

HDEV 0025 - TEACHING IN A DIVERSE SOCIETY

Catalog Description

Hours: 54 lecture

Description: Examines the impact of various societal influences on the development of children's social identity. Covers developmentally appropriate, inclusive, and anti-bias approaches. Self-examination and reflection on issues related to social identity, stereotypes, and bias will be emphasized. (C-ID ECE 230) (CSU)

Course Student Learning Outcomes

- CSLO #1: Examine the impact of various societal influences on the development of children's social identity.
- CSLO #2: Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.
- CSLO #3: Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

Effective Term

Fall 2018

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Compare historical and current perspectives on diversity and inclusion.
2. Identify various forms of diversity.
3. Explore the influences of stereotypes and bigotry.
4. Summarize the history and influence of systemic, internalized privilege, and oppression.
5. Evaluate the relationship between one's own experiences and the development of personal bias.
6. Identify the influences on the development of social identity.
7. Identify ways to effectively negotiate and resolve conflict related to issues of diversity.
8. Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.
9. Identify issues of social injustice and bias that occur in classrooms.
10. Evaluate strategies used to build collaborative relationships with families related to issues of diversity.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Behavioral Sciences
 - AA/AS - Multicultural Studies
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Lead a classroom discussion about current political climates and how this might affect children and their development of biases.
- Essay Examinations
 - Example: Students will complete an essay on diversity in the classroom. Instructor will develop a rubric to grade essay.
- Objective Examinations
 - Example: Instructor will give multiple choice questions related to anti bias practices and develop an answer key to grade each item. Example: Current philosophy of holiday celebrations in the classroom suggests: a. Celebrate all holidays b. Celebrate all holidays as chosen by the parents c. Celebrate no holidays
- Problem Solving Examinations
 - Example: Instructor will develop scenarios for future teachers to solve, including how to combat bias with parents, children and in materials. Rubric Grading.
- Projects
 - Example: Students can develop anti biased curriculum activities for use with young children. Rubric Grading.
- Reports
 - Example: Write a report about the differences between anti biased and multicultural education. Rubric Grading.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will lecture on basic tenants of multicultural education and then provide the students with a list of multicultural activities which the students will work in small groups to decide which activities are appropriate to young children and which are not. After the group work, the instructor will bring the students together for discussion and analysis of what they came up with.
2. Complete a multicultural checklist on children's books.

Distance Learning

1. Instructor will post a voice thread lecture on the ECERS and indicators of how educators can set up a classroom to address issues of diversity.

Other materials and-or supplies required of students that contribute to the cost of the course.

Typical Out of Class Assignments

Reading Assignments

1. Read "Some Definitions of Terms" from Anti-Bias Curriculum. Compare and contrast the definitions and issues for bias, prejudice, racism and stereotype. 2. Read a current article from NAEYC on the development of bias in young children. Summarize the article and give examples of how educators and parents can minimize bias.

Writing, Problem Solving or Performance

1. Write an essay that reflects on the following issues: a. How did you become aware of your personal identity - nationality, culture, and ethnicity? b. When did you begin to notice racial differences? c. What early messages did you receive about other groups? From whom did you receive these messages? d. How do you feel about racial diversity? Other diversity? e. What makes you feel this way? 2. Knowing the specific tasks involved in children constructing their identity and attitudes, and how to identify signs of pre-prejudice, enables you to provide developmentally appropriate environments and activities for children. Understanding children's issues also frees you to adapt and create new anti-bias activities. Read the research review from the text on the developmental task and guidelines for children and their development of racial awareness. Discuss in a group what you've learned. Have you seen similar behavior or heard similar comments in your teaching, parenting experiences or through other observations? What can you do in the short and long term with children to counteract their discriminatory behavior?

Other (Term projects, research papers, portfolios, etc.)

1. Develop a list of award winning books that can help teach children about diversity issues. 2. Conduct the items of an ECERS that relate to diversity on a classroom and summarize results.

Required Materials

- Developing Roots and Wings - Affirming Culture in Early Childhood Programs
 - Author: York, Stacey
 - Publisher: Redleaf Press
 - Publication Date: 2016
 - Text Edition: 3rd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Anti-Bias Education for Young Children and Ourselves
 - Author: Sparks, Loise Derman
 - Publisher: NAEYC
 - Publication Date: 2010
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER: