

CDE A126: TEACHING IN A DIVERSE SOCIETY

Item	Value
Curriculum Committee Approval Date	09/22/2021
Top Code	130500 - Child Development/Early Care and Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> OC Social/Economic Institutions - AA (OD2) OC Life Skills - Theory - AA (OE1)
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> OCC Social/Behavioral Sci - AS (OSD)
Global and Multicultural Requirement (OGM)	Yes

Course Description

Examination of the development of social identities in diverse societies 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. Formerly known as EC A126. Transfer Credit: CSU. C-ID: ECE 230. **C-ID:** ECE 230.

Course Level Student Learning Outcome(s)

1. Critique theories and review the multiple 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, anti-bias approaches in promoting optimum learning and development.
4. Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Course Objectives

- 1. Understand the nature and processes of systemic and internalized privilege and oppression and their impacts on children's identity development and learning.
- 2. Identify and assess the overt and covert ways in which stereotypes and prejudice are learned.
- 3. Explore the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings.

- 4. Explore and define issues of cultural identity including factors such as language, ethnicity, religion, immigration, and economic class - in relationship to children, families, and early childhood settings.
- 5. Define and assess the impacts of factors such as language, ethnicity, religion, immigration, and economic class in the personal history of the student and the subsequent impact on teaching young children and families.
- 6. Plan classroom environments, materials and approaches to effectively promote pride in one's own identity and delight and respect for social diversity.
- 7. Demonstrate strategies for helping children negotiate and resolve conflicts caused by cultural, class and gender differences, with a focus on using anti-bias approaches in the classroom.
- 8. Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.
- 9. Describe a variety of strategies for creating partnerships with parents through building mutual, collaborative relationships, and to challenge bias and injustice in the lives of their children.
- 10. Review professional ethics and responsibilities and legal implications of bias, prejudice and/or exclusion.
- 11. Identify teachers' roles and responsibilities in creating a more just world for every child.

Lecture Content

The highly diverse world in which children now live. Issues of inequity and access as they relate to young children in a world of diversity. The nature of systemic and internalized oppression and privilege and the subsequent impacts on children's identity development and learning. How children think: pre-prejudice, impacts of silence, overt and covert social messages. Stereotypes, "isms", bias, prejudice, fear, hatred. Impact of privilege and oppression. Differences 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". Clarification of terms: Sex, gender, gender role, sexual orientation; racial, ethnic, cultural, national identity; nuclear family, blended family, single-parent family; trans-racial family, gay-lesbian family, extended family, adoptive family, foster family; etc. 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 behaviors. Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships. Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment. Environments and curriculums that reflect children's cultures and experiences and that expose children to the larger communities in which they live. Environments and curriculum that challenge children's biases and support the acquisition of authentic information about human differences. Effects of dominant culture holiday curriculums examination of culturally and class embedded traditions of diverse groups. Children's books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs. Personal histories and experiences; internalized privilege and oppression; impacts on our identities, our choices and our teaching with children and families. The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children and families.

Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches.

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Lecture and illustration of concepts discussion of issues involved in cross cultural perspectives Individual, paired and small group exercises which explore issues and problems Instructor feedback to help students explore perspectives Video-lectures on the issues of bias Field trip to visit a model anti-bias classroom Students working cooperatively, will develop a curriculum plan Student presentations of projects

Reading Assignments

Reading from textbook, 3 hours a week.

Writing Assignments

Weekly journals-reactions to class experiences Reaction papers to readings from text 3 hours a week

Out-of-class Assignments

Interview of Bi-cultural parent or child - oral presentation Report and reaction paper to cultural event, religious event or different ability issue or event - oral presentation 5 hours in total

Demonstration of Critical Thinking

Written Assignments: Weekly journals-reactions to class experiences Reaction papers to readings in text Interview of Bi-cultural parent or child - oral presentation Report and reaction paper to cultural event, religious event or different ability issue or event - oral presentation Classroom Evaluation: Group project-curriculum plan - write up Evaluation of childrens books In class participation: Oral presentations of interview and event report Class discussion and problem solving activities

Required Writing, Problem Solving, Skills Demonstration

Weekly journals-reactions to class experiences Reaction papers to readings in text Interview of Bi-cultural parent or child - oral presentation Report and reaction paper to cultural event, religious event or different ability issue or event - oral presentation

Eligible Disciplines

Child development/early childhood education: Masters degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelors degree in any of the above AND masters degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Masters degree required.

Textbooks Resources

1. Required York, Stacey. Roots and Wings: Affirming Culture and Preventing Bias in Early Childhood, 3 ed. St. Paul, MN: Redleaf Press, 2016 Rationale: -