

**College of Education**  
Education Multiple Subject (EDMS) 602  
*Schooling in a Multicultural Society*  
Fall 2002

Instructor: Kimberley A. Woo, Ed.D.  
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Meeting Times/Place: Temecula Valley High School, room 1410  
Friday/Saturday 4:30-8:50/8:30-3:30  
Office Hours: Friday 3-4:00 pm/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. One set of readings will also be on reserve at the CSUSM library.

### **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**

It is expected that all assignments will be submitted on time. 10% of an assignment grade 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 were originally due.

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

#### **Individual Assignments (70%)**

1. Personal reflection on pluralism (5%) and pluralism-related artifacts.
2. Working draft of final assignment (10%)
3. Response to teen panel (10%)
4. Thoughts on religion (5%)
5. In-class presentation (20%)
6. Final assignment (20%)

#### **Group/In-class Assignments (20%)**

1. Field observation at the mall (5%)
2. Response to social class activity (5%)
3. Group presentations about cultural notions of "intelligence" (10%)

#### **Attendance and class participation (10%)**

- consistent and timely attendance
- respectful participation
- advance preparation of readings and assignments

### **September 13--Introduction (4:30-8:50)**

- Introduce ourselves and get to know our colleagues
  1. Unique activity
- 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
- Review syllabus
- Sign-up for snacks
- Quick hand survey to gather data for “unfamiliar” religious setting field experience
- Sign-up for group presentations that highlight one culture’s notion of intelligence (due October 26).

#### **Homework**

1. Bring money for course reader.
2. Bring a copy of a popular magazine. (Make sure you have read it already and willing to dissect it, as we will use parts of it in a project tomorrow.)
3. Scissors 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 14--Race/ethnicity (8:30-3:30)**

- 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
- Jigsaw activity-legal cases that address(ed) race/ethnicity and education
  1. Lau vs. Nichols
  2. Plessy vs. Fergusson
  3. Brown vs. Board of Education
  4. Alan Bakke vs. UC Berkeley
- 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 20--Gender (4:30-8:50)**

- 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.
- Field observation of gender roles--Campus mall observation activity (contd.)
- 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 21 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 21— 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
- High school teen panel—gay, lesbian, bisexual, transgender youth

#### **Homework**

1. Write a response that incorporates two to three points that made a lasting impression on you.
2. Discuss (in detail) at least two ways in which each of these points are a part of/ can impact educational contexts.
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.

### **October 4—Social class (4:30-8:50)**

- 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 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 5—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—Final assignments due in Dr. Woo’s office by 5pm.**

## **October 25—Size/weight (4:30-8:50)**

- 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 26--Intelligence (8:30-3:30)**

- Take abridged form of “IQ” test in class.
- Take the “BB” test.
- Complete various tests: tactile, physical agility, music recognition, gustatory, olfactory.
- Examine various perspectives on “intelligence: Gardner, Hirsh , “Emotional intelligence,” Murray and Hernstein.
- Students present cultural notions of “intelligence.”

**Homework**

1. Gould, S. J. (1981). Samuel George Morton—empiricist of polygeny. *The mismeasure of man*. pp. 50–69.

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(student name)

EDMS 602 Grade Tracking Sheet

<b><u>Date</u></b>	<b><u>Participation/ attendance (10%)</u></b>	<b><u>Comments</u></b>
9/13	_____	_____
9/14	_____	_____
9/20	_____	_____
9/21	_____	_____
10/4	_____	_____
10/5	_____	_____
10/25	_____	_____
10/26	_____	_____

<b><u>Date</u></b>	<b><u>Points (90%)</u></b>	<b><u>Assignments</u></b>
9/14	_____	Reflection on pluralism and pluralism-related artifacts (5%)
9/20	_____	Group field observation at the mall (5%)
9/21	_____	Working draft of final assignment (10%)
9/21	_____	Response to teen panel (10%)
10/4	_____	Small group response to social class activity (5%)
10/5	_____	Free write/sketch thoughts on religion (5%)
10/17	_____	Final written version of assignment (20%)
10/25	_____	In-class presentation (20%)
10/26	_____	Group presentations cultural notions of “intelligence” (10%)

### **Directions for final assignment**

This is your opportunity to define, explore, research, and reflect on your own ideas of “pluralism!” Choose an aspect of “diversity” that you find particularly intriguing and do the following:

- Written text 7-10 pages in length (not including bibliography and list of sources)
- Format: computer generated, 12 point font, double-spaced.
- Introduction: One paragraph overview of the aspect of pluralism selected.
- Rationale: One-three paragraph discussion of why you are interested in this aspect of pluralism.
- Review of selected literature and resources: Two-three pages of summary, analysis, synthesis, and (optional) critique of selected literature and resources.
- Relevance to educational contexts: **Remainder of paper** will discuss the application and possible implications from knowledge gained from learning and reflecting about this aspect of pluralism.
- **All assignments due in Dr. Woo’s office by 5 pm, Thursday, October 17, 2002.**