

EDUC 602
Schooling in a Multicultural Society
Fall 2003

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Meeting Times/Place:	Oceanside High School, C5 Friday/Saturday 5:00-9:20/ 8:30-3:30	
Office Hours:	Friday 4:00-5:00/ Saturday 3:30-4:30 and by appointment	

Mission Statement of the College of Education, CSUSM

The mission of the College of Education Community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning, and service. We value diversity, collaboration, professionalism, and shared governance.

Course Description

This course focuses on the pluralistic nature of society reflected in the contemporary school. A variety of approaches will facilitate students' thinking about the multifaceted aspects of pluralism.

Course Objectives

The purposes of this course are fourfold:

- to expand and nuance students' knowledge about the diversity that is a part of today's school and communities;
- to provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- to provide support to all students who represent national, state, and regional diversity;
- to facilitate thinking about ways in which diversity issues influence leadership and accomplished teaching.

College of Education Attendance Policy

Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructor **before** class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course.

Required Text:

A set of compiled readings will be available for purchase.

Accommodation for Disabilities

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, room 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

Plagiarism

All work submitted for this course should reflect student's original efforts and thinking. When relying on supporting documents authored by others, cite them clearly and complete. Failure to do so may result in failure of the course.

Grading Policy

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. Final grades for the course will be calculated according to the following total scores:

94-100%=A	77-79% =C+	60-63% =D-
90-93% =A-	74-76% =C	Below 60% =F
87-89% =B+	70-73% =C-	
84-86% =B	67-69% =D+	
80-83% =B-	64-66% =D	

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to an A-). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Life and death situations will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. Refer to American Psychological Association (APA) manual, 5th edition, for guidance. Neglecting to do the above will impact the instructor's ability to read and understand the text; the assignment's grade will be negatively affected as a result of this oversight.

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

September 19--Introduction (5:00-9:20)

- Introduce ourselves and get to know our colleagues
 1. Unique activity
- **In-class quick write (multiculturalism/pluralism prompt)**
- Defining multiculturalism/pluralism
 1. Brief history of multiculturalism and its relationship to pluralism
 2. Some definitions of “pluralism”
 3. Co-construct (as a class) a working definition of pluralism
- Distribute course readers
- Review syllabus
- Sign up for bringing snacks and lunches

Homework

1. Bring money for course reader.
2. Bring a copy of a popular magazine. (Make sure you have read it already and are willing to dissect it, as we will use parts of it in a project tomorrow.)
3. Scissors, markers, and either glue or tape.
4. Takaki, R. (1993). *A different mirror. A different mirror: A history of multicultural America.* pp. 1-17.
5. Banks, J, (1996). Chapter 2. The African American roots of multicultural education. *Multicultural education: Transformative knowledge and action.* pp. 30-45.

September 20--Race/ethnicity (8:30-3:30)

- Jigsaw activity-legal cases that address(ed) race/ethnicity and education
 1. Lau vs. Nichols
 2. Plessy vs. Ferguson
 3. Brown vs. Board of Education
 4. Alan Bakke vs. UC Berkeley
- Guest speaker(s): San Diego Asian American Film Festival
- Pluralism collages
 1. In small groups, create a collage that depicts multiple racial/ethnic groups.
 2. In both large and small groups, hypothesize some of the unspoken qualities associated with each of the racial/ethnic groups in collages.
- Social construction of racial/ethnic categories
 1. Various rationales for creating racial/ethnic categories.
 2. Applications and implications of racial/ethnic designations.
 3. The power of statistics and changing demographics
- Video, *The Color of Fear*

Homework

1. Howard, G. (1999). Ways of being White: A practitioner’s approach to multicultural growth. *We can’t teach them what we don’t know: White teachers, multiracial schools.* pp. 97-112.

September 26--Gender (5:00-9:20)

- Brief history of feminism, gender awareness
- Baby X story (read and discuss in class)
Gould, L. (1974). X: A fabulous child's story. pp. 285-290.
- Distribute Nice things to do for a man (*Cosmo*, February 1996), and How to get him to notice you without humiliating yourself (*Seventeen*, 1995).
- Draft questions for September 27 panel

Homework

1. Wolf, N. (1991). Preface and chapter 1. *The beauty myth*. pp. 1-19.
2. Sommers, C.H. (May 2000). The war against boys. *Atlantic monthly*. pp. 59- 74.
3. Louie, E. (February 28, 1999). A cheongsam lesson at 16. *New York Times*. p.7.

September 27— Sexuality (8:30-3:30)

- Activity: The heterosexual questionnaire
- In-class written reflection: How does my conceptualization/understandings of sexuality influence the way(s) in which I interact with others?
- Video, "It's elementary"
 1. Large group discussion in response to video
 2. Curricular applications
- Panel of guest speakers

Homework

- 1. Write a 3-5 pages response to the panel. Focus on two to three main points and how the information/insight gleaned from these points can be applied to your classrooms, schools, or the Oceanside school district. Submit either hard copy or electronic copy by October 3.**
- 2. Submit a working draft of your final paper: Introduction, rationale, and a preliminary list of resource 5-10 items).**
3. Davis, L. (March 24, 2000). Gaining a daughter: A father's transgendered tale. *The chronicle of higher education*. pp. B4, B6.
4. Besner, H. & Spungin, C. (1995). Debunking myths about homosexuality. *Gay and lesbian students: Understanding their needs*. pp. 11-25.
5. "Just the Facts". <http://fly.hiwaay.net/~garson/JustTheFacts.html>.

October 3-Hard copy or electronic response to guest panel due to Dr. Valadez.

October 10—Social class (5:00-9:20)

- Money= privilege activity
 1. Execute
 2. Individual written response
 3. Pair share
 4. One phrase on white board
 5. Whole group discussion
- Whole group analyze one song and lyrics
- Small group analyze song lyrics, and discuss implications for educational context.
- Discuss layers of multicultural experience. How does a combination of perspectives within one's experience further complicate the classroom, school, district milieu? (contd.)

Homework

1. **Working draft of final assignment due: Introduction, rationale, review of selected literature and resources.**
2. Bring a class set of lyrics that addresses social class issues (optional: bring a cassette copy of the song to share in class).
3. Finders, M.J. (1997). Chapter 4. Literacy and tough cookies. *Just girls*. pp. 83-115.
4. Sleeter, C.E. (1996). Chapter 8. Race, class, and gender and abandoned dreams. *Multicultural education as social activism*.

October 11—Religion (8:30-3:30)

- Field experience—as a class, visit and experience an “unfamiliar” religious setting (e.g., mosque, Hindu or Jewish temple, LDS)
- Debrief as a group
 1. Share one main point from free write with the group.
 2. Can religious diversity impact the public school classroom? Curriculum?
 3. What, if at all, are educators' responsibilities to acknowledge this philosophical perspective in their students' lives? In the community?
 4. Imagine you are in school leadership roles. Brainstorm and create a list of recommendations or strategies that teachers, staff, and community members may use when issues of religious diversity arise.

Homework

1. **Prior to arriving in class, complete a one-two page free write/sketch that articulates your feelings and/or thoughts about religion.**
2. Fadiman, A. (1997) *The Spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures* (excerpts).
3. Nieto, S. (2000). Case study: Avi Abramson. *Affirming diversity: The Sociopolitical context of multicultural education*. pp. 110-121.

October 17—Hard copies of final assignments due in Dr. Valadez's or Woo's office by 5pm.

October 24—Size/weight (5:00-9:20)

- Recreate a life-size Barbie activity using proportionality.
- Debrief.
- In what ways do unrealistic physical expectations influence students' perspectives?
- How can teachers and educational leaders help to debunk some of the unrealistic myths that inundate children's lives?
- In-class presentation of students' final papers

Homework

1. Get into groups of threes and bring one Barbie for the group.
2. Bring either a cloth measuring tape or a piece of string a ruler.
3. Bordo, S. (1990). "Reading the slender body." *Body/politics: Women and the discourses of science*. pp. 217-231.
3. Cowley, J. (June 3, 1996). The biology of beauty. *Newsweek*. pp. 61-66.

October 25—White Identity (8:30-3:30)

- Video: Jessco the outlaw dancer and discussion
- Group reading of McIntosh article: What is White Identity and White Privilege?
- Tatum reading. Activity: Where do you fit on the scale of white identity? Or
- How can I best assist my white allies?
- Closure: Where are we now? Group process and metaphors.
- CSUSM Course evaluations

Homework

1. McIntosh, P. (1988). "White privilege: Unpacking the invisible knapsack." Wellesley, MA: Wellesley College Center for Research on Women.
2. Tatum, B.D. (1994, Summer). "Teaching White students about racism: The search for White allies and the restoration of hope." *Teachers College Record*. 95. pp. 462-476. New York: Teachers College, Columbia University Press.

(student name)

(telephone/cell)

EDUC 602 Grade Tracking Sheet (Fall 2003, OUSD)

<u>Date</u>	<u>Participation/ attendance (16%)</u>	<u>Comments</u>
9/19	_____	_____
9/20	_____	_____
9/26	_____	_____
9/27	_____	_____
10/10	_____	_____
10/11	_____	_____
10/24	_____	_____
10/25	_____	_____

<u>Date</u>	<u>Points (75%)</u>	<u>Assignments</u>
9/14	_____	Reflection on pluralism and pluralism-related artifacts (5%)
9/27	_____	Working draft of final assignment (10%)
10/3	_____	Response to panel (15%)
10/10	_____	Small group response to social class activity (5%)
10/11	_____	Preconceptions of religion (10%)
10/17	_____	Final written version of assignment (20%)
10/25	_____	In-class presentation (10%)

Professional demeanor (9%)

Total (100%)

Directions for final assignment

This is an opportunity to define, explore, and research a diversity-related issue within the Oceanside school district. Your thinking will include a description of the issue, literature related to the issue, and a set of recommendations that address/respond to some aspects of the issue. You may find the following helpful when preparing your paper:

- Written text 7-10 pages in length (not including bibliography and list of sources)
- Format: computer generated, 12-point font, double-spaced, with page numbers.
- Introduction: One paragraph overview of the issue selected.
- Rationale: One-three paragraph discussion of why you are interested in this issue. This is the “so what/why study this issue?”
- Review of selected literature and resources: Two-three pages of summary and critique (analysis and synthesis) of selected literature and resources.
- Relevance to Oceanside school district and more broadly, educational contexts: **Remainder of paper** will discuss the application and implications from knowledge gained from learning and reflecting about this aspect of pluralism.
- **All assignments due in Dr. Valadez’s or Woo’s office by 5 pm, Thursday, October 16, 2003.**