I. OVERVIEW

The following information will appear in the 2009 - 2010 catalog

CLDDV-262 Diversity in Educational Settings 3 Units

Advisory: Before enrolling in this course, students are strongly advised to complete English 50.

Examines the increasing diversity of society, educational environment, and social interactions in the classroom. The theoretical framework of awareness, knowledge, and skill is used to investigate forms of discrimination that permeate educational practices and society, and how these processes impact the work with children and their families. Culturally relevant materials and anti-bias strategies needed to integrate multicultural goals into the learning environment and curriculum are explored. Field trips might be required. Course is applicable to the associate degree. General Education: CSU-GE - D7

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. An overview of common biases in the classroom
      i. The basis of stereotyping and biases
      ii. Common stereotypes around diversity
         a. Ethnicity and Race
         b. Social Economic Status
         c. Disability
         d. Religion
         e. Language and Dialect
         f. Sexual Orientation
         g. Gender
         h. Communication Styles
         iii. Examination and awareness of personal stereotypes and biases
         iv. Specific curriculum activity planning to integrate into an anti-bias environment
   b. Utilize the Multidimensional Model for Developing Cultural Competence to examine the various issues of diversity
i. Awareness

ii. Knowledge

iii. Skills

c. Analysis of the classroom environment
   i. Examination of the social interactions in the classroom
   ii. Integrating anti-bias content into daily environment by examining books, toys, and other materials
   iii. Development of classroom projects/curriculum related to anti-bias curriculum goals
   iv. Celebrations--activities in the curriculum and classroom
   v. Resources for planning and implementing specific activities which integrate diversity into daily curriculum

d. Levels of Integration of Multicultural Content into Curriculum Design
   i. Contribution Approach
   ii. Additive Approach
   iii. Transformative Approach
   iv. Social Action Approach

e. Diverse aspects of child rearing and family practices
   i. Role of the parent
   ii. Implications of the parent in the classroom
   iii. Understanding values, beliefs, priorities, and practices of families

f. Explore racial identity development theories
   i. White racial identity development
   ii. Black racial identity development
   iii. Racial identity development

g. Explore the theories around bullying and diversity issues

B. ENROLLMENT RESTRICTIONS
1. **Advisories**

Before enrolling in this course, students are strongly advised to complete English 50.

C. **HOURS AND UNITS**

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<th>INST METHOD</th>
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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Lectures
2. Assigned reading
3. Class discussion
4. Media/videos
5. Guest speakers
6. Field trips
7. Written analysis of components of diversity
8. Class project – application of diversity components
9. Develop model of anti-bias curriculum to integrate into classroom curriculum
10. Oral reports
11. Quizzes and/or examinations (including essay examinations)

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Exams 2 per term
   b. Journaling 20 per term
   c. Book Club reflection and final presentation (1 per term)
      i. Why Are All the Black Kids Sitting Together in the Cafeteria
      ii. What If All The Kids Are White?
      iii. One Child, Two Languages
   d. Transformative Lesson Planning (2 per term)
   e. Jigsaw Discussion Groups (12 per term)
2. **EVIDENCE OF CRITICAL THINKING**  
Assignments require the appropriate level of critical thinking

a. Exam
   
i. Define culture and ethnocentrism
   
ii. Provide a contrast between the contribution and additive approaches to the transformative and social action approach

b. Journal Question
   
i. What were you feeling during the viewing of the "Let's Get Real" video? Have you ever experienced being bullied?
   
ii. After viewing "The Color of Fear," what are your thoughts and feelings?
   
iii. What were your first thoughts after reading "A Rose for Charlie"?

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F. **TEXTS AND OTHER READINGS (TYPICAL)**


2. **Other:** Copple, C. (2003). *A world of difference: Readings on teaching young children in a diverse society*. DC: NAEYC. This textbook is used for the Jigsaw Discussion activities.

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III. **DESIRED LEARNING**

A. **COURSE GOAL**  
As a result of satisfactory completion of this course, the student should be prepared to:

Examine the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. The student should be able to utilize classroom strategies that emphasize culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Student should be prepared to build self-examination skills and learn to reflect on issues related to social identity, stereotypes and bias, child development, and schooling.

B. **STUDENT LEARNING GOALS**  
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**  
Upon satisfactory completion of this course, the student will be able to:

   a. Examine personal and institutional bias, its causes, and effects on growth and development
b. Define and apply terms and concepts that are vital to the application of curriculum diversity

c. Describe diverse cultural aspects of child rearing and family practices and potential cultural conflicts

d. Design and analyze aspects of curriculum plans reflecting diverse families

e. Document personal growth and understanding of diversity

f. Identify, analyze, and evaluate societal influences, classroom environments, and classroom materials in order to challenge prevailing misconceptions, stereotypes, "isms" that affect child development

g. Classify the various racial and ethnic identity theories

h. Examine their awareness, knowledge, and skills for various dimensions of diversity, such as disabilities, gender, sexual orientation, social economic status, bullying, religion, language, race and ethnicity, and others

i. Define the levels of integration of multicultural content including the contribution, additive, transformative, and social action approaches

j. Describe the Multi-Dimensional Model for Cultural Competence theory (awareness, knowledge, and skills) as a means for examining the various issues of diversity

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Analysis of reading assignments

2. Class project: application of understanding diverse components

3. Develop a model of anti-bias curriculum

4. Journaling

5. Objective and/or essay exam

6. Oral reports

7. Small and large group discussions

B. SUMMATIVE ASSESSMENT

1. Objective and/or essay exam