

CISS 203: Community Engagement and Social Responsibility

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"To participate in the life of Holy Cross is to accept an invitation to join in dialogue about basic human questions: ...What are our obligations to one another? What is our special responsibility to the world's poor and powerless?"

"The College is dedicated to forming a community which supports the intellectual growth of all its members while offering them opportunities for spiritual and moral development. ... lead all its members to make the best of their own talents, to work together, to be sensitive to one another, to serve others, and to seek justice within and beyond the Holy Cross community."

-Holy Cross Mission Statement

"The real measure of our Jesuit universities lies in who our students become.... We must therefore raise our Jesuit educational standard to "educate the whole person of solidarity for the real world." Solidarity is learned through "contact" rather than through "concepts"...When the heart is touched by direct experience, the mind may be challenged to change. Personal involvement with innocent suffering, with the injustice others suffer, is the catalyst for solidarity which then gives rise to intellectual inquiry and moral reflection.

Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively. They should learn to perceive, think, judge, choose and act for the rights of others, especially the disadvantaged and the oppressed."

-Fr. Peter-Hans Kolvenbach, Superior General of the Society of Jesus

Course Description:

Consistent with the mission of Holy Cross and the vision of Jesuit higher education outlined by Father General Kolvenbach, this course offers students the opportunity to engage in the “gritty reality of the world” in order to reflect meaningfully upon the question of what responsibility each of us has towards creating a more just society and how each of us can use our individual gifts and talents to contribute toward this aim. To address these questions effectively, the course will utilize texts, articles, websites, movie excerpts, and community engagement experiences to enable a deeper understanding of contemporary social issues; to analyze how social problems directly impact individuals within our society; to consider questions of equity and social justice; and to reflect upon what influence our personal choices have on contemporary social issues. It is expected that all participants will seek to build a respectful, open, collaborative community where authentic dialogue about one’s values, beliefs, talents, and personal choices can occur.

Course Objectives:

1. A deeper understanding of contemporary social issues, the complexities involved in attempting to “solve” social problems, the societal structures underlying social problems, and the interconnectedness of social problems.
2. A deeper understanding of how the lives of individuals are impacted by contemporary social issues.
3. A deeper understanding of community engagement, social justice, and the mission of Jesuit higher education.
4. A deeper understanding of oneself and the role that one can play in positively impacting social problems.
5. An ability to articulate one’s vision and values related to community engagement and social justice.
6. The ability to ask critical questions, grasp relevant scholarship to frame these questions, and back-up assertions with high quality evidence.
7. Increased confidence to discern an effective pathway in the midst of ambiguity.
8. Increased ability to engage in difficult conversations around complex issues and use evidence to support one’s assertions.

Texts:

- Alexander, Michelle. (2010). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: New Press. ISBN: 978-1-59558-643-8
- DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Boston: Beacon press.
- Goldstein, A. (2017). *Janesville: An American story*. New York: Simon & Schuster. ISBN: 978-1-5011-0223-3
- Grande, Reyna (2012). *The distance between us*. New York: Atria Books. ISBN: 978-1-4516-6178-1
- Griffin, John Howard (1960). *Black like me*. New York, NY: Signet. ISBN: 978-0-451-23421-6
- Kozol, Jonathan. (2012). *Fire in the ashes: Twenty-five years among the poorest children in America*. New York: Crown Publishers. ISBN: 978-1-4000-5246-2
- Lupton, Robert D. (2001). *Toxic charity: How churches and charities hurt those they help (and how to reverse it)*. New York, NY: Harper Collins.
- Preskill, S., & Brookfield, S.D. (2009). *Learning as a way of leading*. San Francisco, CA: Jossey-Bass.
- Putnam, R.D. (2015). *Our Kids*. New York, NY: Simon & Schuster.
- Tough, Paul. (2012). *How children succeed: Grit, curiosity, and the hidden power of character*. Boston: Houghton Mifflin Harcourt.

Articles, Essays, & Reports:

- de Córdoba, J. (2019, July 22). Guatemala's exodus: Why they head north. *The Wall Street Journal*. Retrieved from <https://www.wsj.com/articles/the-guatemalan-city-fueling-the-migrant-exodus-to-america-11563738141>
- Hannah-Jones, N. (2016, June 9). Choosing a school for my daughter in a segregated city. *New York Times*. Retrieved from: <https://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html>
- Henry, M., Mahathey, A., Morrill, T., Robinson, T., Shivji, A., Watt, R. (2018). *The 2018 annual homeless assessment report (AHAR) to Congress*. Washington, D.C.: U.S. Department of Housing and Urban Development. Retrieved from <https://files.hudexchange.info/resources/documents/2018-AHAR-Part-1.pdf>
- Himes, Michael. (2016). *Three key questions*. <https://www.youtube.com/watch?v=P-4IKCENdnw>
- Jan, T. (2017, October 23). America's affordable-housing stock dropped by 60 percent from 2010 to 2016. *Washington Post*. Retrieved from https://www.washingtonpost.com/news/wonk/wp/2017/10/23/americas-affordable-housing-stock-dropped-by-60-percent-from-2010-to-2016/?utm_term=.cf09ee09d971
- Kolvenbach, P.H., S.J. (2000). *The service of faith and the promotion of justice in American Jesuit higher education*.
- Lewis, A., Chesler, M., & Forman, T. (2000). The impact of "colorblind" ideologies on students of color: Intergroup relations at a predominantly white university. *Journal of Negro Education*, 69, 74-92.
- McIntosh, P. (1988). *White privilege: Unpacking the invisible knapsack*. Working Paper 189, Wellesley Centers for Women, Wellesley, MA
- Pitts, L. (2002). Crazy sometimes. In B. Singley (Ed.), *When race becomes real*. (pp. 21-27). Chicago, IL: Lawrence Hill Books.
- Scharfenberg, D. (2016, September, 2). Boundaries of hope. *Boston Globe*. Retrieved from: <https://www.bostonglobe.com/metro/2016/09/02/boundaries-hope/m15ni02g8atfGwg4R9z7cI/story.html>
- Wall, D. (2017, April 25). The privilege of school choice. *The Atlantic*. Retrieved from: https://www.theatlantic.com/education/archive/2017/04/the-privilege-of-school-choice/524103/?utm_source=atlib

Films:

DuVernay, Ava, Howard Barish, Spencer Averick (2016). *13th*. Los Gatos, CA: Netflix.
Guggenheim, D., Kimball, B., Chilcott, L., Strickland, B., & Canada, G. (2011). *Waiting for superman*.
[Motion Picture] Hollywood, CA: Paramount Home Entertainment.

Recommended Films:

Cheng, J., Stark, D., & Griffin-Destra, J. (2006). *What's race got to do with it?* Berkeley, CA: California Newsreel.
Hampton, Henry, Judith Vecchione, Steve Fayer, Orlando Bagwell, Callie Crossley, James A. DeVinney, Madison D. Lacy, Paul J. Stekler, Jacqueline Shearer, Sam Pollard, Sheila C. Bernard, Terry K. Rockefeller, Thomas Ott, Louis Massiah, and Julian Bond (2006). *Eyes on the prize*. Alexandria, Va.: PBS Video.
Silverbush, L. and Jacobson, K. (2013). *A Place at the Table*. Los Angeles, CA: Magnolia Home Entertainment. (To be watched in class).

Weekly Reading Reflections (20 points)

Beginning the second week of class, 4-5 written questions and/or insights gained through the reading(s) should be written at least three hours before each class begins. This should be completed on a Google Doc that is shared with the professor to enable feedback/comments. This does not need to be done on October 24th, December 5th, December 12th, or the week of your class presentation. Your ideas from December 12th readings can be incorporated into Paper #3. As relevant, these questions/insights should connect the readings to the work done at the CBL site that week. (If there is no direct connection between your CBL site and the week's readings, please include a brief overview of what you did at your CBL site). Reading reflections should be approximately 1-1.25 (single-spaced) pages in length. These will be evaluated collectively at the end of the semester based upon the level of integration, depth, and/or understanding exhibited. Initial feedback will be given early in the semester (on the Google Doc) to help ensure expectations are clear. It is not necessary to write this in the form of a paper as each individual question/insight might be distinct from the others.

Class Presentation (15 points)

Each student will work with 1-2 other students to introduce and provide context for one of the following social problems we will study: 1)Educational Inequity 2)Homelessness & Affordable Housing 3)Refugees & Immigration or 4) Mass Incarceration.

The presentation will include an overview of the following:

- a) Statistics related to the prevalence of the problem (or a specific aspect of the problem) and who is most impacted by the problem.
- b) A discussion of the social justice issues/questions that are intertwined with this problem.
- c) The opinions of national experts (i.e. academics, political leaders, non-profit leaders) on how best to address the problem.
- d) An analysis of the greatest challenges/complexities in solving the problem.
- e) Integration of class readings and community-based learning experiences as relevant.

Students will be given approximately 60 minutes to present the introduction/overview and lead a dialogue to enable further understanding of the complexities related to the social problem. Documentary excerpts, handouts, additional assigned readings, Power Point slides, Prezi, etc. may be used. Please think creatively about how to present the information in an interactive and engaging manner that maximizes the

possibility your fellow students will learn effectively. One week prior to the presentation, students will submit an outline of the presentation plan. This plan will be reviewed by the instructor and additional suggestions may be offered. Within one week after the presentation, any relevant presentation materials should be shared via e-mail with the class.

Papers:

#1 Personal reflection on your background (7.5 points) (Approx. 3 pages)

In preparation for writing this paper, gather statistics about: 1) the most affluent town/neighborhood in your home region, 2) the least affluent town/neighborhood in your home region, and 3) Worcester (use 01610 zip code for Worcester). Review and record data on race, educational attainment rates (population 25+ with a bachelor's or graduate degree), mean household income, percent unemployed, percent of individuals living in poverty, median gross rent, and median house value. This can be found under the American Community Survey data from the U.S. Census website (<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>). Please be prepared to discuss these statistics in class and incorporate into your paper as relevant.

For your paper, briefly describe your background (socioeconomically, educationally, ethnically, etc.). What were some prevalent cultural norms within your school, your community, your family (or any other place where you spent a significant amount of time in your upbringing) as you developed your perspectives on social problems, service, and what it means to be successful in society? How has your background taught you to view those being "served" at your CBL/SPUD site through an asset-based lens? A deficit-based lens?

Be sure to back up your assertions with relevant evidence as needed. For example, it may be helpful to include census/demographic data about your hometown. It also may be useful to include a story or two through which certain expectations or norms were conveyed to you.

Due by 11:59 pm on September 15th

#2 Integration of Class and Community Engagement (15 points) (Approx. 6 pages)

Choose 4-6 specific class readings/assignments to analyze for this reflection paper. In what ways did the class readings/assignments help you to better understand experiences you have had in the community through CBL, SPUD, immersion trips, or community work-study? How have your community engagement experiences illustrated topics addressed in these readings?

Due by 11:59 pm on October 21st

#3 Philosophy & Vision of Service (7.5 points) (Approx. 3 pages)

What motivates you to serve and keeps you motivated when problems seem intractable? What have you learned through the course readings and assignments about how you would like to approach service in your future personal and professional life? What qualities have you seen in others (i.e., at your CBL site, among your peers, among those in the books or films we watch in class, among your family members, etc.) that you would like to emulate? What unique gifts do you have to contribute towards the effort to make the world a more fair and equitable place for all? Please conclude this paper with a succinct (1-4 sentence) statement that summarizes how and why you serve.

Due by 11:59 pm on December 11th

Institutional Analysis (20 points)

The Institutional Analysis is an in-depth examination of how your community-based organization functions and the social problem (or one of the social problems) it is intending to address. (Please note that it will be necessary to discuss the topics in bold with employees at your CBL site in order to adequately answer the questions). The written portion of your institutional analysis should address the

following questions in approximately 10-12 pages (approximate guidelines for how to allocate these pages are included below). A 10-12 minute overview of your analysis will be presented in the second to the last class and should focus on sections a and c (italicized questions only in part c). The class presentation should also include a brief overview of what you have learned (in relation to our class topics of this semester) from your CBL site this semester. Please prepare 3-5 slides for this presentation and send them via e-mail to me in a Power Point the night before class meets. (These will be combined into one document so it is not necessary to pick a specific design). The grade for this presentation will be incorporated into your final Institutional Analysis paper grade.

