EDUC 5335 Multicultural Populations
Summer 2017 – Five Week Program

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Eduardo Torres</th>
<th>Semester</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>Malloy 122</td>
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<td>Office</td>
<td>10:00 AM – 2:00 PM</td>
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</tbody>
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Required for All


Required Format for All Assignments


General Description

Multicultural Populations examines the cultural context of relationships, issues, and trends in a multicultural and diverse society. Emphasis is placed on a knowledge base related to theories and models of culture and diversity with the concomitant ability to apply content and process to personal and professional life. Students are given opportunities to explore the interaction of racial and ethnic groups with the social, economic, and political foundations of the United States of America (USA) and to examine their own cognitions, feelings, and behaviors regarding race¹, culture, and religious diversity.

Multicultural Populations develops in students an awareness of self in their professional setting in such a way that they will be able to evaluate their professional setting for its effectiveness with cultural differences and diversity issues. This course challenges and supports students to grow in their knowledge, abilities, and skills to work effectively with all

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their publics, including and not limited to communities, families, students, administrators, counselors, teachers, staff, or supervisors. **This course may result in some students feeling discomfort; students will be supported in their journey through painful realities, which are part of the history and experience of living in the USA.**

Although this course includes the universal view of multicultural theory, it takes the focused view, which holds that culture and diversity are different constructs, not interchangeable. The theories and practices of the fourth force\(^2\) (multicultural) are explored. The historical, philosophical, and psychological foundations in a pluralistic society are investigated by identifying and focusing on major racial and ethnic groups in the USA. The impact of the various identifiable racial and ethnic groups on the social, economic, and political foundations of the USA are also explored. Students are given the opportunity to examine their own cognitions, feelings, and behaviors regarding race, culture, and diversity in order to be able to be effective educators, counselors, and administrators with all populations in the USA in the 21\(^{st}\) century.

This course enhances the practice of the principle values of a democracy in which all are created equal and endowed by their Creator with unalienable rights; among these are life, liberty, justice, charity, and the pursuit of happiness that the nation can become united in a mutually enhancing community (Adapted from the Declaration of Independents of the United States of America).

\(^1\)In this course race is a socio-political construct with no basis in biology.

For the purpose of this class racism is defined as it is in Carmichael & Hamilton (1967):

\[ \ldots \text{the predication of decisions and policies on considerations of race for the purpose of subordinating a racial group and maintaining control over that group (p. 3).} \]

\(^2\)The first three forces are psychoanalytic, behavioral, and humanistic.

### Specific Student Competencies

Students commit to work:

1. To practice their understanding that respect for persons is the *a priori*, fundamental principle of ethical and moral action;
2. To classify and analyze their feelings, attitudes, and perceptions toward varying cultural and diverse groups similar and different from their own;
3. To demonstrate their ability to reflect on their own cultural history, including and not limited to their land base, native language, culture, gender, traditions, history of privilege or oppression, and be aware of how these impact their cognitions, feelings, and behaviors in their professional settings;
4. To develop the knowledge of salient content which is related to understanding the historical experiences and characteristics of cultural and diverse groups in the USA;
5. To experience first hand environments unfamiliar to them in order to enhance their knowledge, abilities, and skills in unfamiliar settings and with unfamiliar persons;
6. To embrace a difference model; to reject a deficiency model; that is, different implies unfamiliar; difference or the unfamiliar do not mean deficient;

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7. To hone their interpersonal skills in applying theories and practices of the fourth force;
8. To value the speaking of more than one language; to demonstrate this appreciation by encouraging persons to use their mother tongue and to integrate its use in designing curriculum and instruction;
9. To recognize barriers in their professional settings to effective performance of their responsibilities regarding social justice;
10. To work as advocates of change for success with all persons for whom they are responsible;
11. To be proactive in their commitment to civil rights for all, including and not limited to the reduction of prejudice, discrimination, and racism;
12. To be able to identify situations in which ambiguity is present and address conflict effectively;
13. To become conscious of legal, ethical, and professional behavior and practice these in this course and in their personal and professional lives;
14. To demonstrate respect toward the professor and colleagues by, appreciating, and nurturing multiple perspectives and points of view without taking such differences personally or becoming defensive;
15. To want to learn for learning’s sake and for professional development;
16. To pursue education for its own sake, not only for grades, prestige, money, or any other external motives.

