

CHLD 68 Course Outline as of Fall 2023**CATALOG INFORMATION**

Dept and Nbr: CHLD 68 Title: CHLD/FAM DIVERSE SOCIETY
 Full Title: Working With Children and Families in a Diverse Society
 Last Reviewed: 5/9/2022

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: CHILD 68

Catalog Description:

This course is designed to prepare students and professionals who will be working with young children to negotiate the cultural and sociopolitical contexts of a diverse society. Students will examine the contexts of race, culture, gender, and socio-economic class as they relate to child development and respectful interactions with families in an educational or social service environment. The focus will be on transformative education that encourages self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling, and creating pluralistic environments for children and families.

Prerequisites/Corequisites:**Recommended Preparation:**

Course Completion of CHLD 10 OR Course Completion of CHLD 110.1 and CHLD 110.2;
 AND Eligibility for ENGL 1A OR ESL 10

Limits on Enrollment:**Schedule of Classes Information:**

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Recommended: Course Completion of CHLD 10 OR Course Completion of CHLD 110.1 and CHLD 110.2; AND Eligibility for ENGL 1A OR ESL 10

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Social and Behavioral Sciences American Cultures/Ethnic Studies	Effective: Fall 1991	Inactive:
	D G			

CSU GE:	Transfer Area	Social Science Ethnic Studies Gender Studies	Effective: Fall 2002	Inactive:
	D			
	D3			
	D4			

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer: Transferable	Effective:	Fall 1991	Inactive:
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UC Transfer:	Effective:	Inactive:
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CID:

CID Descriptor: ECE 230	Teaching in a Diverse Society
SRJC Equivalent Course(s):	CHLD68

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Analyze the multiple impacts of culture, gender, race and societal systems on young children's social and identity development, including children's experiences as members of families targeted by social bias.
2. Compare and contrast diverse cultural values and parenting practices, with an awareness of one's culture and practices.
3. Demonstrate an understanding of the professional's role as an advocate for constructive social change for children and families.

Objectives:

At the conclusion of this course, the student should be able to:

1. Compare historical and current perspectives of diversity and inclusion and their impacts on children's identity development and learning.
2. Explore and define their own cultural backgrounds and social identities including language, ethnicity, religion, immigration, and socio-economic class.
3. Explain the nature of systemic and internalized privilege and oppression.
4. Develop and implement strategies to counter the overt and covert ways in which stereotypes, discriminatory behavior, and prejudice are learned.
5. Understand diverse cultural values and parenting practices in order to work more effectively with children and families.
6. Analyze contemporary educational practices and environments for cultural sensitivity.
7. Demonstrate ability to negotiate cultural conflicts among families, teachers, children, and administrators in early childhood settings.
8. Utilize classroom environments, materials, and interactions that effectively promote each child's identity, as well as delight and respect for diversity.

Topics and Scope:

The following topics will be addressed from an American multicultural context:

I. Race, Ethnicity, and Cultural Styles

A. The impact of social context on children's development

B. Beliefs, values, and parenting practices of diverse ethnic and cultural groups in the United States, including African, Asian, Chicano/Latino, European, Indigenous Peoples of the Americas, and Middle Eastern

C. Theories of the development of culture and language

D. Specific needs of multiracial children and families

II. Discriminatory Behavior in Social Institutions

A. The role and effect of oppression on children and families

1. Internalized oppression

2. Internalized privilege

3. Mechanisms of discrimination and bias in early childhood settings

B. Historical dynamics of discrimination based on gender, ethnicity and race, socio-economic status, immigration, sexual diversity, and ability

C. Patterns of institutional discrimination

D. Self-reflection regarding discrimination and privilege

III. Development of Bias and Prejudice in Children

A. Children's developmental understanding of human differences

B. The progression of how children learn bias

C. Cultural, institutional, and media influences on development of biased attitudes including stereotypes

IV. Pluralistic Educational Environments

A. Culturally responsive interactions and communication among adults and children, including the teacher's role

B. Environmental influences on how bias is learned

C. Environments that reflect cultural diversity

D. Holidays and religious celebrations

1. Program policies

2. State funded program considerations

V. Inclusive Educational Practices

A. Preventing discriminatory behavior in children and adults

B. Diverse learning and communication styles

C. Negotiating cultural conflicts in early childhood settings

D. Multicultural curriculum development

- E. Family involvement and parent-teacher communication
- F. Inclusion of children with special needs in early childhood settings

Assignment:

Assignments may include the following:

1. Reflective writings incorporating the text and concepts presented in class, approximately 10 papers of approximately 250-500 words each
2. Three written section reviews, approximately 750 words each
3. In-depth cultural self-study, approximately 2000-2500 words
4. In-class writing exercises
5. Reading of text, handouts, and articles, approximately 20 pages per week
6. Cultural research project which may include essay and/or classroom presentation
7. Research paper on a relevant topic, approximately 1250 words
8. Written final exam

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reflective writing, cultural self-study, research paper, in-class writing, cultural research essay

Writing
30 - 50%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class presentation

Skill Demonstrations
0 - 30%

Exams: All forms of formal testing, other than skill performance exams.

Section reviews, final exam

Exams
20 - 40%

Other: Includes any assessment tools that do not logically fit into the above categories.

Class participation

Other Category
10 - 20%

Representative Textbooks and Materials:

Diversity in Early Care and Education, 5th Edition. Gonzalez-Mena, Janet. McGraw-Hill: 2007 (classic).

Multicultural Education: A Caring-Centered, Reflective Approach. Ooka Pang, Valerie. McGraw-Hill: 2001 (classic).

Teaching and Learning in a Diverse World, 4th Ed. Ramsey, Patricia. Teachers College Press: 2015 (classic).

Valuing Diversity in Early Childhood Education. Follari, Lissanna. Pearson: 2015 (classic).