

Course Outline for ECD 79

TEACHING IN A DIVERSE SOCIETY

Effective: Fall 2011

I. CATALOG DESCRIPTION:

ECD 79 — TEACHING IN A DIVERSE SOCIETY — 3.00 units

Critical examination of societal and personal attitudes and beliefs, values, assumptions and biases about culture, race, language, identity, family structures, ability, socio-economic status and other issues influenced by systemic oppression. 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.

3.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

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

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

- A. identify and analyze personal cultural backgrounds and contrast and compare cultural identity to those of other groups. Recognized groups include but are not limited to African American, Asian American, Chicano/Latino, European Americans, Indigenous Peoples of the Americas and Americans of Middle Eastern origin;
- B. identify the nature and process of systemic oppression, internalized oppression, and pre-prejudice such as human struggles, civil rights, immigration and the plight of families in America;
- C. compare and contrast child development theories, diverse cultural values, childrearing practices, attitudes towards play and education in order to work more effectively with children, families and coworkers;
- D. develop strategies for teaching children to identify injustices which are age appropriate ways;
- E. analyze and evaluate various aspects of the roles educational settings contribute towards in combating social biases including educational practices and environments that support or hinder cultural sensitivity;
- F. analyze and negotiate cultural conflicts between families, teachers, children and administration in an educational setting;
- G. 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;
- H. review professional ethics and responsibilities and legal implications of bias, prejudice and/or exclusion.

V. CONTENT:

- A. Race, cultural styles and practices
 1. Identification of 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. Beliefs, values, and child rearing practices of the above groups
 3. Theories of child development including culture and language
 4. Attitudes towards education and play
 5. Unique needs of multiracial children and families
- B. Systemic oppression
 1. Historical dynamics of discrimination
 2. Examining the societal and cultural context of prejudice
 3. Role of oppression
 4. Recognizing and confronting personal bias and prejudice
 5. Effect of oppression on children and youth
- C. Self/group identity issues as they relate to self-image and social justice
 1. Racial characteristics and physical similarities and differences
 2. Theories of children's social identity
 3. Disabilities
 4. Gender identity and life style choices
 5. Changing family structures
 6. Cultural and ethnic similarities and differences
 7. Class and economic issues

- D. Dealing with exclusion, discrimination and stereotyping
 - 1. Development of empathy in young children
 - 2. Concept of inequity, fairness and equality
 - 3. Personal discomfort
 - 4. Recognizing stereotypes in the community, media and classroom environments
 - 5. Developing children's self-confidence and assertiveness in resisting discrimination and exclusion
 - 6. Negotiating conflict and cultural differences
- E. Rational for curriculum that reflects diversity
 - 1. Children's identity and attitude formation as a part of development
 - 2. Contrast of anti-bias work vs. multiculturalism and traditional curriculum
 - 3. Teacher responsibility to confront oppression and empower all children
 - 4. Interactions and communication between adults and children
 - 5. Including families in curriculum implementation and evaluation
- F. Teachers role in implementing curriculum rich in diversity and multi ethnicity
 - 1. Understanding root of cultural identities
 - 2. Creating community support systems for a diverse classroom
 - 3. Evaluating and assessing the environment
 - 4. Selection of materials and equipment which support diversity and multi ethnicity
 - 5. Examination of holidays within an diverse classroom
 - 6. Integration of children's backgrounds and language into classroom environments
 - 7. Working together with families for equitable decision making
- G. 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. **Guest Lecturers** -
- D. **Audio-visual Activity** -
- E. **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**
- B. **Frequency**
 - 1. Frequency
 - a. Weekly assignments such as journaling
 - b. Weekly class activities
 - c. 2-4 interviews
 - d. 1 midterm
 - e. 1 final exam or final project

IX. TYPICAL TEXTS:

- 1. Hildebrand, V., Aotaki, P., L, McPhail Gray, M., & Pena-Hines, R *Knowing and Serving Diverse Families*. 3rd ed., Pearson Merrill Prentice Hall, 2008.
- 2. Mena-Gonzalez, Janet *Diversity in Early Care and Education: Honoring Differences*. 5th ed., McGraw Hill, 2008.
- 3. Siraj-Blatchford, Iram & Clarke, Priscilla *Supporting Identity, Diversity and Language in the Early Years.*, Open University Press, 2003.
- 4. York, Stacy *Roots and Wings: Affirming Culture in Early Childhood Programs*. Revised ed., Red Leaf Press, 2003.

X. OTHER MATERIALS REQUIRED OF STUDENTS: