

# CHLD 150: TEACHING IN A DIVERSE SOCIETY

## Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2021
Credits:	3
Total Contact Hours:	54
Lecture Hours :	54
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	108
Strongly Recommended:	ENGL 101.
Transferable to CSU:	Yes
Transferable to UC:	No
Grading Method:	Standard Letter

## Catalog Course Description

Examines the impact of various societal influences on the development of children's social identity. Covers developmentally appropriate, inclusive, and anti-bias approaches. Self-examination and reflection on issues related to social identity, stereotypes, and bias will be emphasized. 54 lecture hours.

## Course Objectives

- Compare historical and current perspectives on diversity and inclusion.
- Identify various forms of diversity.
- Explore the influences of stereotypes and bigotry.
- Summarize the history and influence of systemic, internalized privilege, and oppression.
- Evaluate the relationship between one's own experiences and the development of personal bias.
- Identify the influences on the development of social identity.
- Identify ways to effectively negotiate and resolve conflict related to issues of diversity.
- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.
- Identify issues of social injustice and bias that occur in classrooms.
- Evaluate strategies used to build collaborative relationships with families related to issues of diversity.

## Major Course Content

1. Historical and Current Perspectives on Diversity and Inclusion
2. Defining Forms of Diversity
  - a. Terminology
  - b. Trends
  - c. Misconceptions
3. Stereotypes
  - a. How Stereotypes and Prejudice Develop
  - b. Challenging Stereotypes
4. Privilege and Oppression

- a. History
  - b. Impact
  - c. Institutional Policies that Perpetuate Unequal Access
  - d. Over and Covert Social Messages
  - e. Recognition of Dominant Culture
5. Issues of Inequity and Access
    - a. Impacts of Silence
    - b. Influence of Media
  6. Diverse and Inclusive Learning Environments
    - a. Books and Media
    - b. Materials
    - c. Curriculum
    - d. Interactions
    - e. Assessment Methods
    - f. Holiday and Traditions
    - g. Family Involvement
  7. The Influence of Teachers in Children's Lives
    - a. Impact of Personal History
    - b. Recognition of Personal Bias
    - c. Communication Patterns
    - d. Conflict Resolution Strategies
    - e. Modeling Respectful and Inclusive Behaviors
    - f. Partnerships with Families

## Suggested Reading Other Than Required Textbook

Derman-Sparks, L., Anti-bias Curriculum: Tools for Empowering Young Children, 1989, NAEYC Copple. World of Difference, 1st ed. NAYEC, 2003. Print. ISBN: 978-1-928896-. Carter, F., The Education of Little Tree, 1986, University of New Mexico Press  
The reading for this course is:  
PRIMARILY COLLEGE LEVEL

## Examples of Required Writing Assignments

Examples: Students could develop written curriculum (2-3 pages, typed) of stories designed to be told during small group time with young children. The stories would be developmentally appropriate and engage the child listener to consider issues of diversity through the use of props (i.e. puppets, flannel characters or persona dolls). Story development will include describing a character with a unique family history, personality traits and interests and a situation of social intolerance/injustice. Written curriculum would include questions early care teachers would ask their students before, during and/or after the story to facilitate dialogue that nurtures feelings of empathy, tolerance and respect for differences, and develops conflict-resolution skills for dealing with social injustice.

## Examples of Outside Assignments

Students will engage in making meaningful learning connections to assigned readings, lecture and discussion topics. For example, students will analyze aspects of their own personal and social identities, including overt and covert messages they have received. They will portray aspects of their identities onto a poster that employs written descriptions and the use of artistic modalities such as drawing, collage, etc. Students will share and/or present their work to the whole class.

## Instruction Type(s)

Lecture, Online Education Lecture