Course Outline

COURSE: ANTH 9  DIVISION: 10  ALSO LISTED AS:

TERM EFFECTIVE: Fall 2012  Inactive Course

SHORT TITLE: CHILD FAMILY DIVERSE SOCIETY

LONG TITLE: Cultural Context of Child and Family in a Diverse Society

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<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>Lecture</td>
<td>3</td>
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<td>Lab:</td>
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COURSE DESCRIPTION:

Examines cultural influences on child-rearing practices, family values, and human development. Perspectives from social sciences are used to critique and review theoretical and practical implications of oppression and privilege as they apply to families, schools, and communities, including historical and socio-cultural factors. The processes of socialization and identity development, and the importance of respectful, reciprocal relationships that support and empower families. Self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling. ADVISORY: Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion
72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Analyze theories of socialization that address the interrelationship of child, family, and community.
2. Analyze and explain 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.
Measure: reading response papers, exams, research project
ILO: 1,2,3
GE-LO: a1, c3, c4, c6, c7

3. Critique theories and review the multiple impacts of educational, political, and socioeconomic factors directly impact the lives of children and families, especially on young children’s social identity.
Measure: essays, group work, exams
ILO: 1,2,3,4,7
GE-LO: a1, c3, c4, c6, c7

4. Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.
Measure: journal, group work, reflective essay
ILO: 1,2,3,4
GE-LO: a1, c3, c4, c6, c7

5. Compare and contrast the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.
Measure: Research project, journal, exams
ILO: 1,2,3,4,7
GE-LO: a1, c3, c4, c6, c7

6. Evaluate the impact of personal experiences and social identity on teaching effectiveness.
Measure: Journal, research project, exams
ILO: 1,2,3,4,7
GE-LO: a1, c3, c4, c6, c7

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Inactive Course: 02/27/2012
3 Hours Part I: "Cultural Diversity in Child Development"
"Theory and Caregiving Practices."
Introduction to the cross-cultural perspective;
the role of culture in children's lives.
Read Chapter 1, G-M. In 250 words, describe a culturally-related memory from your childhood.
3 Hours The necessity for cross-cultural education in early childhood classrooms. Interpreting the meaning of behavior; learning to communicate across cultures.
Read Ch. 2, G-M. In class groups, describe a
situation in which cultures clashed. Brainstorm possible ways of handling the situation.

3 Hours  

Read Ch. 1, 2, 4, ABC.

3 Hours  
Disabilities, comparing cultural practices and awareness activities.
Read Ch. 4, ABC.

3 Hours  
Read excerpts from "The House on Mango Street" and compare with events from one of the other books on the reading list. Read Ch. 6, ABC.

3 Hours  
Culturally-limited theories of child development. The effect of intelligence testing and other culturally biased school practices on self-esteem and learning.
In-class essay following excerpt from "Growing Up "Hispanic in America".

3 Hours  
Developing social competencies in different cultures: toilet training, dressing, and eating.
Read Ch. 4, G-M. Ch. 2, ABC.

3 Hours  
Cross-cultural views of developmental milestones. Attachment and separation; play and exploration.
Read Ch. 5 & 6, G-M.

3 Hours  
"Part II: Cultural and Ethnic diversity within a pluralistic society". Recognition of one's cultural and ethnic contributions to the national culture. Historical examples.

MIDTERM EXAMINATION.

3 Hours  
Growing up in a land of immigrants. Historical overview of immigration and migration patterns. Map the immigration pattern of your own family across three generations, or select a character in one of the stories on the "immigration" reading list and map the migration pattern of the main character.

3 Hours  
Exploring the contributions of "minority" ethnic groups to the "majority" culture.
Contribution Collage Project.

3 Hours  
A comparison of family practices (guidance, kinship, marriage patterns, intergenerational relationships).

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Read Ch. 7, G-M.
Student presentations on family practices.
3 Hours   Religion: its influences on cultural practices and the majority culture. Holiday activities in the Anti-bias curriculum.
Student presentations on religious/cultural practices.
3 Hours   Racial identity/labeling between and among ethnic groups. The history of intolerance in America.
Film and response.
3 Hours   Implementing anti-bias education; working with parents; resolving cultural conflicts.
Read Ch. 8, 9, 11, ABC.
Student presentations on implementing anti-bias curriculum.
3 Hours   Strategies for improving human understanding and relationships. Review.
3 Hours   Becoming a change agent: modifying existing caregiving and school practices to minimize moral, ethical, cognitive and affective conflict in a multicultural society.

FINAL EXAMINATION.

REQUIREMENTS:
Class project: stereotypes in the media
Midterm exam (short answer essay type)
Book review, written and oral
Cultural values paper
2 Hours   Final Exam (essay type)

METHODS OF INSTRUCTION:
Lecture - Discussion
Films - Discussion
Objective and Subjective Exams.
Family Research Project with oral presentation.
Child and Culture Book Report

METHODS OF EVALUATION:
The types of writing assignments required:
Written homework
Essay exams
Term papers
The problem-solving assignments required:
Homework problems
Exams
The types of skill demonstrations required:
Performance exams
The types of objective examinations used in the course:
Multiple choice

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True/false
Other category: None

The basis for assigning students grades in the course:
Writing assignments: 50% - 70%
Problem-solving demonstrations: 20% - 40%
Skill demonstrations: 10% - 30%
Objective examinations: 10% - 30%
Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:
Required:
ISBN: 978-0195330250
Reading level of text: 14 grade  Verified by: Marlene Bumgarner using Microsoft Word

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
    GAV D2, effective 200470
    GAV F, effective 200470
CSU GE:
    CSU D7, effective 200470
IGETC:
CSU TRANSFER:
    Transferable CSU, effective 200470
UC TRANSFER:
    Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: A
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: ANTH
CSU Crosswalk Course Number: 9
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: D
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000167391
Sports/Physical Education Course: N
Taxonomy of Program: 130500