

# BUTTE COLLEGE

## COURSE OUTLINE

### I. CATALOG DESCRIPTION

**CDF 57 - Teaching in a Diverse Society**

**3 Unit(s)**

**Prerequisite(s):** NONE

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

**Transfer Status:** CSU

51 hours Lecture

This course 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 will be 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. (C-ID ECE 230).

### II. OBJECTIVES

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

- A. Critique theories and review the multiple impacts on young children's social identity.
- B. 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.
- C. Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.
- D. Evaluate the impact of personal experiences and social identity on teaching effectiveness.
- E. Describe the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism and ethnocentrism as they relate to children and to early childhood settings.
- F. 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.

### III. COURSE CONTENT

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

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Introduction to course objectives.	2.00
2. Issues of cultural identity including factors such as language, ethnicity, religion, immigration, and economic class in relationship to children, families, and early childhood settings.	5.00
3. The nature and processes of systemic and internalized privilege and oppression and their impacts on children's identity development and learning.	2.00
4. The overt and covert ways in which stereotypes and prejudice are learned.	6.00
5. Classroom environments, materials and approaches to effectively promote pride in one's own identity and delight and respect for social diversity.	12.00
6. Inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.	6.00

7. 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.	5.00
8. Strategies for creating partnerships with parents through building mutual, collaborative relationships and to challenge bias and injustice in the lives of their children.	5.00
9. Professional ethics and responsibilities and legal implications of bias, prejudice and/or exclusion.	5.00
10. Teacher's roles and responsibilities in creating a more just world for every child.	3.00
Total Hours	51.00

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

- A. Lecture
- B. Group Discussions
- C. Guest Speakers
- D. Class Activities
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Problem-Solving Sessions
- G. Multimedia Presentations
- H. Interviews

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

- A. Exams/Tests
- B. Research Projects
- C. Papers
- D. Group Participation
- E. Class participation
- F. Written Assignments
- G. Classroom Observations

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

- A. Reading Assignments
  - 1. Students are expected to read about how to create an anti-bias classroom.
  - 2. Students are expected to read about three or more theories related to the development of children's social identity.
- B. Writing Assignments
  - 1. Students will write a paper that synthesizes the linguistically and socio-economical challenge for families within the educational system.
  - 2. Students will write about the impact of personal experiences and social identity on teaching effectiveness.
- C. Out-of-Class Assignments
  - 1. Students will visit an library and select three or more children's book addressing issues of diversity.
  - 2. Students will observe children in an early childhood group care setting to investigate whether the program promotes acceptance of diversity.

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

Textbooks:

- A. York, Stacey. Roots & Wings: Affirming Culture in Early Childhood Programs, Revised Edition. 1 Edition. Merrill, 2006.
- B. Espinosa, Linda. Getting it RIGHT for Young Children from Diverse Backgrounds: Applying Research to Improve Practice. 1 ed Edition. Merrill, 2009.
- C. Derman-Sparks, Louise. Anti-Bias Education for Young Children and Ourselves. 1 Edition. National Association for the Education of Young Children, 2010.
- D. Copple, Carol. A World of Difference. National Association for the Education of Young Children, 2003.

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