacio-ellacuria-sjs-june-1982-commencement-address-santa-clara-university.html (Camino) *Dean Brackley, "Higher Standards for Higher Education: The Christian University and Solidarity" (1999)

	http://www.marquette.edu/mission/documents/HigherStandardsforHigherEducation-Brackley.pdf (Camino)
Thursday	Quiz
Friday	Arrupe Placement sign up completed before 2:00; alternative placements approval completed

Week Two 1,16-20	Solidarity, Atheist Perspectives
Monday	Holiday
Tuesday	Homeless Portrait and Reflection
Wednesday	Albert Camus, <i>The Fall</i> , first four chapters (3- 96) Class site visit on campus: Robert Aguirre and “Exodus from the Jungle”
Thursday	Quiz
Friday	No Reflection

Week Three 1, 23-27	Solidarity, Atheist Perspectives Solidarity Ethics: Martin Luther King
Monday	*Albert Camus, <i>The Fall</i> , to the end (77-147) *Albert Camus, selections from the <i>Myth of Sisyphus</i> (Camino) *Maria Popovo, “Albert Camus on Strength of Character and How to Ennoble Our Minds in Difficult Times,” https://www.brainpickings.org/2015/12/28/albert-camus-almond-trees-character/ Site Visit: Homeless Encampment, TBA
Wednesday	* Martin Luther King, “Letter from a Birmingham Jail” (Camino) text available at http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html *Martin Luther King, “I’ve Been to the Mountaintop” (April 3, 1968) (Camino) or http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/ive_been_to_the_mountaintop/ *Martin Luther King, “The One-Sided Approach of the Good Samaritan (1955) (Camino) http://okra.stanford.edu/transcription/document_images/Vol06Scans/20Nov1955TheOne-SidedApproachoftheGoodSamaritan.pdf
Thursday	Quiz
Friday	Reflection due

Week Four 1, 30-2,3	Solidarity Ethics: Martin Luther King
Monday	* Martin Luther King, “Loving Your Enemies” (November 17, 1957) audio and text available at http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_loving_your_enemies/ (Camino) *Martin Luther King, "Drum Major Instinct" sermon (February 4, 1968), http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_the_drum_major_instinct (Camino)
Wednesday	*Martin Luther King, “The Quest for Peace and Justice” (December 10, 1964 Nobel Address) video and text available at: http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-acceptance.html (Camino) Tentative Site Visit: “On the 22 Bus” Class (Women’s Gathering Place)
Thursday	Quiz

Friday	Reflection due (suggested theme: social justice)
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Week Five 2, 6-10	Buddhist Practice and Solidarity
Monday	*Thich Nhat Hanh, <i>Creating True Peace</i> , Chs. 1-4 (pp. 1-109) * Thich Nhat Hanh, "Please Call me by my True Names" http://wtf.tw/ref/nhat_hanh.html (Camino)
Wednesday	*Thich Nhat Hanh, <i>Creating True Peace</i> , Chs. 7-Epilogue (pp. 168-208) *Thich Nhat Hanh, "A History of Engaged Buddhism," (Camino) http://www.mindfulnessbell.org/wp/2015/02/dharma-talk-history-of-engaged-buddhism-2/ * The Heart of Prajna Paramita Sutra (with Annotation). http://ctzen.org/sunnyvale/enUS/index.php?option=com_content&task=view&id=145&Itemid=57 (Camino) Tentative Site Visit: Chung Tai Zen Center of Sunnyvale
Thursday	Quiz
Friday	Midterm One (No Reflection due)

Week Six 2, 13-17	Solidarity and the Margins: Greg Boyle's Homeboy Industries
Monday	*Boyle, <i>Tattoos on the Heart</i> , pp. xi-60
Wednesday	*Boyle, <i>Tattoos on the Heart</i> , pp. 61-108 *Tentative Site visit: Pastor Sonny Lara, Firehouse and Star of David Ministries
Thursday	Quiz
Friday	Architect Portrait Issue Tentative Bibliography (No Reflection due)

Week Seven 2, 20-24	Solidarity and the Margins: Greg Boyle's Homeboy Industries
Monday	Holiday
Tuesday	Quiz (moved this week)
Wednesday	*Boyle, <i>Tattoos on the Heart</i> , pp. 109-212 *Tentative Site Visit: Cityteam, San Jose
Thursday	Quiz
Friday	Reflection due

Week Eight 2, 27-3,3	Solidarity and Altruism
Monday	*Singer, <i>The Most Good You Can Do</i> , Parts One and Two (vii-72) *Tentative Site Visit: Boccardo Family Shelter, HomeFirst, San Jose
Wednesday	*Singer, <i>The Most Good You Can Do</i> , Part III (75-104), Part Four (ch. 10 [107-115], ch. 12 [129-132], ch. 13 [137-139], ch. 14 [149-152, 162-164])
Thursday	Quiz
Friday	Reflection due

Week Nine 3, 6-10	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), Part III (95-121) Tentative Site Visit: Casa de Clara, San Jose Catholic Worker House
Thursday	Quiz
Friday	Reflection due (suggested them: civic engagement)

Week Ten 3, 13-17	Solidarity and the Catholic Worker
Monday	Day, <i>Loaves and Fishes</i> , Part III (106-121), IV (166-184) and Part V (pp. 210-221)
Wednesday	*Selections from “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/ Tentative Site Visit: Geoffrey M. Morgan, President and CEO, First Community Housing
Thursday	Quiz
Friday	MIDTERM TWO (online) (No reflection due)

Week Eleven 3, 20-24	More Conclusions
Tuesday	Week 11 Reflection on Reflections
Thursday (11:59 p.m.)	*Solidarity Project Due (Camino + other means for multimedia)
Friday	Hopefully, nothing