

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

CHILD DEVELOPMENT 153 – TEACHING IN A DIVERSE SOCIETY

3 hours lecture, 3 units

Catalog Description

Analysis of the many contexts and variables related to an individual's socialization process and how these factors impact one's work with children and families. Using an anti-bias approach, the class will examine and discuss topics related to ethnicity, religion, race, sex, disability and lifestyles as they are represented in our schools and society at large. Includes self-reflection as a tool for personal growth. Students will better understand their own attitudes regarding diversity and will apply this knowledge to their work with children and families.

Prerequisite

None

Course Content

- 1) Language, ethnicity, ability, religion, immigration, sexuality and economic class affecting the process of cultural identity development in individuals, groups and societies
- 2) Ways in which stereotypes and prejudices, such as sexism, classism, heterosexism, ableism, and ethnocentrism are learned
- 3) Bias and prejudice in the media and in the classroom setting
- 4) Systemic and internalized privilege and oppression and issues of inequity and access as they relate to young children in a world of diversity
- 5) Inclusive, developmentally, culturally and linguistically appropriate classroom environments, materials and approaches and evaluation strategies, including books and media to support identity development and antibias
- 6) Approaches to cultural education, including the tourist, multicultural and anti-bias approaches and influence on the child's physical, cognitive and socio-emotional development, including the examination of culturally and class embedded traditions of diverse groups
- 7) Strategies for creating respectful partnerships with parents and communities
- 8) Professional ethics and legal implications of bias, prejudice and/or exclusion
- 9) The teacher as model in today's highly diverse world and the teacher's roles and responsibilities in creating a more just world for every child.

Course Objectives

Students will be able to:

- 1) Examine and articulate cultural identity and assess the impact of language, ethnicity, ability, religion, immigration, sexuality and economic class affecting the process of identity development in individuals, groups and societies and reflect on one's personal socialization process and the subsequent impact on teaching.
- 2) Compare and contrast the overt and covert ways in which stereotypes and prejudices, such as sexism, classism, heterosexism, ableism, and ethnocentrism, are learned and reflect on personal attitudes regarding cultural groups and the roots of those feelings and how they affect the classroom setting.
- 3) Assess the nature and process of systemic and internalized privilege and oppression and the impact on identity development and learning.

- 4) Evaluate and plan for classroom environments, materials and approaches that are inclusive, developmentally, culturally and linguistically appropriate and promote pride in one's own identity and delight and respect for social diversity.
- 5) Compare different approaches to cultural education, specifically the tourist, multicultural and anti-bias approaches and their influence on the child's physical, cognitive and socio-emotional development, and analyze the significant role of education in reinforcing or contradicting bias and prejudice.
- 6) Design curriculum that is linguistically and culturally relevant, inclusive, and developmentally appropriate.
- 7) Design strategies for creating respectful partnerships with parents and communities.
- 8) Examine professional ethics and legal implications of bias, prejudice and/or exclusion.
- 9) Evaluate the impact of personal experiences and social identity on teaching effectiveness and analyze the teacher's roles and responsibilities in facilitating conflict resolution and creating a more just world for children.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Directed group activities and tasks that require students to examine and articulate personal and societal biases and attitudes, the socialization process, and how they affect teaching effectiveness and the classroom environment.
- 2) Quizzes and exams that measure students' ability to identify and analyze the different approaches, variables, issues, and content related to cultural education and curriculum and to partnerships with parents and communities.
- 3) Projects and written assignments that measure students' ability to evaluate and apply professional ethics, the impact of personal experiences, design appropriate curriculum, and evaluate classrooms and materials for linguistic, cultural, relevant, inclusive, and developmental sensitivity and appropriateness.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom

Method of Instruction

- 1) Integrated lecture, discussion, demonstration
- 2) Small group discussions, activities and demonstrations
- 3) Directed writing exercises and dramatizations
- 4) Media materials including internet, DVD resources

Out-of-Class Assignments

- 1) Reading assignments
- 2) Investigation of online resources
- 3) Presentation of experience with children
- 4) Observation of programs practicing diversity

Texts and References

- 1) Required (representative example): Derman-Sparks, L., & J.O. Edwards. With C.M. Goins. 2020. *Anti-Bias Education for Young Children and Ourselves*. 2nd ed. Washington, DC: NAEYC.
- 2) Supplemental: None

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Describe the process of cultural identity development in children
- 2) Analyze the significant role of education in reinforcing or contradicting bias and prejudice
- 3) Design curriculum that is linguistically and culturally relevant, inclusive, and developmentally appropriate
- 4) Evaluate the impact of personal experiences and social identity on teaching effectiveness