CHLD 51A: AFFIRMING DIVERSITY IN EDUCATION

Foothill College Course Outline of Record

<table>
<thead>
<tr>
<th>Heading</th>
<th>Value</th>
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<tbody>
<tr>
<td>Effective Term:</td>
<td>Summer 2023</td>
</tr>
<tr>
<td>Units:</td>
<td>4</td>
</tr>
<tr>
<td>Hours:</td>
<td>4 lecture per week (48 total per quarter)</td>
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<tr>
<td>Advisory:</td>
<td>Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 &amp; ESLL 249; not open to students with credit in CHLD 11.</td>
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<tr>
<td>Degree &amp; Credit Status:</td>
<td>Degree-Applicable Credit Course</td>
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<tr>
<td>Foothill GE:</td>
<td>Area VI: United States Cultures &amp; Communities</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>Grade Type:</td>
<td>Letter Grade (Request for Pass/No Pass)</td>
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<tr>
<td>Repeatability:</td>
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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:

a. Identify and describe the research regarding the changing demographics in education
b. Analyze the multifaceted nature of diversity and how race, culture, social class, gender, sexual orientation, and other social forces interact together influencing development
c. Synthesize and analyze the theories and research related to children's awareness of human diversity
d. 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
e. Describe cultural influences on children development with emphasis on research
f. Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development
g. Outline the developmental sequence of second language acquisition
h. Analyze the theoretical bases for multicultural education and compare different types of multicultural education; identify and analyze the different approaches to multicultural education
i. Discuss a pedagogical rationale for a culturally responsive and anti-bias education
j. Evaluate the impact of personal experiences and social identity on teaching effectiveness

Course Content

a. Identify and describe the research regarding the changing demographics in education
   i. Focus on racial and ethnic diversity, bicultural, bilingual, and students with various socioeconomic backgrounds
b. Analyze the multifaceted nature of diversity and how race, ethnicity, culture, social class, gender, sexual orientation, and other social forces interact together influencing development
   i. Race and racism
   ii. Race, privilege, and oppression
   iii. Ethnic identity development
   iv. Cultural influences
   v. Socioeconomic divisions in the United States
   vi. Gender identification and roles
   vii. Reflections on sexual orientation
   viii. Family groupings (nuclear family, blended family, single parent family, trans-racial family, gay-lesbian family, etc.)
   ix. Stages of responding to human diversity
   x. Analyze how attitudes and biases can affect professional and personal lives
   xi. Discuss the research between the relationship of race and social class

   c. Synthesize and analyze the theories and research related to children's awareness of human diversity
      i. Children's understanding of differences
      ii. 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
      iii. Children and racial awareness
      iv. Impact of racism on children from different racial backgrounds
      v. Analyze different theories regarding the development of prejudice
      vi. Research on the relationship between race and social class
      vii. Children's awareness and feelings about social class differences
      viii. Children's understanding of consumerism
      ix. Children's understanding of abilities and disabilities
      x. Development of gender identity
      xi. Children's responses to gender differences
      xii. Children's understanding of sexual orientation
d. 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
   i. Role of educator in preventing and reducing prejudice
   ii. Practice strategies for providing children with relevant and meaningful information regarding different forms of diversity
   iii. Develop strategies to create partnerships with families on issues of bias and injustice

e. Describe cultural influences on children development with emphasis on research
   i. Evaluate the cultural influences on children’s development
   ii. The Socio-cultural Theory of Learning
   iii. Research on the impact of cultural influences on children’s development. Focus will be on similarities and differences among specific cultures

f. Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development
   i. Cultural and linguistic discontinuity
   ii. Gathering and using cultural information without stereotyping
   iii. Children’s understanding of culture

g. Outline the developmental sequence of second language acquisition
   i. Stages of learning a second language
   ii. Different approaches to bilingual education

h. Analyze the theoretical bases for multicultural education and compare different types of multicultural education. Identify and analyze the different approaches to multicultural education
   i. Theoretical bases for multicultural perspectives
   ii. Basic characteristics of multicultural education
   iii. Compare different types of multicultural education

i. Discuss a pedagogical rationale for a culturally responsive and anti-bias education
   i. Analyze culturally relevant and anti-bias education
   ii. Characteristics and goals of culturally relevant and anti-bias curriculum
   iii. Guidelines for selecting culturally relevant and anti-bias materials

j. Evaluate the impact of personal experiences and social identity on teaching effectiveness
   i. Personal history, internalized privilege, and oppression impact on identity
   ii. Teacher as model self knowledge, recognition, and respect for differences
   iii. 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.


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

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

Discipline(s)
Child Development/Early Childhood Education