a) What is the mission of the organization. What social problem(s) is the organization involved in addressing? **Who and how many are being served by the organization?** (1/2 page-1 page)

b) What do national experts (i.e. academics, political leaders, policy think tanks, and/or non-profit/educational leaders) say about how to best approach the social problem (or one specific aspect of the social problem) the organization is addressing? This section should include at least 6-8 citations. (6-7 pages)

My intention in using the word "best" is that you will not simply report all possible approaches that exist, but that you will critically analyze those approaches to determine which you think are among the best. This will require that you read and learn about many potential approaches--some of which will never make it into your final paper. Your assertions about which approach(es) are the best should be backed up with citations and/or your experience. Citations can be from a variety of potential sources (i.e., class readings, class presentations, policy websites, research articles that we did not read in class, but you discovered, etc.). The point is that I want to give you the chance to develop "expertise" in one specific social problem so that you can, hopefully, use this expertise in your future career/service. Therefore, it may be helpful to focus on a specific aspect of the social problem addressed by your CBL site in order to write a deeper, more effective analysis.

Please know that this part of the assignment will likely be challenging. As you've seen throughout the semester, many of these problems do not have widely-agreed upon solutions. There are many possible solutions and many critiques of almost any solution you will find. Your job will be to make the case about why you think one or more approaches is best--despite potential flaws.

c) ***What are the concrete approaches (i.e., programs) through which the organization attempts to address the social problem(s) of its focus? In what ways is the organization effective in its efforts to "solve" the social problem(s) it is attempting to address? In what ways could it be more effective?*** (Responses to these questions should be a combination of staff opinions and your own analysis). Are the opinions of national experts that you outlined in section b consistent with the vision and concrete approaches of the organization? Why or why not? (3-4 pages)

While this is due by 11:59pm on Wednesday, December 18th, my expectation is that you will be working on this continuously throughout the semester.

Course Expectations:

1. Regular class attendance. Because the class only meets once a week, any unexcused absences will negatively impact the class participation grade (which is a significant proportion of the overall grade). Foreseen absences must be approved prior to class meeting time. The instructor should be notified of unforeseen absences (i.e., illness) before class meeting time whenever possible
2. Punctuality.

3. Full participation in class and discussions. Phones and computers should generally not be used in class unless prior approval is given by the instructor. Any unapproved use of technology during class will result in the student being considered absent.
4. Timely completion of all assignments. Students are expected to read/watch each required assignment before the respective class meeting and be prepared to discuss details. When asked to review websites, it is expected you will spend a significant amount of time reading information/analyses on these websites and will be prepared to discuss what you learned from reviewing the websites. Unless prior permission is obtained by the instructor, grades on written assignments will be lowered by one-half letter for each day late.
5. Community engagement (CBL) of at least two hours each week throughout the semester. Failure to abide by this will negatively impact your overall class grade as written assignments and class participation depend upon your engagement in the community. A timesheet signed by your site supervisor will be submitted at the end of the semester.
6. Respect and care for your classmates, your instructor, and those at your service site as we engage in this learning journey with one another.

Grading:

Reading Reflections: 20%

Papers: 30%

Class Presentation: 15%

Institutional Analysis: 20%

Class Participation: 15%

Grading Scale:

A 94-100	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-93	B 84-86	C 74-76	D 60-66
	B- 80-83	C- 70-73	F 0-59

Academic Integrity Policy:

Each student is responsible for knowing what constitutes violating the policy. The policy is in the College Catalog and can be accessed at this link: <https://hccatalog.holycross.edu/requirements-policies/academic-policies/#academicintegritytext>

Accessibility Services:

Any student who feels the need for accommodation based on the impact of a disability should contact the Office of Accessibility Services to discuss support services available. Once the office receives documentation supporting the request for accommodation, the student would meet privately with Accessibility Services to discuss reasonable and appropriate accommodations. The office can be reached by calling 508-793-3693 or by visiting Hogan Campus Center, room 215A. If you are already registered with Accessibility Services, please be sure to get your accommodation letters and deliver them to your instructors in a timely fashion. Instructors need 4-5 days advance notice to be able to facilitate the process of receiving testing accommodations.

