

**CHLD 68 Course Outline as of Spring 2002****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:**

This course is designed for students to compare and analyze the dynamic interactions of race, culture, gender and 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 increase 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 a diverse population of children and families.

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

Eligibility for ENGL 100A or ENGL 100. Completion of CHLD 10 (formerly CHLD 50) or CHLD 110.1 and CHLD 110.2.

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

Description: This course is designed for students to compare and analyze the dynamic interactions of race, culture, gender and 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 increase 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 a diverse population of children and families. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100A or ENGL 100. Completion of CHLD 10 (formerly CHLD 50) 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>	Effective:	Inactive:
	D	Social and Behavioral Sciences	Fall 1991
	G	American Cultures/Ethnic Studies	

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

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

Students will:

1. Develop attitudes and capabilities for humane, sensitive and critical inquiry into cultural and historical issues--specifically those related to bias, education and teaching--in a pluralistic society.
2. Identify and analyze their own cultural background 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 strategies to combat stereotyping and discriminatory behavior in educational settings.
4. Compare and contrast diverse cultural communication styles and

- childrearing practices in order to work more effectively with children and families.
5. Analyze contemporary educational practices and environments for sensitivity to the previously listed groups.

### **Topics and Scope:**

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

- I. Race and Cultural Styles and Practices
  - A. Identifying ethnic/cultural groups, including African Americans, Asian American, Chicano/Latino Americans, European Americans, Indigenous Peoples of the Americas and Americans of Middle Eastern origin.
  - B. Theories of the Development of Race and Culture
  - C. Communication Styles of the previously listed groups
  - D. Learning Styles of the previously listed groups
  - E. Childrearing Practices of the previously listed groups
- II. Discriminatory Behavior in Education
  - A. Role of Oppression and Its Effect on Education
  - B. Historical Dynamics of Discrimination
  - C. Research of Cultural Group other than the Student's
  - D. Critical Analysis of Self in Regards to Prejudice
- III. Development of Bias Awareness in Children
  - A. Identification of Development/Racial Bias Attitudes
  - B. Development of Concepts of Race, Gender, Disabilities, Ethnicity, Age
  - C. Social, Cultural and Institutional Influences
- IV. An Anti-Bias Educational Environment Addressing Race, Gender, Sexual Orientation, etc.
  - A. Interactions and Communication between Adults and Children
  - B. Critical Analyses of Internalized Bias
  - C. Anti-Bias Classroom Materials
  - D. Visual/Aesthetic Environment
  - E. Integration of Children's Cultural Backgrounds into Classroom Environments
- V. Appropriate Educational Practices Developing sensitivity to the role and importance of:
  - A. Classroom Management around Issues of Bias
  - B. Cultural Learning Styles
  - C. Curriculum Development
- IV. Parents and Community
  - A. Parent/Teacher Communications
  - B. Parent Involvement
  - C. Curriculum Materials/Resources
  - D. Community Networking
  - E. Literature
  - F. Cultural Backgrounds and Teacher/Family/Community Interactions

### **Assignment:**

Assignments Include:

1. Weekly journal
2. Written analysis of media representations
3. Preparation of a written anti-bias activity appropriate for children
4. In-depth cultural study of oneself; contrast and compare with others
5. Participation in written exercises in class
6. Reading of text, handouts and articles
7. Written analysis of educational environments
8. Cultural research project

### 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, Essay exams, Term papers, JOURNAL

Writing  
50 - 65%

**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 performances

Skill Demonstrations  
10 - 50%

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

None

Exams  
0 - 0%

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

None

Other Category  
0 - 0%

### Representative Textbooks and Materials:

Derman-Sparks, Louise. Anti-Bias Curriculum. Washington, D.C.: NAEYC, 1989.

Chang, et al. Looking in- Looking Out: Redefining Child Care and Early Education in a Diverse Society, Calif. Tomorrow, 1996

Ramsey. Teaching & Learning in a Diverse World, Teachers College Press, 1995

Brown-McCracken. Valuing Diversity: The Primary Years, NAEYC, 1994