

**CHLD 68 Course Outline as of Spring 2006****CATALOG INFORMATION**

Dept and Nbr: CHLD 68 Title: ISSUES IN DIVERSITY

Full Title: Issues in Diversity

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:**

In this course students will compare and analyze the dynamic interactions of race, culture, gender and socio-economic class as they relate to the education of children from diverse populations. Students will recognize and contrast cultural and historical perspectives of various cultural groups to promote understanding, knowledge, attitudes and skills for educating children in a pluralistic society. Students will learn to recognize and confront barriers that interfere with their ability to work effectively with diverse populations of children and families.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility of ENGL 100 or ESL 100. Completion of CHLD 10 OR CHLD 110.1 and CHLD 110.2.

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

Description: Students will compare and analyze the dynamic interactions of race, culture, gender and socio-economic class as they relate to the education of children from diverse populations.

They will learn to recognize and develop strategies to work effectively with diverse populations of children and families in educational settings. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility of ENGL 100 or ESL 100. Completion of CHLD 10 OR CHLD 110.1 and CHLD 110.2.

Limits on Enrollment:

Transfer Credit: CSU;

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

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

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

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

<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
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<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1991	<b>Inactive:</b>
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<b>UC Transfer:</b>	<b>Effective:</b>	<b>Inactive:</b>
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### **CID:**

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

### **Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

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

1. Demonstrate attitudes and capabilities for humane, sensitive and critical inquiry into cultural and historical issues--specifically those related to discrimination and education in a pluralistic society.
2. Identify and analyze their own cultural backgrounds, and contrast and compare their cultural identity to those of other groups. Recognized groups include African Americans, Asian Americans, Chicano/Latino Americans, European Americans, Indigenous Peoples of the Americas and Americans of Middle Eastern origin.
3. Develop and implement strategies to counter stereotyping and discriminatory behavior in educational settings.
4. Compare and contrast diverse cultural values and childrearing practices in order to work more effectively with children and families.
5. Analyze contemporary educational practices and environments for

- cultural sensitivity.
6. Negotiate cultural conflicts between parents, teachers, children and administration in an educational setting.
  7. Utilize multicultural materials appropriate in a classroom.
  8. Effectively research significant issues and theories relating to multicultural education in the United States.

### **Topics and Scope:**

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

- I. Race and Cultural Styles and Practices
  - A. 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.
  - B. Theories of the development of culture and language
  - C. Beliefs and values of the previously listed groups
  - D. Childrearing practices of the previously listed groups
  - E. The unique needs of multiracial children and families
- II. Discriminatory Behavior in Education
  - A. Role of oppression and its effect on education
  - B. Historical dynamics of discrimination against women, ethnic and racial minorities and people with disabilities
  - C. Patterns of institutional discrimination
  - D. Critical analysis of self in regards to prejudice
- III. Development of Bias and Prejudice in Children
  - A. Development of concepts of race, gender, disabilities, ethnicity, age and social class
  - B. Identification of prejudice and discriminatory attitudes in childcare
  - C. Social, cultural and institutional influences on development of biased attitudes
- IV. Multicultural Educational Environments
  - A. Examine and identify culturally sensitive interactions and communication between adults and children
  - B. Multicultural classroom materials
  - C. Visual/aesthetic environments that reflect cultural diversity
  - D. Integration of cultural competence in educational settings
- V. Appropriate Educational Practices Developing Sensitivity to the Role and Importance of:
  - A. Working with cultural conflict and discriminatory behavior
  - B. Cultural context of learning styles
  - C. Curriculum development
- VI. Parents and Community
  - A. Parent/teacher communications
  - B. Parent involvement
  - C. Curriculum materials/resources
  - D. Community networking and resources
- VII. Understanding of Appropriate Methods of Inquiry into the Course Topics

## Assignment:

Assignments may include the following:

1. Journals reflecting personal response to concepts presented in the class or in the readings. Approximately 10 journals of 500 words
2. Three written section reviews of approximately 3 pages
3. In-depth cultural self-study, approximately 5-10 pages
4. Participation in written exercises in class
5. Reading of text, handouts and articles of approximately 20 pages per week
6. Cultural research project
7. Term paper on a relevant topic, 5 pages

## 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.

Written homework, Term papers, Journal	Writing 30 - 50%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
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**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class presentations and participation	Skill Demonstrations 30 - 50%
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**Exams:** All forms of formal testing, other than skill performance exams.

Essays and section reviews	Exams 20 - 40%
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**Other:** Includes any assessment tools that do not logically fit into the above categories.

None	Other Category 0 - 0%
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## Representative Textbooks and Materials:

Ramsey. Teaching and Learning in a Diverse World, Teachers College Press, 2004.

Gonzalez-Mena, Janet. Diversity in Early Care and Education, 4th edition. 2004.

Pulido-Tobiasson, Dora and Gonzalez-Mena, Janet. A Place to Begin. Calif: Tomorrow, 1999.

