

EDP 461: The Crucified People of Today

Instructor: Margarita Dubocq
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Course Time: Selected Tuesdays and Thursdays, 8:45-10:45
Course credit: 3 credit hours

Required Texts:

Theology Section:

- Dean Brackley, *The Call to Discernment in Troubled Times*
- Ivan Illich, *To Hell with Good Intentions (BlueLine)*
- Jo Ann Van Engen, *The Cost of Short Term Missions (BlueLine)*
- Michael Himes, *Doing the Truth in Love*
- Steve Corbett and Brian Fikkert, *When Helping Hurts (BlueLine)*

Economics Section:

- Dani Rodrik, *Goodbye Washington Consensus, Hello Washington Confusion (BlueLine)*
- John Williamson, *What Washington Means by Policy Reform (BlueLine)*
- Jeffrey Sachs, *Common Wealth Economics For a Crowded Planet*
- Paul Collier, *The Bottom Billion*

Course Description

A multi-disciplinary study of social justice issues pertaining to people experiencing material poverty. This course will combine Theological beliefs to make meaning out of the injustices in our world, with Economics views that address sustainable development ideas to eradicate extreme poverty. Classroom work is integrated with service-learning and cultural immersion in a context of ethical analyses and reflection. While addressing many of the social justice issues covered in this course from a global perspective, course work is designed to also bring a multi-disciplinary perspective to the exploration of the cultural, social, economic, political and religious aspects of life in the Dominican Republic. The primary instructor will be the Academic Director of ED who will teach the course and facilitate the seminar.

In a seminar format, students will be required to critique their knowledge and values and discuss the dimensions of their emerging experiences. The seminar format and journal exercises are designed to assist students in making the connections between academic and service-learning experience. *Prerequisite for this course:* Critical Issues in Human Inquiry.

This course meets on selected Tuesday & Thursday 8:45-10:45 throughout the semester, as listed on the course calendar below. Students will meet with the professor in a seminar format to integrate course content with their life and community learning experiences.

Course Objectives

Knowledge:

- To demonstrate an understanding of the economic bases of Dominican culture
- To learn about the Dominican culture from experiencing it first hand
- To integrate learning from various courses and experiences to articulate one's own vision of justice, of serving the common good, and of working as agents of social justice as community leaders, global citizens and professionals within one's chosen disciplinary or career field
- To demonstrate an ability to explain the relationship between culture, social experience, and the creation or use of different systems of knowledge or power

Skills:

- To apply critically the fundamental paradigms, and different ways of knowing and thinking from different disciplines
- To demonstrate an ability to think in a logical and systematic manner by becoming engaged in a problem, exploring its complexity through critical reading and research, analyzing and evaluating alternative solutions, and justifying a chosen solution with a reasoned argument
- To demonstrate an ability to think imaginatively, creatively, and holistically
- To describe personal involvement in work related to service and social justice
- To interpret a meaningful exposure to the consequences of injustices on individuals who are directly affected by them
- To apply analytical tools, content knowledge, and ethical principles to contextualize social conditions, understand social justice implications of government policies, and identify opportunities to promote social justice
- To connect one's understanding of diverse human identities and cultures to the theories or practices of more than one of the disciplines represented in the Core curriculum
- To demonstrate development in the area of academic writing through selected course assignments and journaling

Values:

- To examine personal values as they pertain to the Dominican experience
- To develop an understanding of the impact of human and social diversity on relationships
- To develop an understanding of the role of religious faith and the application of Jesuit values and ethics and how these variables shape your personal values
- To develop an understanding of how personal values and ethics can be integrated with this experience in the Dominican Republic
- To utilize the tenets of a Creighton Jesuit education through serving others

Core and Mission Fit

This course will provide students with the opportunity to evaluate their service-learning semester abroad in the Dominican Republic from a social justice lens, by exploring the deeper questions regarding the existence of injustices in our world and being challenged to think creatively to look for solutions to them. Not only will this course intersect multiple academic disciplines (mostly Theology and Economics), but it will also draw upon the students' service and cultural experiences in the Dominican Republic to create a more rounded understanding of the issues that will be discussed. Students will also be challenged to see themselves as global citizens, and to continue their service and promotion of justice upon returning to the United States at the end of the semester.

Attendance Policy:

Regular attendance and active participation is both expected and required. All absences must be cleared by the professor. For every unexcused absence for either the classroom portion of the class or the service component, one full letter grade will be deducted from the participation grade.

| <u>Course Requirements</u> | <u>% of Total Grade</u> |
|-----------------------------------|--------------------------------|
| Participation | (25%) |
| Discussion Leading | (10%) |
| Service-Learning Journals | (20%) |
| Global Justice Case Study | (30%) |
| Final Exam | (15%) |

(See Grading Policy on p. 5 for grading breakdown)

Category Descriptions:

1. Participation (25%):

There is and should be a necessary social dimension to learning. In a very real sense we have a responsibility to each other to ask questions and make comments—to encounter and break open academic material. Thus, the participation grade in this class will be determined by *informed* participation in class. This means that questions, comments, answers and reflections *be relevant to a particular text/context that we are studying*. You do not need to know all the answers for a good participation grade—but you must have good questions for each class.

