

# BUTTE COLLEGE

## COURSE OUTLINE

### I. CATALOG DESCRIPTION

**CDF 59 - Anti-Bias Curriculum in Early Childhood Programs**

**3 Unit(s)**

**Prerequisite(s):** NONE

**Recommended Prep:** Reading Level V; English Level IV

**Transfer Status:** CSU

51 hours Lecture

This course provides the opportunity for students to explore issues of cultural diversity, examine curricular approaches to anti-bias education, and integrate these elements into the development of comprehensive children's programs. This course also provides the opportunity to explore factors leading to culturally responsive child care and education.

### II. OBJECTIVES

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

- A. Analyze and describe the rationale for implementing an anti-bias education program related to children's optimal development.
- B. Identify and describe theories and issues related to the development of cultural identity including factors such as language, ethnicity, socioeconomic class, religion, gender, and age as they pertain to curriculum development.
- C. Describe professional ethics and responsibilities which pertain to culturally responsive child care and education.
- D. Critically assess the various approaches to developmentally appropriate anti-bias education, including integrating an anti-bias perspective in curricular preparation and implementation.
- E. Develop components of an early childhood program environment which values cultural diversity and evaluate its potential impact on children.
- F. Describe a variety of strategies for culturally responsive care and education.

### III. COURSE CONTENT

#### A. Unit Titles/Suggested Time Schedule

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Introduction	3.00
2. Rationale for Implementing an Anti-Bias Education Program	6.00
3. Theories and Issues Related to the Development of Cultural Identity	9.00
4. Professional Ethics and Responsibilities Related to Culturally Responsive Early Childhood Care and Education	2.00
5. The Curriculum Development Cycle	6.00
6. Approaches to Incorporating a Developmentally Appropriate Anti-Bias Perspective in Curriculum	6.00
7. Curricular and Environmental Considerations	10.00
8. Strategies Which Lead to Culturally Responsive Care and Education	9.00
Total Hours	51.00

#### **IV. METHODS OF INSTRUCTION**

- A. Lecture
- B. Guest Speakers
- C. Class Activities
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Discussion
- F. Reading Assignments
- G. Multimedia Presentations

#### **V. METHODS OF EVALUATION**

- A. Exams/Tests
- B. Class participation
- C. Written Assignments
- D. Presentations/Projects/Assignments

#### **VI. EXAMPLES OF ASSIGNMENTS**

- A. Reading Assignments
  1. Read five children's books in which the main character is developing an awareness of self and come to class prepared to discuss your readings.
  2. Read a case study on implementation of anti-bias curriculum in an early childhood care and education program. Come to class prepared to facilitate a small group discussion based upon the study.
- B. Writing Assignments
  1. Write a Social Studies curriculum plan intended for implementation with preschoolers utilizing anti-bias principles.
  2. Write an essay on the impact of an educator's social identity on his/her implementation of anti-bias principles in an early childhood care and education classroom.
- C. Out-of-Class Assignments
  1. Evaluate an early childhood care and education classroom focusing on anti-bias curriculum, materials, and environment. Come to class prepared to give a ten-minute report of your findings.
  2. In collaboration with the members of your assigned workgroup, develop a fifteen-minute presentation for the class in which social justice in an early childhood care and education setting is the primary theme.

#### **VII. RECOMMENDED MATERIALS OF INSTRUCTION**

Textbooks:

- A. Robles de Melendez, W. & Beck, V. Teaching Young Children in Multicultural Classrooms: Issues, Concepts, and Strategies. 4th Edition. Wardsworth Cengage, 2013.

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