

CHLD 68 Course Outline as of Fall 2011**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:**

Course Completion of CHLD 10; OR Course Completion of CHLD 110.1 and CHLD 110.2;
AND Eligibility for ENG 100 or ESL 100

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

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. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course Completion of CHLD 10; OR Course Completion of CHLD 110.1 and CHLD 110.2; AND Eligibility for ENG 100 or ESL 100

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

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

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

Outcomes and Objectives:

Students will be able to:

1. Demonstrate attitudes and skills for humane, sensitive and critical inquiry into cultural and historical issues, specifically those related to discrimination and education in a pluralistic society.
2. Explore and define their own cultural backgrounds and social identities including such factors as language, ethnicity, religion, immigration, internalized privilege and oppression, and economic class.
3. Compare and contrast their personal cultural background, and social identities to those of other groups.
4. Develop and implement strategies to counter the overt and covert ways in which stereotypes, discriminatory behavior, and prejudice are learned.
5. Compare and contrast diverse cultural values and childrearing practices in order to work more effectively with children and families.

6. Analyze contemporary educational practices and environments for cultural sensitivity.
7. Demonstrate skills necessary to negotiate cultural conflicts between families, teachers, children, and administrators in an educational setting.
8. Utilize classroom environments, materials, and approaches to effectively promote pride in each child's identity, as well as delight, and respect for social diversity.
9. Evaluate inclusive classroom environments, materials and pedagogy that are developmentally, culturally, and linguistically appropriate to specific groups of children.

Topics and Scope:

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

I. Race and Cultural Styles and Practices

A. Theories of social development

B. Identification of the beliefs, values and child-rearing practices 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, and other

C. Theories of the development of culture and language

D. The unique needs of multiracial children and families

II. Discriminatory Behavior in Education

A. Role of oppression and its effect on education

1. Internalized oppression

2. Internalized privilege

B. Historical dynamics of discrimination against women, ethnic and racial minorities, the poor, immigrants, homosexuals, people with disabilities, and others.

C. Patterns of institutional discrimination.

D. Self reflection regarding prejudice

III. Development of Bias and Prejudice in Children

A. Concepts of race, gender, disabilities, ethnicity, age, social class and religion

B. Identification of prejudice and discriminatory attitudes in childcare

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

IV. Multicultural Educational Environments

A. Culturally sensitive interactions and communication between adults and children including the teacher's role

B. Multicultural classroom materials and children's literature

C. Visual/aesthetic environments that reflect cultural diversity

D. Holidays and religious celebrations

1. Program policies

2. State funded program considerations

V. Inclusive Educational Practices

A. Cultural conflict and discriminatory behavior in children and adults

B. Cultural learning and communication styles

C. Multi-cultural curriculum development

VI. Family/ Community

A. Family/teacher communications

B. Family involvement and collaboration

C. Sensitivity to the unique circumstances of families to promote inclusion

D. Community resources

E. Professional ethics, responsibilities, and legal implications of bias, prejudice and/or exclusion.

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, approximately 3 pages
3. In-depth cultural self-study, approximately 5-10 pages
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 oral presentation
7. Research paper on a relevant topic, approximately 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, Papers, Journal

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 presentations & Participation

Skill Demonstrations
30 - 50%

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

Essays and section reviews

Exams
20 - 40%

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

None

Other Category
0 - 0%

Representative Textbooks and Materials:

Teaching and Learning in a Diverse World, Ramsey. 3rd Ed., Teachers College Press 2004
Diversity in Early Care and Education, Gonzalez-Mena. 5th Edition, McGraw-Hill 2007