

COURSE OUTLINE

**Child Development 156 (C-ID Number: ECE 230)
Teaching in a Diverse Society (C-ID Title: Teaching in a Diverse Society)**

I. Catalog Description

Child Development 156 examines 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 are explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Course includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling.

Total Lecture Units: 3.0

Total Course Units 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Prerequisite: CHLDV 140

Note: Verification of Current TB Clearance Required.

II. Course Entry Expectations

Skills Level Ranges: Reading 6; Writing 6; Listening/Speaking 6; Math 2.

Prior to enrolling in the course, the student should be able to:

1. interpret best and promising teaching and care practices as defined within the field of early care and education's history (including developmentally appropriate practices and developmentally, culturally and linguistically appropriate practices);
2. examine range of delivery systems, program types and philosophies and ethical standards;
3. identify the underlying theoretical perspective in forming a professional philosophy;
4. assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families;
5. examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children;
6. examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community;
7. use reflective practice as a strategy for analyzing the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development contexts

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. explain how children differ in their approaches to learning, critique theories regarding the development of social identity and review the multiple impacts on identity development;
2. acknowledge the importance of meeting families in the context of their cultural and family values;
3. identify and explain diverse cultural customs, beliefs, values, traditions, or lifestyles, or to contrast the experience of a historically under-represented group with that of the dominant culture;
4. critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti-bias approaches in promoting optimum learning and development, in order to create instructional opportunities that are adapted to diverse learners;
5. model and teach behaviors appropriate in a diverse society by creating a safe, secure, learning environment for all, showing appreciation of and respect for the individual differences and unique needs of each member of the learning community, and by empowering children with what to expect from others: equity, fairness and dignity, in order to demonstrate strategies for helping children negotiate and resolve conflicts caused by cultural, class and gender differences;
6. practice self-evaluation, reflection, and continually evaluate the effects of their choices and actions on others (children, families, and other professionals in the learning community);
7. review professional ethics, responsibilities and legal implications of bias, prejudice and/or exclusion.

IV. Course Content

Total Faculty Contact Hours = 48 Hours

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| A. | Rationale for Diversity Education | 8 hours |
| | 1. Current community demographics | |
| | 2. Cultural diversity in the classroom | |
| | 3. Identity development in children | |
| | 4. Basic assumptions about stereotypes | |
| | 5. Personal histories and experiences | |
| | 6. Internalized privilege and oppression | |
| | 7. Impact on teaching identity | |
| B. | Concepts in Diversity Education | 8 hours |
| | 1. Defining the dominant culture | |
| | 2. Aspects of ethnicity | |
| | 3. The “isms” and the need for curriculum reform | |
| | 4. Professional ethics, responsibilities and legal implications of bias, prejudice and/or exclusion for educators. | |

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| C. | Exploration of Ethnic Backgrounds | 6 hours |
| | 1. Hispanic | |
| | 2. Asian Pacific | |
| | 3. Native American | |
| | 4. Black | |
| | 5. Middle Eastern | |
| D. | The Early Childhood Education Environment | 6 hours |
| | 1. Self-esteem and academic performance | |
| | 2. Culturally and developmentally appropriate classrooms | |
| | 3. Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment | |
| | 4. Environments and curriculums that reflect children's cultures and experiences | |
| | 5. Environments and curriculum that challenge children's biases and support the acquisition of authentic information about human differences | |
| | 6. Strategies for helping children negotiate and resolve conflicts | |
| | 7. Anti-bias approaches in the classroom | |
| E. | Stereotypes and Expectations | 6 hours |
| | 1. Ethnic and gender discrimination in the environment and materials | |
| | 2. Identification of stereotypes and biased messages in the media and in the classroom | |
| | 3. Educational approaches that teach children how to challenge such messages and develop alternative behaviors | |
| F. | Integrating Diversity Education into Reading and Language Arts | 6 hours |
| | 1. Ethnocentric curriculum | |
| | 2. Literature based language arts instruction | |
| | 3. Customs | |
| | 4. Bilingualism | |
| | 5. Support of ESL students as English learners | |
| G. | Diversity Teaching Year-Round | 8 hours |
| | 1. Monthly calendar | |
| | 2. Holiday celebrations | |
| | 3. Effects of dominant culture holiday curriculums; | |
| | 4. Examination of culturally and class embedded traditions of diverse groups | |

V. Methods of Instruction

The following methods of instruction may be used in the course:

1. lecture/discussion;
2. demonstration;
3. modeling appropriate strategies and techniques;

4. media/oral presentation;
5. web-enhanced, hybrid, or online.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. reflective writing assignments (e.g., weekly journal entry – a response to the previous week’s reading assignment);
2. controversial topic debate (e.g., develop an argument for or against Gay parenting, or segregated schools or another topic related to the coursework);
3. group project (e.g., create a “Persona Doll” story).

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. evaluation of oral presentations;
2. evaluation of small group work;
3. midterm examination;
4. final examination.

III. Textbooks

Bisson, Julie. *Celebrate: Anti-Bias Guide to Holidays*. St. Paul: Redleaf P, 2002.

Print.

13th Grade Reading Level ISBN: 1884834329

Derman Sparks, Louise and Olsen Edwards, Julie. *Antibias Curriculum and Ourselves*

Washington D.C.: National Association for the Education of Young Children, 2010.

Print.

14th Grade Reading Level ISBN: 9781928896678

York, Stacy. *Roots & Wings: Affirming Culture in Early Childhood Programs*.

St. Paul: Redleaf P, 2003. Print.

13th Grade Reading Level ISBN: 19229610327

IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

1. critique the multiple societal impacts on young children’s social identity;
2. analyze various aspects of children’s experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences;
3. critically assess the components of linguistically and culturally relevant, inclusive age-appropriate, antibias approaches in promoting optimum learning and development;

4. evaluate the impact of personal experiences and social identity on teaching effectiveness.