

# CFS-184: TEACHING CHILDREN IN A DIVERSE SOCIETY

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## Effective Term

Fall 2024

## CC Approval

03/01/2024

## AS Approval

03/12/2024

## BOT Approval

03/21/2024

## SECTION A - Course Data Elements

### Send Workflow to Initiator

No

### CB04 Credit Status

Credit - Degree Applicable

### Discipline

#### Minimum Qualifications

#### And/Or

Child Development/Early Childhood Education (Master's Degree)

### Subject Code

CFS - Child and Family Studies

### Course Number

184

### Department

Child and Family Studies & Education (CFS)

### Division

Career Education and Workforce Development (CEWD)

### Full Course Title

Teaching Children in a Diverse Society

### Short Title

Teach Child in Diverse Society

### CB03 TOP Code

1305.00 - \*Child Development/Early Care and Education

### CB08 Basic Skills Status

NBS - Not Basic Skills

### CB09 SAM Code

C - Clearly Occupational

### Rationale

To align with the Curriculum Alignment Project (CAP)

## SECTION B - Course Description

### Catalog Course 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.

**SECTION C - Conditions on Enrollment****Open Entry/Open Exit**

No

**Repeatability**

Not Repeatable

**Grading Options**

Letter Grade or Pass/No Pass

**Allow Audit**

Yes

**Requisites****SECTION D - Course Standards****Is this course variable unit?**

No

**Units**

3.00

**Lecture Hours**

54.00

**Outside of Class Hours**

108

**Total Contact Hours**

54

**Total Student Hours**

162

**Distance Education Approval****Is this course offered through Distance Education?**

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

**SECTION E - Course Content****Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Examine the impact of various societal influences on the development of children's 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

Upon satisfactory completion of the course, students 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 Content

1. 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
2. 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

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Lecture	Utilizing white board, video, and technological supplements Small group and project work: Students working in groups on projects relevant to course content and joint problem solving.

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

### Student-Initiated Online Contact Types

Chat Rooms  
 Discussions  
 Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Class Participation	Class participation and discussion
Quizzes	Objective test and exams that measure the ability of the student to apply the concepts of anti-bias education and its related terms, concrete strategies and methods of implementation
Other	Weekly discussion responses. Weekly responses are a reflection on class lectures and discussions and how they are affecting you both in and out of class.

## Assignments

### Reading Assignments

Reading assignments are based on textbook readings or instructor generated handouts.

For example:

1. Read chapter 1 in "Roots and Wings" covering teaching in a diversity society

### Writing Assignments

1. Writing Assignment

Identify an example of a strategy you think would be relatively easy to try. Explain what you think it would be relatively easy for you. Identify an example of a strategy you think might be quite difficult to do. Explain what you think it would be difficult for you. Can you think of a way to adapt this strategy to make it easier?

### Other Assignments

1. Activity

For each of the following, give at least one example of how the activity could be adapted to create an opportunity for children to use their home language:

Serving and eating snack

Riding tricycles on the playground  
Washing hands  
Getting ready for nap

## **SECTION F - Textbooks and Instructional Materials**

### **Material Type**

Textbook

### **Author**

Delpit

### **Title**

Other People's Children

### **Publisher**

Perseus D

### **Year**

2006

### **Rationale**

Content still relevant to course

### **ISBN #**

9781595580740

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### **Material Type**

Textbook

### **Author**

York

### **Title**

Roots and Wings

### **Edition/Version**

3rd

### **Publisher**

Perseus D

### **Year**

2016

### **ISBN #**

9781929610327

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### **Material Type**

Textbook

### **Author**

Ramsey

### **Title**

Teaching and Learning in a Diverse Society

### **Edition/Version**

4th

**Publisher**

Teacher's College Press

**Year**

2015

**ISBN #**

9780807756256

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**Proposed General Education/Transfer Agreement**

**Do you wish to propose this course for a Local General Education Area?**

No

**Do you wish to propose this course for a CSU General Education Area?**

No

**Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?**

No

**Course Codes (Admin Only)**

**ASSIST Update**

No

**CB00 State ID**

CCC000247974

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No