

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for ECE 79
TEACHING IN A DIVERSE SOCIETY
Effective: Fall 2018

I. CATALOG DESCRIPTION:

ECE 79 — TEACHING IN A DIVERSE SOCIETY — 3.00 units

Examines the impact of various societal influences such as privilege, oppression, bias, and discrimination on the development of children's social and personal identity. Self-examination and reflection on values, beliefs and attitudes related to social identity, stereotypes, conscious and unconscious bias will be emphasized. Recognize and confront barriers that interfere with one's ability to work effectively with diverse populations of children and families. Enhance teacher skills for educating children in a pluralistic society. The class will focus heavily on anti-bias approaches to teaching, curriculum and family partnerships.

3.00 Units Lecture

Strongly Recommended

ECE 62 - Child, Family and Community
with a minimum grade of C

Grading Methods:

Letter Grade

Discipline:

- Child Development/Early Childhood Education

	MIN
Lecture Hours:	54.00
Expected Outside of Class Hours:	108.00
Total Hours:	162.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course, it is strongly recommended that the student should be able to:

A. ECE62

1. Identify how the child develops within a system and is influenced by multiple factors of socialization, including culture, language, ability, economic class and ethnicity
2. Compare historical and current frameworks of socialization that address the interrelationship of child, family and community
3. Compare and contrast diverse family characteristics and parenting styles
4. Describe contemporary social issues and their effects on families and children
5. Identify the impact of political, financial, religious and other powerful influences on family access to community resources, including schools;
6. Identify and compare local, state, and federal community services available to families
7. Describe the role of families within educational institutions and the importance of family-teacher partnerships
8. Evaluate the impact of one's own early socialization process and its impact on one's relationships with children, families, colleagues and the community
9. Describe legal requirements, and ethical responsibilities, of professionals working with children and families, including child abuse reporting

IV. MEASURABLE OBJECTIVES:

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

- A. Summarize the history and ongoing practices of systemic and internalized privilege and oppression
- B. Compare historical and current perspectives on diversity and inclusion
- C. Identify and analyze one's own cultural background and contrast and compare to those of other groups
- D. Identify various forms of human diversity
- E. Evaluate the relationship between one's own experiences and the development of personal bias
- F. Evaluate the impact of personal experiences and social identity on teaching effectiveness
- G. Develop strategies which are age appropriate for teaching children to becoming aware of injustices and diversity
- H. Evaluate strategies used to build collaborative relationships with families and co-workers related to issues of diversity

- I. Identify issues of social injustice and bias that occur in classrooms and educational institutions
- J. Apply the principles of developmentally appropriate practice and anti-bias pedagogy to develop environments and curriculum which are linguistically appropriate and support diversity, inclusion, and a multiethnic perspective

V. CONTENT:

- A. Systemic privilege and oppression
 - 1. The development of systems of privilege and oppression in the United States
 - 2. The ongoing legacy of institutional privilege and oppression
 - 3. Defining equity, oppression, privilege, discrimination, conscious and unconscious bias, micro-aggressions
 - 4. Defining internalized privilege and internalized oppression
 - 5. Identifying various forms of human diversity
 - 6. What is a social identity versus a personal identity
 - 7. How our social identities impact access
 - 8. Effect of oppression on children and youth
- B. Historic and current perspectives on diversity and inclusion
 - 1. The development of educational practices over time related to diversity, from tolerance to anti-bias education
 - 2. Defining equity in education
 - 3. Defining inclusive programs
 - 4. Applicable laws related to equitable practices
 - 5. Professional ethics and responsibilities
- C. Human Diversity
 - 1. Ethnic/cultural groups including African American, Asian American, Chicano/Latino American, European American, Indigenous Peoples of the Americas and Americans of Middle Eastern origin
 - 2. Gender identity, gender roles, sex identification, sexual orientation, gender non-conforming
 - 3. Family structure: nuclear family, blended family, single-parent family, trans-racial family, biracial and multiracial family, gay-lesbian family, extended family, adoptive family and foster family
 - 4. Economic class
 - 5. Language
 - 6. Children with exceptional needs
 - 7. Religious or spiritual
 - 8. Beliefs, values, attitudes and practices of differing cultural/ethnic groups
 - 9. Attitude towards education and play
 - 10. Theories of child development including culture, language, ability development
 - 11. Unique needs of multiracial children and families
- D. The Educator's Development
 - 1. Understanding your own culture and values
 - 2. Identifying key experiences with other groups of people that impact the development of bias
 - 3. Developing awareness of one's own privileges and places of oppression
 - 4. Identifying one's own social identities
 - 5. Developing as an anti-bias educator
 - 6. What does it mean to work for educational equity?
- E. Strategies to teach children about diversity and injustice
 - 1. Rationale for curriculum that reflects diversity
 - a. Children's identity and attitude formation as a part of development
 - b. The impact of privilege and oppression on development
 - c. The impact of privilege and oppression on access to resources
 - d. Teacher responsibility to confront oppression and empower all children
 - 2. Dealing with exclusion, discrimination and stereotyping
 - a. Development of empathy in young children
 - b. Concept of inequity, fairness and equality
 - c. Personal discomfort
 - d. Recognizing stereotypes in the classroom, community, and media
 - e. Developing children's self-confidence and assertiveness in resisting discrimination and exclusion
 - f. Negotiating conflict and cultural differences
- F. Strategies to build collaborative relationships
 - 1. Communication with families
 - 2. Working together with families for equitable decision making
 - 3. Negotiating cultural differences
 - 4. Self-reflection
 - 5. Empowering families as advocates
- G. Social Injustice and Bias in the Classroom
 - 1. Micro-aggressions
 - 2. Tokenism, trivialization of culture
 - 3. Invisibility
- H. Applying the principles of anti-bias education
 - 1. What are the goals of anti-bias education?
 - 2. How does anti-bias education differ from other forms of education?
 - 1. Impact of personal experiences and social identity on teaching effectiveness
 - 2. Understand root of cultural identities
 - 3. Evaluating and assessing the environment
 - 4. Selection of materials and equipment which support diversity and go against common stereotypes
 - 5. Selection of children's books and media to support identity development, anti-bias thinking and representation of home culture
 - 6. Helping children learn to be allies and stand up against bias
 - 7. Examination of holidays within a diverse classroom
 - 8. Integration of children's backgrounds and language into classroom environments
 - 9. Working together with families for equitable decision making
 - 10. Teacher as role model
 - 11. Getting support as a teacher
- I. Professional ethics and responsibilities
 - 1. NAEYC Code of Ethical Behavior
 - 2. Legal implications of bias, prejudice and or exclusion

