

Course Outline

COURSE: CD 7 **DIVISION:** 50 **ALSO LISTED AS:** PSYC 7

TERM EFFECTIVE: Spring 2015 **CURRICULUM APPROVAL DATE:** 05/12/2014

SHORT TITLE: CHILD FAMILY DIVERSE SOCIETY

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

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

Examines cultural influences on child-rearing practices, family values, and human development. Perspectives from the social sciences will be 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. Also listed as PSYC 7. **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

05 - Hybrid

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Analyze theories of socialization that address the interrelationship of child, family, and community.

Measure: quizzes, comparative essays

PLO: 1

ILO: 1,2,3,4,7

GE-LO: A1, C3, C4, C6, C7

Year assessed or anticipated year of assessment: 2015

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

PLO: 1

ILO: 1,2,3

GE-LO: A1, C3, C6, C7

Year assessed or anticipated year of assessment: 2015

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: Essay, group work, exam

PLO: 1

ILO: 1,2,3,4,7

GE-LO: A1,C3,C4,C6,C7

Year assessed or anticipated year of assessment: 2015

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

PLO: 1

ILO: 1,2,3,4

GE-LO: A1,C3,C4,C6,C7

Year assessed or anticipated year of assessment: 2015

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, exam

PLO: 1,2

ILO: 1,2,3,4,7

GE-LO: A1,C3,C4,C6,C7

Year assessed or anticipated year of assessment: 2015

6. Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Measure: Journal, research project, exam

PLO:

ILO: 1,2,3,4,7

GE-LO: A1,C3,C4,C6,C7,1,2

Year assessed or anticipated year of assessment: 2015

PROGRAM LEARNING OUTCOMES:

1. articulate five major child development theories and translate these theories into appropriate classroom environments that include learning centers and materials.

2. plan developmentally appropriate curriculum activities in four domains of development: Cognitive (intellectual), Affective (social-emotional), Psychomotor (physical), and Language Development.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 05/12/2014

3 Hours

Student Performance Objective: Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning. Analyze theories of socialization that address the interrelationship of child, family, and community.

Lecture /Discussion: 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.

Assignment: Read Chapter 1, G-M. In 250 words, describe a culturally-related memory from your childhood.

3 Hours

Student Performance Objective: 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. 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

Lecture/Discussion: The necessity for cross-cultural education in early childhood classrooms. Interpreting the meaning of

behavior; learning to communicate across cultures. The influence of teachers', parents' and caregivers' attitudes on learning. Culturally-responsive child care.

Assignment: Read Ch. 2, G-M. In class groups, describe a situation in which cultures clashed. Brainstorm possible ways of handling the situation.

3 Hours

Student Performance Objective: Differentiate various racial/ ethnic/cultural differences and similarities and propose strategies to challenge prevailing misconceptions.

Lecture/Discussion: Beginning with Myself: racial/ethnic awareness for teachers and caregivers.

Awareness of ethnocentricity, stereotypes, prejudice, pluralism, racism, ageism, handicapism, sexism and systemic and internalized privilege and oppression as they relate to children, families and early childhood settings. Difference awareness in young children. Learning to recognize and discourage stereotyping.

Assignment: Read Ch. 1, 2, 4, ABC.

3 Hours

Student Performance Objective: Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness. Disabilities, comparing cultural practices and awareness activities.

Lecture/Discussion: Inclusive classroom environments, materials and practices of inclusive curriculum.

Assignment: Read Ch. 4, ABC.

3 Hours

Student Performance Objective: 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

Lecture/Discussion: How do children learn about gender identity, class identity? Sources of cultural knowledge. Agents of socialization.

Assignment: 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

Student Performance Objective: Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Lecture/Discussion: 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".

Assignment: Read Chapter 3, G-M

3 Hours

Student Performance Objective: Evaluate the impact of personal experiences and social identity resulting from cultural competencies.

Lecture/Discussion: Developing social competencies in different cultures: toilet training, dressing, and eating.

Assignment: Read Ch. 4, G-M. Ch. 2, ABC.

