CHLD 68 Course Outline as of Summer 2017

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

Limits on Enrollment:

Schedule of Classes Information:
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. (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 ENGL 1A
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 2025	
	G	American Cultures/Ethnic Studies		
	L4	Social and Behavioral Sciences		
	D	Social and Behavioral Sciences	Fall 1991	Fall 2025
	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:

CSU Transfer: Transferable Effective: Fall 1991 Inactive:

UC Transfer: Effective: Inactive:

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 identity and social development.
2. Analyze various aspects of children's experience as members of families targeted by social bias, and consider the significant role of education in reinforcing or contradicting such experiences.
3. Compare and contrast diverse cultural values and parenting practices, taking into account

knowledge of one's culture and practices.
4. Demonstrate an understanding of the professional's role as an advocate for constructive social change for children and families.

Objectives:
Students will 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 child-rearing 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 1 - 2 pages each
2. Three written section reviews, approximately 3 pages each
3. In-depth cultural self-study, approximately 8-10 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 classroom presentation
7. Research paper on a relevant topic, approximately 5 pages
8. Written midterm and final exams

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, exams	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:
Teaching and Learning in a Diverse World, Ramsey. 4th Ed., Teachers College Press 2015.
Diversity in Early Care and Education, Gonzalez-Mena. 5th Edition, McGraw-Hill 2007 (classic).
Valuing Diversity in Early Childhood Education, Follari. Pearson 2015.