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Semester Effective:

Early Care, Education, and Family Studies (ECE) 1601 Diversity in Early Care, Education, and Family Studies (3 Units) (DS8) CSU

[formerly Early Childhood Education 1601; Early Childhood Education 15]

Advisory: Eligibility for English 1500 or 1501 strongly recommended

Hours and Units Calculation:

48 hours lecture. 96 Outside of class hours (144 Total Student Learning Hours) 3 Units

Catalog Description:

Examines the historical and current perspectives on diversity and inclusion and the impact of systemic societal influences on children's development, learning, and school experiences. Strategies for developmentally, culturally, and linguistically appropriate anti-bias curriculum will be explored as well as approaches to promote inclusive and anti-racist classroom communities. Includes self-reflection on the influence of teachers' own culture and life experiences on teaching and interactions with children and families. C-ID: ECE 230.

Type of Class/Course: Degree Credit

Textbook:

Derman-Sparks, Louise, and Julie Olsen Edwards. *Anti-Bias Education for Young Children and Ourselves*. Ingram Publisher, 2020.

Frank, Anne. *Anne Frank: The Diary of a Young Girl*. Random House, 1993.

Additional Instructional Materials:

Rice, Judith Anne. *The Kindness Curriculum: Stop Bullying Before It Starts*. 2nd ed., Redleaf Press, 2013.

Course Objectives:

By the end of the course, a successful student will be able to:

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 Scope and Content:

Unit I Foundational Understandings for Teaching in a Diverse Society

- A. Defining and clarifying dimensions of diversity including
 - i. Sex and gender roles, sexual orientation
 - ii. National identity, culture, race/ethnicity
 - iii. Language and literacy
 - iv. Religion and belief systems
 - v. Family structure and function
 - vi. Ability
 - vii. Age
 - viii. Socioeconomic status
- B. Trends and current issues of equity and access as they relate to young children's learning and development
 - i. Equity and access
 1. Institutional policies that perpetuate inequitable access
 2. Bias, stereotypes, and prejudice
 - a. Implicit and explicit bias
 - b. How stereotypes and prejudice develop and are challenged
 - c. Recognizing internalized oppression and microaggressions
 - d. Stereotypes and biases in the media
 - e. Overt and covert social messages
 3. Effects of the dominant culture on holidays and traditions, family roles, religion, values, and beliefs
 - c. Addressing Misconceptions

Unit II Classroom Curriculum and Environments

- A. The influence of teachers in children's and families' lives
 - i. Recognition of teacher's personal bias and its impact on teaching
 - ii. Supportive communication and interactions
 - iii. Modeling of respectful and inclusive behaviors
 - iv. Collaborative partnerships with families
- B. Culturally responsive, inclusive, anti-racist teaching
 - i. Defining the terminology
 - ii. Curriculum and learning experiences
 1. Equity and access for all children
 - a. Culture

- b. Ability
 - c. Immigration status
 - d. Homelife and family characteristics and needs
2. Teaching strategies and modifications
 - a. Culturally responsive approaches for infants, toddlers, and preschool-age children
 - b. Talking to children about diversity
 - c. Helping children respond to social injustice and bias
 - d. Appropriate strategies for supporting dual language learners in developing English language and literacy skills
 - e. Pedagogical modifications to meet individual needs
 3. Environments and materials
 - a. Elements of an anti-bias environment
 - b. Tools for evaluation
 - c. Selection of appropriate books and materials

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering questions
3. Completing required reading
4. Completing written work
5. Journaling

Methods of Instruction:

1. Critical thinking written and oral assignments
2. Textbook and outside readings
3. Lectures and discussions
4. Student and instructor evaluations
5. Films when available
6. Guest speakers

Methods of Evaluation:

1. Written assignments
2. Project presentations
3. Tests
4. Instructor/student evaluations
5. Cultural sharing

Supplemental Data:

TOP Code:	130500: Child Development/Early Care a
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SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline	Child Development/Early Childhood Education