This component of your grade pertains to attendance and participation through questions, comments, or dialogue with students and the professor both inside and outside of class. Whether your attitude remains positive and constructive and whether you attempt to read and comment on the material assigned.

2. Discussion Leading (10%)

Most days throughout the semester, there will be one student discussion leader in class. The discussion leaders are responsible for preparing 3-5 questions before class to spark conversation, as well as for facilitating such discussion while in class. The questions should be open ended and should engage the class in further conversation about the material read for that day, making as many connections to the students' lived experiences as possible. **Discussion questions should be emailed to Prof. Dubocq by 5 p.m. the day before class.** Students will be discussion leaders twice throughout the semester.

3. Service-Learning Journals (20%):

The integrated service-learning journal is designed to guide students through the process of integrating academic and practical learning. In this exercise you examine your knowledge and experiences through a critical lens to organize your thoughts about the service and immersion experiences. **The journals should not be simply inventories of events at one's service site, but rather should provide analysis of those experiences.** The

concepts embedded in the EDP 461 curriculum (economics, justice, theology, ethical reasoning, Jesuit values, impact of U.S. Foreign Policy) can serve as a framework for understanding the connections between the course concepts and the service and immersion experiences. Students will demonstrate an understanding of the practical application of theoretical concepts. This will serve as a vehicle for self-learning as students examine the application of course concepts with other students and their professor.

Of particular importance are:

Punctuality: -There will be **four (4) journal entries due** throughout the semester **on selected days (see course calendar below)**, 1 page, single-spaced and Times New Roman 12 pt. font

Depth:

- Analysis of an issue or application rather than simply reporting an incident
- Integrate personal perception or opinion
- Bring forward knowledge gained through classroom learning
- Coherent, understandable and well-written
- Exemplifies critical thinking

6. Global Justice Case Study (30%)

Students will work as a group, and the group will be assigned a case study addressing a global justice issue. Each student will be given the role of a different player in such case study, and will be asked to work with his/her group to devise a solution for the issue presented, keeping in mind the interests of the player s/he is representing. **This assignment will require that the students first complete a position statement on behalf of the player they are representing** (due date on syllabus). That position statement will be distributed to the other members of the student's group for review, and the **group then has to work together to prepare a final solution for the global justice issue they were assigned** keeping each student's player's best interests in mind. More details about the completion of this assignment will be given as the groups and case studies are assigned.

7. Final Exam (15%):

As there will be no mid-term examination, the final examination is comprehensive, cumulative and constructive in nature. You will be given an extensive review of material one (1) week prior to the exam. You will not simply repeat facts and figures; you will construct arguments and defend positions that we have encountered in the course. The most important skill to hone throughout the semester is the capacity to think, read, and argue synthetically. By this, I mean the ability to bring together diverse information from various disciplines and synthesize it into a constructive and reasonable presentation or argument. Thus, one's ability to skillfully synthesize material will be evaluated in addition to the material of which you need to have command.

Grading Policy

| <u>Assignments</u> | <u>Weight</u> | <u>Total pts.</u> |
|---------------------------|---------------|-------------------|
| Participation | 25% | 250 |
| Discussion Leading | 10% | 100 |
| Service-Learning Journals | 20% | 200 |
| Global Justice Case Study | 30% | 300 |
| Final Exam | 15% | 150 |
| Total: | | 1000 |

Letter Grades:

| | | |
|----|-----------|----------|
| A | (90-100%) | 900-1000 |
| B+ | (87-89%) | 870-899 |
| B | (80-86%) | 800-869 |
| C+ | (76-79%) | 760-799 |
| C | (70-75%) | 700-759 |
| D | (65-69%) | 650-699 |
| F | (< 65%) | < 650 |

Policies and Expectations

Americans with Disabilities Act:

If you have a disability that will require academic accommodations, you need to do both of the following as soon as possible:

1. Contact the Office of Disability Accommodations (402-280-2166)
2. Make an appointment with your instructor to go over [this] letter and discuss what reasonable accommodations can be made

Class Cancellations:

In the unlikely event that this class must be cancelled, students will be notified in person or by email by the Academic Director or the Student Life Director of *Encuentro Dominicano*.

Academic Honesty:

Academic honesty is expected and required from every student. The exams and written assignments must represent the student's own work. **Academic misconduct will result in failure of the assignment and possibly the course.** This course adheres to the University's policy on academic honesty as stated in the University Catalog:

...[the University] expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center.

“Academic or academic-related misconduct” includes, but is not limited to, unauthorized collaboration or use of external information during examinations; plagiarizing or representing another’s ideas as one’s own; furnishing false academic information to the University; falsely obtaining, distributing, using or receiving test materials; falsifying academic records; falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examinations or academic research material; soliciting or offering unauthorized academic information or

materials; improperly altering or inducing another to improperly alter any academic record; or engaging in any conduct which is intended or reasonably likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter. (See University Catalog online) Copies of the most current college procedures on academic honesty can be found at:

<http://catalog.creighton.edu/undergraduate/academic-policies-procedures/academic-honesty/>

The College of Arts and Sciences approved this integrity statement that is to be used on any major products, papers, or examinations. In EDP 461, this will be added to the final exam, and it is also present in all assignments that you upload to the BlueLine site.

In keeping with Creighton University's ideals and with the Academic Integrity Code adopted by the College of Arts and Sciences, I pledge that this work is my own and that I have neither given nor received inappropriate assistance in preparing it.

Signature

Any student who engages in academic dishonesty as described in the University Catalog will receive a zero (0) for the test/assignment, etc. and may risk receiving an "F" in the course, depending on the severity of the infraction.

Disruption of Normal Classroom Activities:

In the event of disruption of normal classroom activities due to the flu or other medical/disease outbreak, or other emergency, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.

Semester and Course Calendar

Jan. 7

Arrival

Jan. 8-14

Encuentro Dominicano Orientation: Intensive Spanish, Introduction to Service Sites, Santiago Orientation, etc.

Session I: Classes, Jan. 16 – Feb. 10

Jan. 16 (M)

EDP 362 Service

Jan. 17 (Tu)

Introduction to EDP 362 and 461
EDP 362 Class Starts

Jan. 18 (W)

EDP 362 Service

Jan. 19 (Th)

EDP 362 Class

Jan. 23 (M)

EDP 362 Class

Jan. 24 (Tu)

EDP 362 Service

Jan. 25 (W)
EDP 362 Service

Jan. 26 (Th)
EDP 362 Service

Jan. 27 (F)
EDP 362 Service

Jan. 30 (M)
DR Holiday – *No class or service*

Jan. 31 (T)
EDP 362 Class

Feb. 1 (W)
EDP 362 Class

Feb. 2 (Th) -- 1 hour class, after by EDP 362
Alta Gracia & DR-CAFTA articles (BlueLine)
Fair Trade USA website (including video) (BlueLine)
Discussion Leading

****** Feb. 3-5 Visit to to Alta Gracia Clothing Factory and CONACADO farm******

Feb. 6 (M)
EDP 362 Service

Feb. 7 (Tu)
Himes, Ch. 1-2
Brackley, Ch.1-5
Discussion Leading

Feb. 8 (W)
EDP 362 Service

Feb. 9 (Th)
Himes, Ch. 3-4
Brackley, Ch.6-10
Discussion Leading

*******Cien Fuegos Trip (Inner City Neighborhood) Wed., Feb. 8, 3:30 PM*******

Feb. 9: Immersion Orientation Meeting immediately after EDP 461 class

Friday, Feb. 10: Journal I Due (5:00 PM BlueLine)

Feb. 13-23: 10 Day Campo Immersion, Immersion Site: TBD

Feb. 23-24: Retreat I

Feb. 25-March 5: Spring Break

Session II: Classes, March 6 – April 7

Mar. 6 (M)
EDP 362 Service

Mar. 7 (Tu)
Brackley Ch. 11-17
Himes, Ch. 5
Janine Geske's article (BlueLine)
Discussion Leading

Mr. 8 (W)
EDP 362 Service

Mar. 9 (Th)
Brackley, Ch. 18-20
Himes, Ch. 6 and 9
Discussion Leading

Friday, Mar. 10: Journal II Due (5:00 PM BlueLine)

Mar. 13 (M)
EDP 362 Service

Mar. 14 (Tu): *Debate*
Ivan Illich (BlueLine)
Van Engen (BlueLine)
Corbett and Fikkert (BlueLine)

Mar. 15 (W)
EDP 362 Service

Mar. 16 (Th)
Williamson Article (Blue Line)
Rodrik Article (Blue Line)
Global Justice Case Study groups will be assigned

Friday, Mar. 17: Journal III Due (5:00 PM BlueLine)

Mar. 20 (M)
EDP 362 Service

Mar. 21 (Tu)
EDP 362 Class

Mar. 22 (W)
EDP 362 Service

Mar. 23 (Th)
EDP 362 Class

Mar. 27 (M)
EDP 362 Service

Mar. 28 (Tu)
DVD: Life & Debt

Mar. 28: Immersion Orientation Meeting immediately after EDP 461 class

Mar. 29 (W)
EDP 362 Service

Mar. 30 (Th)
Collier, Ch. 1-6
Discussion Leading

Friday, Mar. 31: Journal IV Due (5:00 PM BlueLine)