Excused Absence Policy:

The Excused Absence Policy is in the College Catalog and can be accessed at this link: <https://hccatalog.holycross.edu/requirements-policies/academic-policies/#coursepoliciestext>

Confidentiality and Mandatory Reporting:

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as your professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, any information that you disclose that addresses sexual misconduct or relates to a prior suicide attempt or an intention to attempt suicide requires my sharing that information with those on campus who are able to provide you with necessary resources.

Following the **College's Sexual Misconduct Policy**, I will share information about sexual misconduct with the College's Office of Title IX Initiatives. If you would like to talk to Title IX directly, they can be reached at 508-793-3336 or titleix@holycross.edu. For more information, please visit <https://www.holycross.edu/sexual-respect-and-title-ix>. If you would like to discuss the matter confidentially, the following confidential resources are available to you: the Chaplains' Office, 508-793-2448; Counseling Center, 508-793-3363; Health Services, 508-793-2276.

Following the **College's Suicide Protocol**, if you disclose a prior suicide attempt or an intention or plan to attempt suicide, I will share that information with the Chair of our student CARE Team, who will engage in appropriate outreach.

Reading and Assignments Schedule:

September 5- Introduction. Community Engagement and Jesuit Higher Education.

Readings & Assignments:

Kolvenbach (pp. 7-11 Section III). Read the Holy Cross Mission Statement as well as the mission statements of two other Jesuit colleges/universities (you can find a list of Jesuit Colleges and Universities on the following website: <http://www.ajcunet.edu/>).

As you read, make note of any similarities you notice in these mission statements as related to community engagement, service, and social justice.

If you don't already have a CBL site, attend the CBL Fair on **Tuesday, September 10th at 4:30pm in Hogan Suite A (4th Floor)**. If you are unable to attend the fair, please **stop by the CBL office (Smith 334) before 9/10**.

September 12 & September 19-Economic Inequality & Social Mobility in the United States

Readings & Assignments for September 12:

Putnam, *Our Kids*, (pp. 19-45).

Review NY Times graphs on inequality at:

<https://www.nytimes.com/interactive/2017/08/07/opinion/leonhardt-income-inequality.html?action=click&pgtype=Homepage&clickSource=story-heading&module=opinion-c-col-right-region®ion=opinion-c-col-right-region&WT.nav=opinion-c-col-right-region&r=0>

Review Harvard's Opportunity Insights Project to consider odds of social mobility from various geographic regions and neighborhoods: <https://opportunityinsights.org/>

Paper #1 due September 15 by midnight

Be prepared to discuss your paper and related Census Data in next class.

Readings & Assignments for September 19:
Kozol, (pp. 3-49; 81-106; 143-190; 301-304).

Attend the *Toxic Charity/Getting Started with CBL Dialogue Session* on Tuesday, September 24th at 7pm in Hogan 320.

September 26-The Working Poor and Food Insecurity

Reading: Goldstein, (pages 1-14, 29-35, 47-50, 58-61, 88-91, 95-114, 131-134, 138-140, 161-165, 178-183, 186-189, 203-207, 231-234 (please be aware that this section talks about suicide), 243-249, 275-283, 309).

October 3 & October 10-Educational Inequity

Reading/Assignments for October 3:

Read: The *NY Times* article, “Choosing a School for My Daughter in a Segregated City” by Nikole Hannah-Jones from 6/9/2016: <https://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html>

The Atlantic article, “The Privilege of School Choice” by David Wall from 4/25/2017: https://www.theatlantic.com/education/archive/2017/04/the-privilege-of-school-choice/524103/?utm_source=atfb

Watch *Waiting for Superman* outside of class before March 15th (on reserve in the library or available through: <http://documentarylovers.com/film/waiting-for-superman/>).

Readings/Assignments for October 10:

Tough, *How Children Succeed* (pp. 9-14; 16-21 28-34; 37-40).

Review the website for the Achievement Gap Initiative at Harvard University (<http://www.agi.harvard.edu/>). Choose one scholarly article or research report from this website to read.