Andragogy

EDUC 5335 Multicultural Populations creates a learning community in which andragogy (adult education) can be effective. Consequently, the professor believes students and professor have equal responsibility for the success of this course. Roles are different; responsibilities are equally salient. In addition, the professor believes that life experiences brought to discussions are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course.

The role of the professor is to create appropriate activities for discussion, to prepare and evaluate assignments to further the goals of the course, and to monitor and provide feedback to the students.

The role of students is to master the readings and research in order that they can have a scholarly conversation with their colleagues and the professor. In addition, students commit to demonstrating scholarly achievement in the executing of their assignments. Students take special interest in submitting all work worthy of a graduate student.

EDUC 5335 Multicultural Populations involves three equally important components, namely, cognitive, affective, and behavioral:

1. **Cognitive.** The cognitive components of this course include, and are not limited to organizing, researching, integrating, creating, writing, and entering into academic, professional conversations with colleagues and the professor in a learning community. In order to prepare students for success as professional curriculum and
instruction specialists, students will acquire knowledge, abilities, and skills related to traditional and current theoretical perspectives, and practices related to the domain of this course.

2. **Affective.** The affective components of this course include, and are not limited to sharing pertinent life experiences, keeping journals on reflections regarding the experiences of taking this course, and identifying and sharing appropriately feelings with colleagues and the professor. Students will classify and analyze feelings, attitudes, and perceptions toward education as applied to today’s students, who are multilingual, multicultural, and multi-gifted with varying degrees of experience living in the USA.

3. **Behavioral.** The behavioral components of this course include, and are not limited to demonstrating appropriate boundaries, self-disclosure, completing assignments with graduate level work, and performing with integrity at all times. The capstone behavioral experience is the successful completion of a curriculum and instruction project, which will be evaluated as the final examination.

**Retention in Multicultural Populations**

For retention in this course students “must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (*University of Saint Thomas School of Education Academic Catalog 2010-2012, p. 2*). Students must demonstrate good judgment in all aspects of their participation in this course.

The emotional and mental health of professionals involved in schools is essential to their functioning in an ethical, competent, and confident manner. The responsibility of gatekeeping on the part of the professor of this course protects the students, the degree, and the profession.

**Integrity**

Integrity is the most important quality for success in this course. Integrity requires students to be authentic and honest in all academic and affective work and interaction. Integrity implies students become familiar with and practice at all times the codes of ethics of their professions.

Educators perform their professions in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail students who violate their integrity.

**Discipline, Commitment, Focus**

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Success in Multicultural Populations requires personal discipline, commitment to academic excellence, continued professional development, and focus on outstanding performance in this course and in all areas of professional practice. Commitment is demonstrated by punctuality, presence, preparedness, participation, and generosity with colleagues in the learning community.

**Honor System**

Multicultural Populations requires the practice of the honor system on the part of all students. The honor system includes and is not limited to demonstrating absolute trustworthiness at all times. Violation of the honor system will result in failing this course.

**Plagiarism**

Plagiarism is taking credit for any thought, idea, or work that is not original with the student writing the assignment. Plagiarism is a serious offense that will result in failing this course. When writing assignments, reference information, websites, books, etc. The APA Manual (2010) rules for citing and referencing must be followed.

If a student paraphrase ideas, then references must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It might be tempting to copy and paste works from the internet, borrow the work of friends, rephrase a manuscript previously written, or change a few phrases here and there. All of these activities are examples of plagiarism.

In other words, plagiarism involves copying from a source without using the proper APA Manual (2010) notation. If you quote no more than 40 words, you are required to use quotation marks and provide the page number(s). If you quote more than 40 words, you must indent and provide the source and page number(s). A whole lot of copying is not considered masters level work even if the writer cite it properly.

Copying a paragraph or more or changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while you write. Master’s level work requires integration of information. Drawing from one source, then another source, etc. is not master’s level work.

Copying from other manuscripts, which students have previously written, without using proper APA Manual (2010) notation is also plagiarism. The rules are the same as when quoting from outside sources. If students quote no more than 40 words, the requirement is to use quotation marks and provide the page number(s) from the original document. If more than 40 words are quoted, indenting and providing the source and page number(s) are required. A whole lot of copying is not considered master’s level work even if the work is cited properly.

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Plagiarism is a violation of integrity.

The APA (2010) manual describes plagiarism this way:

Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The following paragraph is an example of how one might appropriately paraphrase some of the foregoing material in this section.

As stated in the sixth edition of the Publication Manual of the American Psychological Association (APA, 2010), the ethical principles of scientific publication are designed to ensure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the Publication Manual explains, authors are expected to correct the record if they discover errors in their publications; they are also expected to give credit to others for their prior work when it is quoted or paraphrased.

The key element of this principle is that authors do not present the work of another as if it were their own work. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be give credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (For additional information on quotations and paraphrasing, see sections 6.03-6.08; for instructions on referencing publications and personal communications, see sections 6.11-6.20.)

Self-plagiarism. Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism). There are, however, limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referring is undesirable or awkward. When the duplicate words are limited in scope, citation of the duplicated words should be the norm. What constitutes the maximum acceptable length of duplicated material is difficult to define but must conform to legal notions of fair use. The general view is that the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology. When feasible, all of the author’s own words that are cited should be located in a single paragraph or a few paragraphs, with a citation at the end of each. Opening such paragraphs with a phrase like “as I have previously discussed” will also alert readers to the status of the upcoming material (pp. 15-16).
Language Diversity

The professor of this course values the speaking of more than one language. He is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with their publics for whom English is not their first language. The professor is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the learning community in their journey through this course.

Americans with Disabilities Act

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal success with educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, students must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Simply informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance.

The University Office for ADA Compliance may ask to see proof of disability and specify accommodations as requested by students. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You may email the professor at any time to discuss any matters found on the recommendations of the University Office for ADA Compliance.

Evaluation/Grading

Graduate Level Work

Graduate level work is substantively and qualitatively more complex than undergraduate level work. Graduate level work is never, for example, “from a book”, demonstrative of having memorized lists or thoughts unchanged from a source. Graduate level work shows depth, integration, and creativity:

**Depth** requires showing understanding of complexity, comfort with ambiguity, or uncertainty. Depth requires demonstrating complex issues, for example, the relationship between curriculum and publics whose native languages are not English. Graduate level work integrates the domain of the course with graduate students’ lived experiences both personal, while keeping appropriate boundaries, and professional.

**Integration** comes about from calling on appropriate and salient personal and professional experiences and applying them to the domain at hand. Integration requires the bringing together of various ideas from various sources and then sifting
these ideas through students’ knowledge, abilities, and skills. For example, students may demonstrate metacognition regarding the history of oppression, privilege, racism, sexism, or other personal or professional experiences pertinent to the course.

Creativity is demonstrated when graduate students enhance scenarios or call up lived experiences related to the issues under consideration. Students engage in graduate level creativity when they look within themselves, for example, reflect on their own culture and how it influences them in their professional lives.

Contract

This syllabus is the contract for EDUC 5335 Multicultural Populations:

1. **Meeting Needs of Students.** If students are not meeting course requirements, the professor will have a private conversation with them. Students will be contacted and may be asked to make an appointment with the professor on Skype or in person in the professor’s office. The situation will be addressed and resolved.

2. **Attendance, Punctuality, and Participation.** Students are expected to meet all attendance, punctuality, and participation responsibilities. Attendance is understood as being physically in class and actively participating in class. Since this is a five week class, students must attend all five classes. Punctuality is understood as arriving to class on time and getting the assignments submitted by the deadlines. Participation responsibilities include graduate level quality of the discussion and reflections.

3. **Final Grade.**

   a. 25% - Classroom Attendance and Participation
   b. 25% - Essays
   c. 25% - Projects
   d. 25% - Final Exam

4. **Assignments.** Each assignment is graded according to the protocol written in this syllabus:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-75%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69%</td>
</tr>
</tbody>
</table>

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A = 4.0 Unusual and superior achievement (Superior Graduate Level)
A- = 3.7
B+ = 3.3
B = 3.0 Satisfactory achievement (Acceptable Graduate Level)
B- = 2.7
C+ = 2.3 Below standard (Below graduate level)
C = 2.0
C- = 1.7
D+ = 1.3 Unsatisfactory
D = 1.0
F = 0.0 Failure

5. **Getting Assignments to Professor.** All assignments are submitted electronically and must be submitted at the time required by this syllabus. Late assignments are not accepted unless students arrange with the professor before the assignment is due or if there is an emergency accepted by the professor. Communication between students and the professor is essential. Communicate with the professor via email at etorres1@stthom.edu.

