CULTURAL FOUNDATIONS
Summer 2017
EDUC 5303

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CLASS MEETINGS: Tuesday, 5 p.m. – 9 p.m.

TEXT:


COURSE DESCRIPTION: The course examines the cultural context of relationships, issues, and trends in a multicultural and diverse society. An emphasis is placed on a knowledge base related to theories, skills, and models of diversity utilized in working with culturally diverse populations. Participants of the course are given opportunities to explore the impact of racial/ethnic groups on the social, economic, and political foundations of the United States and to examine their own ideas, feelings, and behaviors regarding race, culture, and religious diversity.

SOCIAL JUSTICE TEACHINGS for UST School of Education: Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels. These tenets are listed here:

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.
- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.

STUDENT COMPETENCIES: Upon completion of this course, students will demonstrate knowledge and understanding of:

1. personal attitudes, values, and behaviors towards diverse groups.
2. the causes and effects of prejudice on a society.
3. how certain modes of communication can lead to misunderstanding and conflict.
4. the importance of conflict resolution.
5. the start of Xenophobia and Nativism in the early history of the United States politics and social change from the early days to the present.
7. the value of cultural and linguistic diversity.
8. the oppression of people of color in America.
9. religion oppression and religious freedom in America.
10. the roots, legacy, and suppression of racism.
11. the evolution of sexism from the early years of the United States to the present.
12. ideas surrounding legal recognition of a homosexual life style.
13. the culture of poverty and its effect on a society.
14. the culture of Ableism and the rights of individuals with disabilities.

GRADING SCALE: Based on a 100 point scale, grades will be assigned as follows:
A: 95 – 100  A-: 90 – 94
B+: 87 – 89  B: 84 – 86  B-: 80 – 83
C+: 77 – 79  C: 74 – 76  C-: 70 – 73
D+: 67 – 69  D: 64 – 66  D-: 60 – 63
F: 59 or lower

STUDENTS WITH DISABILITIES: Any student with a documented disability needing academic adjustments or accommodations will need to speak with the professor before the second week of class. All discussions will remain confidential. Students with disabilities will also need to contact Counseling Services in Crooker Center.

COURSE REQUIREMENTS
Your grade in this course will be determined using the following information (late work will NOT be accepted):

CLASS ATTENDANCE AND PARTICIPATION (pass/ fail): This is a compressed course which mandates regular attendance for success. This portion of the grade is based on the expectation that students will demonstrate the following:
   a. regular and punctual attendance (arrive on time and remain in class until dismissed)
   b. completing assigned readings and other assignments prior to each class
   c. regular and appropriate interactions with students, colleagues, and the professor

*A student may be administratively withdrawn from a class if he or she misses three consecutive classes or two compressed-track classes.

SHARED DISH (10 points): Using the USDA mandate and/ or information from the Forks Over Knives movie (or some other research base), your group of no more than 3 student must plan a dish to be shared in class. This dish should incorporate the tenets from the research base you choose and should be big enough to share only a small taste with your classmates. In addition, you must create this dish for less than $10 total. You must include the recipe on an index card – on the back of the index card, you will
need to provide your justification for creating the dish (i.e. it meets the requirements of USDA or best practices in research, etc).

**MOVIE ASSIGNMENT (15 points):** During the week of June 6th, you will need to choose two movies from the following list and watch them: *Amistad, Do the Right Thing, White Man’s Burden, Schindler’s List, A Day Without a Mexican, Mi Familia, A Time to Kill, Godfather (Part 1), My Big Fat Greek Wedding,* or *Soul Food.* View both movies, and then evaluate both for evidence of the seven biases (invisibility, stereotyping, imbalance and selectivity, unreality, fragmentation, linguistic bias, and cosmetic bias). Write up your evaluation of both movies in one document and submit them via hard copy only. Your write up must be 5-7 pages in length double-spaced with Times New Roman 12-pt font.

**TEXTBOOK EVALUATION (10 points):** During the week of June 6th, you will need to choose a textbook and evaluate the content for evidence of the seven biases (invisibility, stereotyping, imbalance and selectivity, unreality, fragmentation, linguistic bias, and cosmetic bias). Write up your evaluation in one document and submit it via hard copy only. Your write up must be 5-7 pages in length double-spaced with Times New Roman 12-pt font.

**WHERE ARE THEY NOW DATA POINTS (10 points):** Research human trafficking to find the answers to these questions...Where are the victims of human trafficking now? Once the criminals are caught, what happens to the victims? Where do they go? Are immigrants sent back to their home countries? Are under-age victims put into the foster care system? Is there any education or job training provided? Is there any kind of restoration/life building support provided? Write up your data points in one document and submit it via hard copy only. Your write up must thorough and substantial with all information cited properly.

**ACT OF SERVICE/ REFLECTION (25 points):** During the week of June 19-22, we will not have a face-to-face class. Instead, we will travel to Lord of the Streets to engage in a service learning project. You will need to choose one shift to work at this venue (shifts are Monday thru Friday from 8am to 12noon). During your shift, you will be asked to perform any duties necessary for this organization to continue its mission to assist the homeless. You will need to sign in at the venue and stay for the duration of the shift (no more than 3-4 students per shift). You must provide a reflective response to your experience with Lord of the Streets, and this response should be very thorough. In order to get full credit, you must report on any and all activities in which you were involved during your 4-hour shift. What did you do? Who did you meet? Did anyone leave an impression? Describe your experience with the task and your own “take-away” from the task. Write up your experience and your reflection in a 5-7 page response using double-spaced Times New Roman 12-pt font.

**SEE-A-NEED-FILL-A-NEED FINAL PROJECT (30 points):** Identify a way that you can engage with the culture/community around you by completing at least one act of service. This may involve reading stories to children at Star of Hope or planting rows of
corn at Builders Without Borders of Texas. This may also be simply cooking a meal for someone hungry, picking up groceries from the store for someone homebound, or mowing the yard of a neighbor who is unable to do so. After completing the task, reflect upon and respond to this question – Are you called to be an agent of change or do you support the system that is in place? Write up your experience and your reflection in a 5-7 page response using double-spaced Times New Roman 12-pt font.

*Academic dishonesty will not be tolerated. Any instance of academic dishonesty will be documented and reported to the dean. A student may be failed for a specific assignment or the entire course for academic dishonesty. *Please be advised that classroom disruptions are handled at the discretion of the professor.

SCHEDULE OF CLASSES (Summer 2017)

**May 30**
Discuss 7 biases
Watch ATBPO
Discuss Immigration Issues

**June 6**
NO CLASS – Research textbook controversy
Read Michelle Obama’s USDA mandate
Watch movie for assignment
Watch Forks over Knives
Plan dish to share

**June 13**
*DUE: dish for class, textbook assignment, movie assignment*
Eat shared meal
Watch Jamie Oliver’s Food Revolution (2 episodes)
Discuss Human Trafficking

**June 20**
NO CLASS – Homelessness Service Learning Project
Read McKinney Vinto legislation

**June 27**
*DUE: LotS reflection, HT - WATN questions answered*
Homeless bags
Discuss Foster Care/ Adoption Issues
Watch White Oleander

*Final Project DUE July 1 by midnight*