Review Postsecondary Attainment: Differences by Economic Status
http://nces.ed.gov/programs/coe/indicator_tva.asp

Review the New York Times interactive website:
http://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html?_r=4&utm_source=EdsurgeTeachers&utm_campaign=24cbc999e0-Instruct+221&utm_medium=email&utm_term=0_3d103d3ffb-24cbc999e0-291936593

Paper #2 due October 21 at midnight

October 24-Homelessness & Affordable Housing

Review the National Alliance to End Homelessness website for an overview of U.S. trends in homelessness. <https://endhomelessness.org/homelessness-in-america/homelessness-statistics/state-of-homelessness-report/>

Review stats in Henry, M., et al. *The 2018 annual homeless assessment report to Congress*.
<https://files.hudexchange.info/resources/documents/2018-AHAR-Part-1.pdf>

Read: *Washington Post* article, “America’s affordable-housing stock dropped by 60 percent from 2010 to 2016” by Tracy Jan from October 23, 2017:

https://www.washingtonpost.com/news/wonk/wp/2017/10/23/americas-affordable-housing-stock-dropped-by-60-percent-from-2010-to-2016/?utm_term=.52c7525db176

Boston Globe article, “Boundaries of Hope”, by David Scharfenberg from 9/2/2016:

<https://www.bostonglobe.com/metro/2016/09/02/boundaries-hope/m15ni02g8atfGwg4R9z7cI/story.html>

October 31–Refugees & Immigration

Readings: Grande, (pp. 3-78; 141-159; 274-282; 319-322); “Guatemala’s Exodus: Why They Head North” by José de Córdoba from 7/22/2019 edition of *The Wall Street Journal*.

November 7– Mass Incarceration

Reading: Alexander (pp. 58-60; 83-101; 139-162 in hard cover or 59-61; 84-104; and 140-165 in paperback).

Assignment:

Watch the Netflix documentary *13th*

November 14 & 21 – Race Relations in the U.S.

Readings November 14 (*What did racism look like in 1959? What does it look like today?*

Griffin (entries from November 7th-November 28th and Epilogue); Pitts (pp. 21-27); Read the following story from NPR: <https://www.npr.org/sections/codeswitch/2017/10/25/559015355/how-black-americans-see-discrimination>

Readings November 21 (*Campus Race Relations*):

Lewis, Chesler, & Forman (pp. 74-88); McIntosh (pp. 1-4); DiAngelo (51-69).

As you write your reading reflections for November 21, please think about the ways in which white privilege might exhibit itself on the Holy Cross campus.

Attend the CBL Dialogue Session *Where Do we Go From Here?/Preparing for What Could Come Next* on Tuesday, December 3rd at 7pm in Hogan 320.

December 5 – Institutional Analysis Class Presentations

Paper #3 due December 11 by 11:59pm

December 12 – How will you engage responsibly?

Readings: Reading: Preskill & Brookfield, Chapter 1 (pp. 1-20). Lupton, (pp. 31-42; 127-132). Watch Michael Himes, *Three Key Questions*.

Be prepared to share ideas from Paper #3 in class

Institutional Analysis due by 11:59pm on Wednesday, December 18th.

Upcoming Campus Events Relevant to Course Topics:

Wednesday, Oct. 9 | 4:30 p.m., Rehm Library

Stranded Behind Bars: The Failure of Retributive Justice — Erin Kelly, professor of philosophy at Tufts University and author of “The Limits of Blame: Rethinking Punishment and Responsibility”

(Harvard University Press, 2018), explains how retributive justice exaggerates the moral meaning of criminal guilt, normalizes excessive punishment, and distracts from shared responsibility for social injustice.

Monday, Oct. 28 | 4 p.m., Rehm Library

Migrant Caravans in Mexico — Pietro Ameglio is one of the most important teachers and practitioners of active nonviolence in Latin America today. He is a key organizer in the Mexican Movement for Peace with Justice and Dignity that emerged in 2011 in response to the spiraling toll of dead and disappeared in the so-called "war on drugs." He is author of "Gandhi and Civil Disobedience: Mexico Today" (2002). Co-sponsored with Peace and Conflict Studies.

Thursday, Nov. 7 | 4:30 p.m., Rehm Library

One of the premier experts on opioids and addiction, Dr. Andrew Kolodny is the co-director of Opioid Policy Research at the Heller School for Social Policy and Management at Brandeis University and the executive director of Physicians for Responsible Opioid Prescribing, an organization with a mission to reduce morbidity and mortality caused by overprescribing of opioid analgesics. He previously served as chief medical officer for Phoenix House, a national nonprofit addiction treatment agency.