6. **Final Examination.** The final project is the final examination. The directions can be found under *Course Requirements* in this syllabus. The final examination is graded according to the protocol in this syllabus.

7. **Incompletes.** Incompletes are given only at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences can postpone submitting the final examination on the day and time required by this syllabus.

**Course Requirements**

APA format (2010), Times New Roman, 12-point, and double space are required for all written assignments unless otherwise stated in the directions. Assignments are submitted in formal, academic English. The professor is available to help students who are unfamiliar with formal, academic English or for whom English is not their first language. Students in this course are preparing to become school administrators; as such, they will be required to write in academic English.

All assignments must be submitted no later than midnight on the due date. Assignments are submitted on Blackboard. All assignments are graded and returned with feedback.
Projects

Project 1: Collective Memory Cultural Story - Due Week 4

- Students will write a paper of no more than three pages. Students will write their own cultural story as it pertains to your collective memory.
- The first part could cover the following:
  - What event/situation/experience/role-model/memory first defined you as to who you are as part of a cultural/racial/gender/social/etc. group?
  - What memory (ies) first defined who you are today?
  - Were they positive/negative/both?
  - What transpired? When? How?
  - Who were the key players?
  - How did you know you were Asian? Black? Hispanic? Native American? Middle Easterner? White? Etc.?
  - Your story may take any direction you wish to recount/relive and retell.
- The second part should be a reflective part on what you wrote, recalled and what memories were brought to surface. This portion should explain your feelings, emotions, thoughts, ideas, and things you learned from writing your collective memory cultural story. In short, what did you learn about yourself that you had not thought about before or considered?

Project 2: In Vivo Assignment - Due Week 5

In lieu of the mid-term exam, students complete an In Vivo Assignment. The student will visit a place where people of other races or cultures are to be found, for example, a neighborhood, a church, a school, a supermarket, a cultural festival, (that is not of the student’s culture) etc. for at least two hours. Students will talk to at least two people of another race or culture for a period of not less twenty minutes each. The student will create a power point presentation which will include the following:

  a. Slide 1 – Cover Page
  b. Slide 2 – Introduction page
  c. Slide 3 – Pictures documenting where the visited which is not of the student’s culture
  d. Slide 4 - What role the place visited plays in the lives of the cultural group or race of people served. Include pictures.
  e. Slide 5 - Something about the first person with whom you spoke. The student should have a picture and contact information.
  f. Slide 6 - Something about the second person with whom you spoke,
  g. Slide 7 - Your personal feelings about the experience. The student should have a picture and contact information.
  h. Slide 8 – The student will indicate how this experience will influence his/her professional life.

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**Project 3: Promotions in Houston - Due Week 5**

1. Collect Houston Chronicle Business Section (Sunday Edition) for the following Sundays: May 28, June 4, June 11, June 18, and June 25.

2. Locate 'People in Business' section. We know there are limitations since not all promotions are posted. We will use only the data provided in this section to create our power point document.

3. Power point (8 pages)
   a. Begin with title page
   b. End with reference page
   c. Create Power Point Presentation (Each topic below should be on one page of the power point).
      - Analyze promotions by gender (chart) followed by a short summary.
      - Analyze promotions by ethnicity (chart) followed by a short summary.
      - What generalizations can you make regarding the data you collected?
      - Does the data represent current Houston demographics?
      - What implications, ramifications, or consequences does the data create for Houston in general?
      - What should the school's role be to maintain the status quo trend or to change the status quo trend?
References

Sources of the Catholic Church, African American Catholic Literature, and Theology

Sources by or about Paulo Freire or His Pedagogy [Andragogy]


**Sources for Understanding Racial History in the USA**


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(Original work published 1933).

**Sources for Understanding Immigration and People Who Have Recently Arrived**


**Books by Juan González and Other Latin American Authors**


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**Books by James H. Cone**


**Sources by Faubert, Gonzalez, or Locke**


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**Sources about Sexual Orientation**


**Miscellaneous Sources**


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