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** - Small group discussions
- C. Interviews
- D. **Audio-visual Activity** -
- E. **Guest Lecturers** -
- F. **Classroom Activity** - In class activities and role playing

VII. TYPICAL ASSIGNMENTS:

A. Reading, writing and critical thinking

1. From the list provided by the instructor read and reflect on a controversial article that relates to family/child. Write a short paper that describes how a family might respond to the article based on their culture and understanding of the topic.
2. Develop a workshop for a family or staff meeting entitled: "Creating Developmentally Appropriate Inclusive Classrooms" Refer to text and other professional references. Select a media to creatively inform the teachers or families of the varying issues related to diversity, equity and inclusion that need to be understood and embraced within the classroom. Establish goals curricular objectives that might be implemented in the classroom.
3. Write a 3-5 page narrative based on personal life. Consider how issues of language, literacy and culture are reflected in this life. Also include information related to ethnicity, gender, social class and family structure. Next, compare and contrast your cultural identity with information acquired by interviewing a person of a varying cultural background.

B. Problem solving

1. Interview at least two parents of young children. Within the interview pay particular attention to the parents goals for their children, family structure, cultural influence, views of services and educational programs available for their children, parent's understanding of the role of parenting in the educational process, childrearing practices, and family values and priorities.
2. Following your parent interview, write a 3-5 page summary discussing the responses that you received related to the topical questions. Give specific examples of varying family perspectives expressed through the interview and identify ways to utilize this information to benefit coworkers, children and families.

VIII. EVALUATION:

A. **Methods**

1. Quizzes
2. Oral Presentation
3. Group Projects
4. Class Participation
5. Final Performance

B. **Frequency**

1. 2 quizzes
2. 1 oral presentation
3. 1 group project
4. Weekly class participation
5. 1 final curriculum project

IX. TYPICAL TEXTS:

1. York, S. (2016). *Roots and Wings, Third Edition: Affirming Culture and Preventing Bias in Early Childhood* (3rd ed.). St. Paul, MN: Red Leaf Press.
2. Derman-Sparks, L., & Olsen Edwards, J. (2010). *Anti-Bias Education for Young Children and Ourselves*. Washington D.C: National Association for the Education of Young Children.
3. Ehrenreich, B. (2011). *Nickle and Dimed on (Not) Getting by in America*. New York: Holt Paperbacks.
4. Hammond, Z. (2015). *Culturally Responsive Teaching and The Brain* (1st ed.). London, United Kingdom: Corwin.
5. Nieto, S., & Bode, P. (2018). *Affirming Diversity: The Sociopolitical Context of Multicultural Education* (7th ed.). Boston, MA: Pearson.
6. Follari, L. (2015). *Valuing Diversity in Early Childhood Education* (1st ed.). Boston, MA: Pearson.

X. OTHER MATERIALS REQUIRED OF STUDENTS: