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Board Approved: January 10, 2018
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 strongly recommended

Hours and Units Calculation: 48 hours lecture + 96 Outside of class hours (144 Total Student Learning Hours) = 3 Units

Catalog Description: This course studies the philosophy, goals, materials, and techniques necessary for designing an anti-bias environment for young children. It includes the examination of different cultural practices, as well as the impact prejudice, discrimination and stereotypic behavior can have on an environment as well as on children and families and involves self-reflection of one's own understanding of educational principles in integrating anti-goals in order to better inform teaching practices and/or program development. The development of social identities is also addressed. Course includes skills of how to empower children to address bias in their classroom as well as their community in hopes of creating a peaceful world. C-ID: ECE 230.

Type of Class/Course: Degree Credit

Text: Derman-Sparks, Louise, and Julie Olsen Edwards. *Anti-Bias Education for Young Children and Ourselves*. 2nd Revised ed., Stenhouse Publishers, 2010.

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

Additional Instructional Materials:

Rice, Judith. *The Kindness Curriculum: Introducing Young Children to Loving Values*. 2nd St. Paul, MN: Redleaf Press, 2013.

Course Objectives:

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

1. Evaluate his/her own attitudes toward cultural groups other than his/her own and the roots of those attitudes and feelings,
2. Describe major theoretical points of view about the influence and importance of culture on personality development of teachers, children, and families,
3. Recognize the variety of learning styles of different cultures,
4. Explore the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism, and

- ethnocentrism as they relate to children and to early childhood settings,
5. Define and assess the impacts of factors such as language, ethnicity, religion, immigration, and economic class in the personal history of the student and the subsequent impact on teaching young children and families,
 6. Incorporate a multi-cultural , anti-bias approach to teaching that pervades all aspects of school life rather than isolated days, weeks, or units targeting certain groups for study,
 7. Describe a variety of strategies for creating partnerships with parents through building mutual, collaborative relationships,
 8. Identify conflicts in young children and the influence of teachers and caregivers on individual learning and identity,
 9. Evaluate inclusive environments, materials, and approaches that demonstrates a sensitivity to the special needs of children and families in a child care setting,
 10. Demonstrate competency in writing,
 11. Apply critical thinking skills,
 12. Describe appropriate vocational skills needed in early childhood care and education,
 13. Critique theories and review the multiple impacts on young children’s social identity, and
 14. Analyze various 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.

Course Scope and Content:

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| Unit I | Ethnic Identity and Culture <ol style="list-style-type: none"> A. Exploring Ethnic Identity and Culture B. Respecting Yourself and Others C. The Impact of Discrimination |
| Unit II | Influence and Importance of Culture on Personality Development <ol style="list-style-type: none"> A. Defining Culture B. Providing a Multicultural Environment C. Developing a Multicultural Curriculum |
| Unit III | Examining Our Racial Attitudes <ol style="list-style-type: none"> A. Racial Attitudes and Behaviors B. Exploring the Impact of Parenting and Culture |
| Unit IV | Institutionalized Racism and Change <ol style="list-style-type: none"> A. The Influence of Media B. Individual Responsibility in Change |
| Unit V | Developing Age-Appropriate Multicultural, Anti-Bias Curriculum <ol style="list-style-type: none"> A. Including Parents in Curriculum Development B. Creating Awareness in Multicultural and Anti-Bias Curriculum C. Resources for Providing an Appropriate Curriculum |
| Unit VI | Community Resources <ol style="list-style-type: none"> A. Websites, Organizations and Local Agencies |
| Unit VII | Developing a Multicultural, Anti-Bias Environment <ol style="list-style-type: none"> A. Involvement of Staff and Families Together B. Using the Environmental Rating Scale to Evaluate the Environment C. Resources for Creating a Multicultural, Anti-Bias Environment |

- D. Including a Respect for Gender, Ability, Culture, Race, Religion, and Family
- E. Type in the Environment

- Unit VIII Bilingualism/Bilingual Education
- A. Approaches and Strategies Used in Early Childhood Programs
- Unit IX Recruitment and Retention of a Diverse Staff and Families
- A. Recruitment and Retention Strategies
 - B. The Benefits of Diverse Staff and Families
- Unit X Models of Inclusive Classroom Environments
- A. Evaluating and Learning from Inclusive Environments
 - B. Resources for Creating an Inclusive Environment
- Unit XI Issues of Diversity, Inequity, Access, Systemic and Internalized Oppression Affecting Children’s Identity and Learning
- A. Issues of diversity, inequity, and access affecting children’s identity and learning
 - B. Systemic issues affecting children’s identity and learning
 - C. Internalized issues affecting children’s identity and learning
- Unit XII Misconceptions about Multicultural Education and Anti-bias Education
- A. Common misconceptions about multicultural education and anti-bias education
 - B. Reality of multicultural education and anti-bias education
- Unit XIII Economic Class, Family Structure and Impact of Privilege and Oppression
- A. How economic class, family structure and privilege and oppression influence children’s identity and learning
- Unit XIV Environments and Curriculum that Challenge Children’s Biases and Support the Acquisition of Authentic Information about Human Differences
- A. The role of environments in challenging bias while supporting the acquisition of authentic information about human differences
 - B. The role of curriculum in challenging bias while supporting the acquisition of authentic information about human differences
- Unit XV Effects of Dominant Culture Holiday Curriculums
- A. Examination of culturally and class embedded traditions of diverse groups.
- Unit XVI Children’s Books and Media to Support:
- A. Identity Development
 - B. Anti-bias thinking
 - C. Represent Home Language
 - D. Culture and Traditions
 - E. Stories and Song

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

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
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: 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