

Lassen Community College Course Outline

CD-25 Teaching in a Diverse Society

3.0 Units

I. Catalog Description

Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. This course has been approved for online, hybrid and correspondence delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers CSU
C-ID ECE 230
51 Hours Lecture
Scheduled: Spring (even)

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time
Grading Option: Graded only
Credit Type: Credit - Degree Applicable
TOP Code: 130500

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Critically assess the components of culturally relevant and responsive physical and social environments to create respectful, reciprocal relationships that support and empower families, children and teachers.
2. Critique theories and review the multiple impacts on young children's social identity.
3. Analyze various aspects of children's experiences as members of a families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences
4. Recognize that student variability exists in many ways including culture, ethnicity, intelligence, language, race, social, and special needs.
5. Critique theories and review the multiple impacts on young children's social identity.
6. Analyze various aspects of children's experiences as members of a family targeted by social bias, considering the significant role of education in reinforcing and contradicting such experiences
7. Evaluate the impact of personal experiences and social identity on teaching effectiveness

B. Course Objectives

Upon completion of this course the student will be able to:

1. Explore the impact of racism, and prejudice on children and their families.

2. Analyze personal views, beliefs, values and practices for working with children from diverse backgrounds.
3. Develop the ability to plan anti-bias, culturally relative environments, activities, materials and curriculum.
4. Understand the demographic changes in early childhood programs and their impact and need for change in how services are provided.
5. Develop and understanding of bilingual and second language learners and apply appropriate teaching strategies to this population.
6. Develop an understanding and disposition for providing culturally responsive care.

IV. Course Content

- A. The highly diverse world in which children live
- B. Issues of inequality and access as they relate to young children in a world of diversity
- C. The nature of systematic and internalized oppression and privilege
- D. How children think: pre-prejudice, impacts of silence, overt and covert social messages
- E. Stereotypes, isms, bias, prejudice, fear hatred
- F. Impact of privilege and oppression
- G. Difference between individual prejudice and the systems within a society that maintain unequal access based on race, gender, economic class, ability, sexual orientation, religious beliefs, culture, language and all isms
- H. Clarification of terms: sex, gender, gender role, sexual orientation; racial, ethnic, cultural, national identity: trans-racial family, blended family, single-parent family, gay-lesbian family, extended family, adoptive family, foster family; etc.
- I. Identification of stereotypes and biased messages in the media and in the classroom and exploration of educational approaches that teach children how to challenge such messages and develop alternative behavior
- J. Assessment and development of a culturally and developmentally appropriate Anti-bias classroom
- K. Environments and curriculum that challenges children's biases and supports the acquisition of authentic information about human differences
- L. Effects of dominant culture holiday curriculum
- M. Examination of cultural and class imbedded traditions of diverse groups
- N. Children's books and media that support identity development and anti-bias thinking and represent home language, culture, traditions, stories and songs
- O. Personal histories and experiences; internalized privilege and oppression and its impact on our identities, our choices and our teaching
- P. Teacher as a model: self-knowledge, recognition, and respect of differences, responsive behavior, acknowledgement and struggle with bias, change agent for children and families
- Q. Teacher responsibility to assess power dynamics, and commitment to co-creation of anti-bias approaches toward children and families

V. Assignments

A. Appropriate Readings

Student will be expected to read college level material including the text, relevant articles and the internet.

B. Writing Assignments

Written assignments will be assigned weekly, journal entries, lesson plans, and activity cards.

C. Expected Outside Assignments

15 Activity cards

15 children's books analysis

15 Self Reflections

Anti-Bias/Culturally Sensitive Implementation Plan

Midterm Essay Exam

Final Essay Exam

D. Specific Assignments that Demonstrate Critical Thinking

Self reflections

Essay Tests

Implementation Plan

In class group discussions on controversial topics

VI. Methods of Evaluation

Traditional Classroom Evaluation

1. Objective quizzes and exams that measure the ability of the student to apply the concepts of multicultural/anti-bias curriculum
2. Implementation Plan for a multicultural, culturally relevant and anti-bias curriculum
3. Weekly assignments and journals which demonstrate student's ability to examine and reflect on one's own bias and prejudices and explore one's own cultural identity
4. Activity presentations to measure the student's ability to help foster children's cultural awareness and reduce bias in the classroom

Online Delivery

Research papers, asynchronous and synchronous discussions (chat/forum), online quizzes, and exams, postings to online website, and email communications.

Correspondence Delivery

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Evaluation

A combination of traditional classroom and online instruction will be utilized, such as 1) Traditional classroom: Objective quizzes and exams, and activity presentations to measure the student's ability to help foster children's cultural awareness and reduce bias in the classroom. Implementation Plan for a multicultural, culturally relevant and anti-bias curriculum 2) Online delivery: Research papers, asynchronous and synchronous discussions (chat/forum), weekly assignments.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery

Correspondence Delivery

Hybrid Delivery

Online Delivery

Traditional Classroom Instruction

Lecture

Small group activities

Discussion

Audio Visual Presentations

Student Presentations

Online Delivery

Online exercises/assignments contained on website. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction.

Correspondence Delivery

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery

Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the other 34 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of lectures, visual aids, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lectures.

VIII. Representative Texts and Supplies

York, Stacey, *Roots and Wings; Affirming Culture in Early Childhood Programs*, 3rd edition, 2016, Red Leaf Press, ISBN-13: 9781605544557.

Sparks & Edwards, *Anti-Bias Education for Young Children and Ourselves Paperback*, 2nd, Edition, 2020, National Association for the Education of Young Children; ISBN-13: 9781938113574.

IX. Discipline/s Assignment

Child Development/ECE

X. Course Status

Current Status: Active

Original Approval Date: 11/20/2007

Revised By: Laura Greer

Curriculum/Academic Standards Committee Revision Date: 10/20/2020