

CHLD 51A: AFFIRMING DIVERSITY IN EDUCATION

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2025
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in CHLD 11.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area 4: Social & Behavioral Sciences
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Identify the goals of multicultural education and ways they can be incorporated in the classroom.
- Analyze the multifaceted nature of diversity and how stereotypes can influence development.
- Assess children's development of understanding of diversity and the meaning of multicultural education.

Description

This course examines the development of social identities in diverse societies, including theoretical and practical implications affecting young children, families, programs, teaching, education, and schooling. Culturally relevant and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Course involves self-reflection of one's own understanding of educational principles in integrating anti-bias in order to better inform teaching practices and/or program development.

Course Objectives

The student will be able to:

1. Identify and describe the research regarding the changing demographics in education
2. Analyze the multifaceted nature of diversity and how race, culture, social class, gender, sexual orientation, and other social forces interact together influencing development
 - a. Race and racism
 - b. Race, privilege, and oppression
 - c. Ethnic identity development
 - d. Cultural influences
 - e. Socioeconomic divisions in the United States
 - f. Gender identification and roles
 - g. Reflections on sexual orientation
 - h. Family groupings (nuclear family, blended family, single parent family, trans-racial family, gay-lesbian family, etc.)
 - i. Stages of responding to human diversity
 - j. Analyze how attitudes and biases can affect professional and personal lives
 - k. Discuss the research between the relationship of race and social class
3. Synthesize and analyze the theories and research related to children's awareness of human diversity
 - a. Children's understanding of differences
 - b. Critical reviews of several child development theories in relationship to children's thinking, development and learning of differences. The theories include Vygotsky's sociocultural theory, Piaget's Cognitive Theory, Bandura's Social Cognitive Theory, and Bronfenbrenner's Ecological Systems Theory
 - c. Children and racial awareness
 - d. Impact of racism on children from different racial backgrounds
 - e. Analyze different theories regarding the development of prejudice
 - f. Research on the relationship between race and social class
 - g. Children's awareness and feelings about social class differences
 - h. Children's understanding of consumerism
 - i. Children's understanding of abilities and disabilities
 - j. Development of gender identity
 - k. Children's responses to gender differences
 - l. Children's understanding of sexual orientation
4. Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences
5. Describe cultural influences on children development with emphasis on research
6. Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development
7. Outline the developmental sequence of second language acquisition
8. Analyze the theoretical bases for multicultural education and compare different types of multicultural education; identify and analyze the different approaches to multicultural education
9. Discuss a pedagogical rationale for a culturally responsive and anti-bias education
10. Evaluate the impact of personal experiences and social identity on teaching effectiveness

Course Content

1. Identify and describe the research regarding the changing demographics in education
 - a. Focus on racial and ethnic diversity, bicultural, bilingual, and students with various socioeconomic backgrounds
2. Analyze the multifaceted nature of diversity and how race, ethnicity, culture, social class, gender, sexual orientation, and other social forces interact together influencing development
 - a. Race and racism
 - b. Race, privilege, and oppression
 - c. Ethnic identity development
 - d. Cultural influences
 - e. Socioeconomic divisions in the United States
 - f. Gender identification and roles
 - g. Reflections on sexual orientation
 - h. Family groupings (nuclear family, blended family, single parent family, trans-racial family, gay-lesbian family, etc.)
 - i. Stages of responding to human diversity
 - j. Analyze how attitudes and biases can affect professional and personal lives
 - k. Discuss the research between the relationship of race and social class
3. Synthesize and analyze the theories and research related to children's awareness of human diversity
 - a. Children's understanding of differences
 - b. Critical reviews of several child development theories in relationship to children's thinking, development and learning of differences. The theories include Vygotsky's sociocultural theory, Piaget's Cognitive Theory, Bandura's Social Cognitive Theory, and Bronfenbrenner's Ecological Systems Theory
 - c. Children and racial awareness
 - d. Impact of racism on children from different racial backgrounds
 - e. Analyze different theories regarding the development of prejudice
 - f. Research on the relationship between race and social class
 - g. Children's awareness and feelings about social class differences
 - h. Children's understanding of consumerism
 - i. Children's understanding of abilities and disabilities
 - j. Development of gender identity
 - k. Children's responses to gender differences
 - l. Children's understanding of sexual orientation

4. Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences
 - a. Role of educator in preventing and reducing prejudice
 - b. Practice strategies for providing children with relevant and meaningful information regarding different forms of diversity
 - c. Develop strategies to create partnerships with families on issues of bias and injustice
5. Describe cultural influences on children development with emphasis on research
 - a. Evaluate the cultural influences on children's development
 - b. The Socio-cultural Theory of Learning
 - c. Research on the impact of cultural influences on children's development. Focus will be on similarities and differences among specific cultures
6. Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development
 - a. Cultural and linguistic discontinuity
 - b. Gathering and using cultural information without stereotyping
 - c. Children's understanding of culture
7. Outline the developmental sequence of second language acquisition
 - a. Stages of learning a second language
 - b. Different approaches to bilingual education
8. Analyze the theoretical bases for multicultural education and compare different types of multicultural education. Identify and analyze the different approaches to multicultural education
 - a. Theoretical bases for multicultural perspectives
 - b. Basic characteristics of multicultural education
 - c. Compare different types of multicultural education
9. Discuss a pedagogical rationale for a culturally responsive and anti-bias education
 - a. Analyze culturally relevant and anti-bias education
 - b. Characteristics and goals of culturally relevant and anti-bias curriculum
 - c. Guidelines for selecting culturally relevant and anti-bias materials
 - d. Activities to challenge assumptions and bias regarding race, ethnicity, culture, social class, gender, sexual orientation, abilities, and disabilities
 - e. Criteria for evaluating books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs
 - f. Effects of dominant culture holiday curricula; examination of culturally and class embedded traditions of diverse groups
10. Evaluate the impact of personal experiences and social identity on teaching effectiveness
 - a. Personal history, internalized privilege, and oppression impact on identity
 - b. Teacher as model self knowledge, recognition, and respect for differences
 - c. Change agent for and with children and families

Special Facilities and/or Equipment

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Participation in class activities, such as class discussions and small problem solving groups
 Journal writing with critical analysis
 Writing essays to analyze special topics
 Reflection papers
 Reading responses
 Observation report
 Oral presentation
 Individual and group projects
 Group presentation on a special topic
 Final project

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
 Discussion
 Cooperative learning exercises
 Oral presentations
 Demonstration
 Writing assignments
 Observation

Representative Text(s) and Other Materials

Derman-Sparks, Louise, and Julie Olsen Edwards. Anti-Bias Education for Young Children and Ourselves, 2nd ed.. 2020.

Esquivel, Elam, Paris, and Tafoya. The Role of Equity and Diversity in Early Childhood Education. 2021.

York, S.. Roots and Wings: Affirming Culture and Preventing Bias in Early Childhood, 3rd ed.. 2016.

Derman-Sparks, L., and J. Olsen Edwards. What if All the Kids Are White? 2nd ed.. 2011.

Gonzales-Mena, Janet. Diversity in Early Care and Education, 5th ed.. 2007.

The three older texts provide important information on understanding multicultural issues at schools. They remain good choices because they compliment the two newer texts and form a guide to implement a culturally relevant and anti-bias education in the classroom.

Lab Content

Not applicable.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading and study of text
2. Reading and written response to text questions, assignments, and relevant articles and reading materials
3. Reaction/reflection writing to guest speakers, video viewings, and experiences as projects
4. Researching, planning, and written evaluation of individual or group creative projects

Discipline(s)

Child Development/Early Childhood Education