Friday, Mar. 31: Global Justice Case Study Position Paper Due (Midnight BlueLine)

Apr. 3 (M)
EDP 362 Service

Apr. 4 (Tu)
Collier, Ch. 7-11
Discussion Leading

Apr. 5-10: 5 Day Campo Immersion, Immersion Site: TBD

Apr. 10-11: Retreat II

Apr. 12-16: Easter Break

Session III: Classes, April 17-21

Apr. 17 (M)
EDP 362 Service

Apr. 18 (Tu)
Sachs, Ch. 1-2 and 8-10
Discussion Leading

Apr. 19 (W)
EDP 362 Service

Apr. 20 (Th): **Debate**
Sachs, Ch. 11-14
Reviews For EDP 362 and 461 Final Exams
Distributed
Complete EDP 362 and 461 Course Evaluations

Friday, Apr. 21: **Global Justice Case Study Group Paper Due (Midnight BlueLine)**

Apr. 24-25 Study Days

TBD Review Session For EDP 362 and 461 Final Exams

Apr. 26 Spanish Final

Apr. 27 EDP 362 Final Exam

Apr. 28 EDP 461 Final Exam

May 1-5 **Re-Orientation**
What now? Preparing to re-enter U.S. Culture and Life in the U.S. Friends, family, community, re-integration, support services at Creighton, etc.

Suggested Service-Learning Journal Questions

Social Responsibility for Others

- Are the clients you serve in their situation due to their own choices, bad luck, or the actions of others? Are there any cultural reasons why your clients might be in their situation?
- Does the cause of their circumstances affect how they are treated by you or others at the agency? How are they treated by people outside the agency?
- Who currently pays for the services received by your clients? Should other parties be expected to pay for these services? If so, who? Why or why not?
- What distinctions are made between you and the people you serve? How may you be treated differently than the people you serve because of those distinctions? How does such treatment affect their ability to overcome their situation?
- What do you have in common with the people you serve? Have you or could you ever be in the same situation as your clients? How would it be different for you?

Relationships

- How do your clients relate to you? Easy? Shy? With caution? How do they relate to their peers or other clients in the program? How do they relate to staff? Describe these interactions in detail. What emotions are most commonly associated with their relationships? Do they relate differently when others are around? Has their interaction with you changed since your first meeting?
- The ways people relate to others are learned through experience. Do you know of anything in your client's background or current situation that has influenced their ways of relating to

others? As a side note, it may not be appropriate for you to know the details about the personal relationships in their lives.

- Given what you do know of your clients' situation and needs, what stresses or demands hinder their relationships with others? What would be the ideal relationship for your clients now?
- In what ways do you see your clients' relationships with others influenced positively or negatively by their gender? By race? By age?
- What relationship skills do your clients need to strengthen? Do they have the capacity to develop those skills? Do they have the opportunity? What does the program do to develop those skills? What more is required?
- How would you answer each of these questions looking at the relationships in your own life? (E.g. How do you relate to your clients? What emotions are most common for you in relationships? How has your interaction with your clients changed since you began? What in your background has influenced how you relate to others? Etc.) What are the characteristics of the “ideal” relationship for you? Would that same relationship be “ideal” for your clients?

Economic Challenges

- To what extent do financial resources play a role in the problems faced by your client?
- Describe the settings/service received by: 1.) Your client? 2.) A person with similar needs and wealth in the U.S.? How are they different? When are those differences appropriate/inappropriate?
- What, if any, changes could be made to improve the services received by the clients at your agency? What limits these changes from being made?
- “Poverty is the worst form of violence.” -*Gandhi* Do you agree or disagree?
- How has your economic status helped or hindered you?
- What is the “American dream” for you? What is “the Dream” for your clients?

Institutional Change

- What decisions are made everyday that impact the clients of your agency without their knowledge? Who makes those decisions?
- As an agency or organization, to whom is the place where you serve beholden? To whom do they have to account for their actions?
- What are the various institutions to which you belong? Is there anything they (as an institution) could do to serve your clients? Do you expect them to do so? Why or why not?
- How could one person's / family's decision impact the clients at your agency?
- What will it take for the services of your agency to no longer be needed in this community? Is that a viable goal? Why or why not?

The Power of One

- As a student volunteer, you are very limited in your ability to solve the problems of those you serve. What then is the value of your presence at the agency?
- How will your professional and personal attitudes, priorities, and actions be impacted by your service-learning experience?
- Are there any lessons you gained from service-learning that you believe others in your discipline should keep in mind as they work?