GAVILAN COLLEGE
5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: PSYC 7 DIVISION: 10 ALSO LISTED AS:

TERM EFFECTIVE: Summer 2026 CURRICULUM APPROVAL DATE: 02/10/2026

SHORT TITLE: CHILD FAMILY DIVERSE SOCIETY

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

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

Out of Class Hrs:	108.00
Total Learning Hrs:	162.00

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 the 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, the media, and schooling. (C-ID: ECE 230).

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
71 - Dist. Ed Internet Simultaneous
72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Examine the impact of various societal influences on the development of children’s personal and social identity.

2. Describe the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

3. Identify the influence of teachers? own culture and life experiences on teaching approaches and interactions with children and families.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Describe historical and current perspectives on diversity and inclusion.

2. Identify and differentiate between various forms and types of diversity.

3. Discuss how stereotypes, bias, discrimination, systemic oppression, and internalized privilege impact children’s learning, development, and school experiences.

4. Reflect on your own values and implicit and explicit biases and the ways in which these may positively and negatively affect teaching and learning.

5. Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness for infants and toddlers through the early

primary years.

6. Describe appropriate teaching strategies and potential curriculum and pedagogical modifications to help all young children access the curriculum.

7. Describe strategies to promote an inclusive and anti-racist classroom community.

8. Identify approaches to help children negotiate and resolve conflict related to social injustice and bias.

9. Describe strategies to build collaborative, respectful partnerships with families.

COURSE CONTENT:

Curriculum Approval Date: 02/10/2026

3 Hours

Lecture and discussion: The historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning.

3 Hours

Lecture and discussion: The nature and structure of systemic and internalized privilege and oppression and the impact this has on children's identity and learning.

3 Hours

Lecture and discussion: The process of how children develop social identities and the impact of historical and current perspectives on this development and learning.

3 Hours

Lecture and discussion: Issues of cultural identity including all of the factors that are part of our experience and history to better understand ourselves as members of groups, as unique individuals, and as teachers.

6 Hours

Lecture and discussion: Institutional policies that perpetuate inequitable access, racism, bias, stereotypes, and prejudice. Recognizing internalized oppression and microaggressions, Stereotypes, explicit and implicit biases, overt and covert social messages, Effects of the dominant culture on holidays and traditions, family roles, religion, values, and beliefs, and addressing misconceptions.

Introduction to the NAEYC Advancing Equity Statement, NAEYC Code of Ethical Conduct, and the Rights of the Child.

3 Hours

Lecture and discussion: The teacher's role and responsibility for creating classrooms and using strategies that encourage positive self-identity, comfort with diversity, resistance to injustice, and advocacy for a just world for every child.

The influence of teachers in children’s and families? lives. Recognition of teacher’s personal bias and its impact on teaching. Supportive communication and interactions

12 Hours

Lecture and discussion: defining and clarifying dimensions of diversity including- sex and gender roles, sexual orientation, national identity, culture, race/ethnicity, language and literacy, religion, belief systems, and family structure and function. the impacts of educational, political, and socioeconomic factors directly impact the lives of children and families, especially on young children's social identity.

3 hours

Lecture and discussion: Developing a variety of strategies for creating trusting relationships with parents by building collaborative partnerships to challenge bias and prejudice in the lives of young children.

3 Hours

Lecture and discussion: Compare and contrast the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and

development

6 Hours

Lecture and discussion: Anti-bias approaches to help children negotiate and resolve conflicts caused by misinformation, limited thinking, pre-prejudice and societal messages.

3 Hours

Lecture/Discussion: Classroom environments, materials, and approaches to determine if they are inclusive, responsive to cultural and linguistic differences, and developmentally appropriate for each child.

4 Hours

Lecture/Discussion: Becoming a Change Agent: modifying existing caregiving and school practices to minimize moral, ethical, cognitive, and affective conflict in a multicultural society.

2 Hours

Final/Written Reflection/Paper

METHODS OF INSTRUCTION:

Instruction Lecture, videos, discussion, observation and demonstration, written assignments, reading, small group work, and presentations.

OUT OF CLASS ASSIGNMENTS

Required Outside Hours 108

Assignment Description

Readings, discussions, anti-bias children's book projects, cultural interview assignments, community research assignments, personal reflections, film, website, and podcast reviews.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 35

Evaluation Description

35%

Written reflections, essay questions, cultural interview, website and podcast critiques.

Problem-solving assignments

Evaluation Percent 25

Evaluation Description

15% - 25%

Written reflections, cultural interviews, discussions, podcast and website critiques.

Skill demonstrations

Evaluation Percent 25

Evaluation Description

20% - 25%

Written assignments. Anti-bias education children's book review. Cultural Interview.

Objective examinations

Evaluation Percent 15

Evaluation Description

15% - 25%

Multiple Choice and essays and written reflections.

REPRESENTATIVE TEXTBOOKS:

The Role of Equity and Inclusion in Early Childhood Education , Krischa Esquivel, Emily Elam, Jennifer Paris, & Maricela Tafoya , Libretexts, 2020 or a comparable textbook/material.

ISBN: OER/ZTC

Rationale: * Faculty will use updated OER/ZTC-Libretexts.

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

Anti-Bias Education for Young Children and Ourselves, Derman-Sparks, Olsen-Edwards, & Goins 2020, The National Association for the Education of Young Children Publication.

ARTICULATION and CERTIFICATE INFORMATION

GAV GE:

GAV D

GAV F

CSU GE:

CSU D

CSU TRANSFER:

Transferable CSU

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
C-ID: ECE 230
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: D
Course Control Number: CCC000307429
Sports/Physical Education Course: N
Taxonomy of Program: 130500
CIP: 190709