Early Care, Education, and Family Studies (ECEF) 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

Total Hours: 48 hours lecture

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


Additional Instructional Materials:


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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<th>Unit I</th>
<th>Ethnic Identity and Culture</th>
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<td>The Impact of Discrimination</td>
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<th>Unit VII</th>
<th>Developing a Multicultural, Anti-Bias Environment</th>
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<td>Involvement of Staff and Families Together</td>
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<td>C.</td>
<td>Resources for Creating a Multicultural, Anti-Bias Environment</td>
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</table>
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