I. **OVERVIEW**

*The following information will appear in the 2010 - 2011 catalog*

**CLDDV 262 Diversity in Educational Settings** 3 Units

**Recommended for Success:** Before enrolling in this course, students are strongly advised to satisfactorily complete CLDDV 103 or satisfactorily complete CLDDV 104 and satisfactorily complete CLDDV 105 and satisfactorily complete ENGL 50.

Examination of 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. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Course includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media, and schooling.

Field trips might be required.  (A-F or P/NP - Student choice) Lecture

**Transfer:** (CSU) General Education: (MJC-GE: B ) (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. 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. Racial identity development theories
   i. White racial identity development
   ii. Black racial identity development
   iii. Racial identity development

g. Theories around bullying and diversity issues

h. Curriculum Alignment Project Content
   i. The highly diverse world in which children now live
   j. Issues of inequity and access as they relate to young children in a world of diversity
   k. The nature of systemic and internalized oppression and privilege and the subsequent impacts on children's identity development and learning
I. How children think: pre-prejudice, impacts of silence, overt and covert social messages

m. Stereotypes, "isms", bias, prejudice, fear, hatred

n. Impact of privilege and oppression

o. Differences between individual prejudice and the systems within a society that maintain unequal access based on race, gender, economic class, ability, sexual orientation, religious beliefs, culture, language, and all "isms"

p. Clarification of terms: sex, gender, gender role, sexual orientation; racial, ethnic, cultural, national identity; nuclear family, blended family, single-parent family; trans-racial family, gay-lesbian family, extended family, adoptive family, foster family, etc.

q. Stereotypes and biased messages in the media and in the classroom and exploration of educational approaches that teach children how to challenge such messages and develop alternative behaviors

r. Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships

s. Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment

t. Environments and curriculums that reflect children's cultures and experiences and that expose children to the larger communities in which they live

u. Environments and curriculums that challenge children's biases and support the acquisition of authentic information about human differences

v. Effects of dominant culture holiday curriculums

w. Culturally and class embedded traditions of diverse groups

x. Children's books and media to support identity development and anti-bias thinking represent home language, culture, and traditions, stories, and songs

y. Personal histories and experiences; internalized privilege and oppression; impacts on our identities, our choices and our teaching with children and families

a`. The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children and families

aa. Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

B. ENROLLMENT RESTRICTIONS

1. Advisories

   Before enrolling in this course, students are strongly advised to satisfactorily complete CLDDV 103 or satisfactorily complete CLDDV 104 and satisfactorily complete CLDDV 105 and satisfactorily complete ENGL 50.

2. Requisite Skills

   Before entering the course, the student will be able to:
a. Word use: 1. spell words correctly and capitalize according to conventions of standard, edited English prose; 2. use words, expressions, idioms according to their conventionally understood meaning; 3. use diction which is precise, specific, and economical; 4. avoid the use of trite or hackneyed language; 5. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.).

b. Sentence composition: 1. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; 2. maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding faulty parallelism, mixed constructions, misplaced or ambiguous modifying phrases or clauses); 3. adhere to conventions of correctness in standard, edited English prose, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks);

c. Writing process: 1. write clear introductory and concluding paragraphs which contribute to the over-all purpose of the composition; 2. (for exposition and argument) express the thesis of the composition in a clear sentence; 3. use detail and example to develop and elaborate upon subtopics selectively, mindful of the relative importance of the point being developed; 4. compose fully-developed paragraphs which are unified in thought and purpose and which show their relationship to the main thought of the composition; 5. provide for coherence within and between paragraphs through appropriate use of transitional words, phrases, and sentences;

d. Comment and analyze reading selections in directed class discussion.

e. CLDDV-103, 104, 105 Compare the emotional and external influences on typical and atypical growth and development including culturally influenced interactions, implications from infancy through adolescence. (EICC)

f. CLDDV-103, 104, 105 Identify personal biases towards infants, children, and adolescents, including bias toward culture, race, abilities, and gender and examine and explain how bias can influence the research process (Curriculum Alignment Project.)

g. CLDDV-103 Examine and evaluate the role of family in facilitating children's development (CAP).

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

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

1. Audio-visual media
2. Guest speakers
3. Field trips
4. Class project – application of diversity components
5. Oral reports
6. Class discussions including small and large group discussions, which promote critical thinking.
7. Group Activities
8. Lecture
9. Assigned Readings
10. Multiple choice and/or essay quizzes and examinations
11. Written in-class and outside-of-class homework assignments that require synthesis of content including components of diversity, anti-bias approaches.

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)
   f. Online video viewing (1 per term)
   g. Article Review (4 per term)
   h. Vocabulary Words (20 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"?

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.

### III. DESIRED LEARNING

#### A. COURSE GOAL

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

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. Additionally, the student should be prepared to critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

#### 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. Identify personal and institutional bias, its causes, and effects on growth and development, typical and atypical. (Early Intervention Core Competency, EICC)

   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. Describe plan for 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. Analyze one's 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

   k. Discuss the nature and processes of systemic and internalized privilege and oppression and their impacts on children's identity development and learning. (Curriculum Alignment Project, CAP)

   l. Discuss the nature and processes of systemic and internalized privilege and oppression and their impacts on children's identity development and learning. (Curriculum Alignment Project, CAP)

   m. Identify and assess the overt and covert ways in which stereotypes and prejudice are learned. (CAP)

   n. Describe the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings. (CAP)
o. Define issues of cultural identity including factors such as language, ethnicity, religion, immigration, and economic class - in relationship to children, families, and early childhood settings including intervention settings. (CAP, EICC)

p. Define and assess the impacts of factors such as language, ethnicity, religion, immigration and economic class in the personal history of the student and the subsequent impact on teaching young children and families. (CAP)

q. Plan classroom environments, materials, and approaches to effectively promote pride in one's own identity and delight and respect for social diversity. (CAP)

r. Identify strategies for helping children negotiate and resolve conflicts caused by cultural, class, ability, and gender differences, with a focus on using anti-bias approaches in the classroom. (CAP) (EICC)

s. Evaluate inclusive classroom environments, materials, and approaches that are developmentally, culturally, and linguistically appropriate to specific groups of children. (CAP)

t. Describe a variety of strategies for creating partnerships with parents through building mutual, collaborative relationships, and to challenge bias and injustice in the lives of their children. (CAP)

u. Identify professional ethics and responsibilities and legal implications of bias, prejudice, and/or exclusion. (CAP)

v. Identify teacher's roles and responsibilities in creating a more just world for every child. (CAP)

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Class discussions including small and large group experiences, quizzes, and reflections on current reading assignment, guest speakers, lecture, text, and audio/visual media.

2. Written in-class and out-of-class homework assignments including research on anti-biased approaches and building on student portfolio.

B. SUMMATIVE ASSESSMENT

1. Multiple choice and/or essay for mid-term and final examination.

2. Research Paper

3. Small group presentations