3 Hours

Student Performance Objective: Compare and contrast the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development

Lecture/Discussion: Cross-cultural views of developmental milestones. Attachment and separation; play and exploration.

Assignment: Read Ch. 5 & 6, G-M.

3 Hours

Student Performance Objective: Recognize cultural and ethnic contributions within our national culture.

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

Assignment: Research diversity of ethnic contributions across the nation.

MIDTERM EXAMINATION.

3 Hours

Student Performance Objective: Recognize the effect of immigration on cultural

Lecture/Discussion: Growing up in a land of immigrants. Historical overview of immigration and migration patterns.

Assignment: 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

Student Performance Objective: Recognize that student variability; exist in many ways including cultural, ethnic, intellectual, linguistic, racial, social, and special needs.

Lecture/Discussion: Exploring the contributions of "minority" ethnic groups to the "majority" culture. Contribution Collage Project.

Assignment: Essay on the collage project outcomes and influences on society.

3 Hours

Student Performance Objective: Analyze various aspects of children's experience a members of families targeted by social bias.

Lecture/Discussion: A comparison of family practices (guidance, kinship, marriage patterns, intergenerational relationships). Student presentations on family practices.

Assignment: Read Ch. 7, G-M.

3 Hours

Student Performance Objective: Illustrate the influences of cultural practices on curriculum.

Lecture/Discussion: Religion: its influences on cultural practices and the majority culture. Holiday activities in the Anti-bias curriculum. Student presentations on religious/cultural practices.

Assignment: Reflection paper

3 Hours

Student Performance Objective: Demonstrate strategies for helping children negotiate and resolve conflicts with a focus on using anti-bias approaches in the classroom.

Lecture/Discussion: Racial identity/labeling between and among ethnic groups. The history of intolerance in America. Film and response.

Assignment: Develop a plan for implementing anti-bias curriculum.

3 Hours

Student Performance Objective: Practice anti-bias strategies in the classroom.

Lecture/Discussion: Implementing anti-bias curriculum in ECE classroom including helping children negotiate and resolve conflicts. Student presentations on implementing anti-bias curriculum.

Assignment: Read Ch. 8, 9, 11, ABC.

3 Hours

Student Performance Objective: Investigate and develop strategies to create partnerships with families on issues of bias, and injustice through building mutual, collaborative relationships. Review.

Lecture/Discussion: Developing partnerships with diverse families that build collaborative relationships.

Assignment: Develop strategies for a parent-teacher partnership program

3 Hours

Student Performance Objective: Illustrate the significance of school practices in developing collaborative relationships with families.

Lecture/Discussion: Becoming a change agent: modifying existing caregiving and school practices to minimize moral, ethical, cognitive and affective conflict in a multicultural society. Importance of building mutual, collaborative relationships with families on issues of bias and injustice.

Assignment: Reflection essay.

3 hours

Class project: stereotypes in the media. Book review, written and oral. Cultural values paper

2 Hours

Final Exam

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:

Category 1 - The types of writing assignments required:

Percent range of total grade: 15 % to 25 %

Written Homework

Essay Exams

Term or Other Papers

Category 2 -The problem-solving assignments required:

Percent range of total grade: 15 % to 25 %

Homework Problems

Exams

Category 3 -The types of skill demonstrations required:

Percent range of total grade: 15 % to 25 %

Class Performance/s

Performance Exams

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 15 % to 25 %

Multiple Choice

True/False

Matching Items

REPRESENTATIVE TEXTBOOKS:

Required:

Gonzalez-Mena. Teaching Children in a Diverse Society. McGraw Hill, 2012. Or other appropriate college level text.

Reading level of text, Grade: 14 Verified by: online

Other textbooks or materials to be purchased by the student: Anti-Bias Education for Young Children and Ourselves, Derman Sparks, 2013 NAEYC Publications

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 200970

GAV F, effective 200970

CSU GE:

CSU D7, effective 200970

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200970

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: I

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: CD

CSU Crosswalk Course Number: 7

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000340088

Sports/Physical Education Course: N

Taxonomy of Program: 130500