Child Development 112  (formerly Child Development 12)

Teaching Young Children in a Diverse Society
3 units; 3 hours lecture
Prerequisite: Child Development 103 with a minimum grade of C or concurrent enrollment
Credit, degree applicable Transfer CSU

In this course students will examine the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Topics include self-examination and reflection on issues related to social identity; stereotypes and bias; social and educational access; and media and schooling.

Course Objectives:

1. Identify and assess the overt and covert ways in which stereotypes and prejudice are learned.
2. Explore the unique and overlapping issues of racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings.
3. Plan classroom environments, materials and approaches to effectively promote pride in one’s own identity and delight and respect for social diversity.
4. Demonstrate strategies for helping children negotiate and resolve conflicts caused by cultural, class and gender differences, with a focus on using anti-bias approaches in the classroom.
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. Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.
7. Review professional ethical responsibilities and legal implications of bias, prejudice and exclusion.

Student Learning Outcomes:

1. Critique theories and review the multiple impacts on young children’s social identity.
2. Critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti-bias approaches in promoting optimum learning and development.

ADA Statement: El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resources Center. To make arrangements for academic accommodations, contact the Special Resources Center.