Course Syllabus

Jump to Today Edit

Diversity in Early Childhood Settings

Spring 2022

TED 325, section 20, 2477

3 credits

January 24 – May 6, 2022

University of Wisconsin River Falls

Teacher Education

Course Description

This course is designed to provide students an opportunity to examine a wide variety of topics on multicultural education that focus on education as a social justice and change agent. Through the examination of major themes within multicultural education, students will engage in critical analysis, reflect upon their own beliefs and values, and consider ways in which schools and educators can promote the development of equitable education in the U.S. Focus will be on a mixture of the following topics: gender; ethnicity; race; language; culture; and/or social class and economic opportunity. Field experience in a school setting is required for this course. Prerequisites: EC Major or program consent.

As Paulo Freire, international educational activist, teacher and writer, explains: teachers are cultural workers in a political world. We must evaluate and assess the forces of discrimination on the institution of education. What are the responsibilities and capabilities of faculty,

student, the curriculum, the design of instruction and methods of assessment in addressing the issue of diversity? In addition, what can we expect the impact of our schools to be on removing the tension of diversity from our society?

Course Outcomes: At the end of this course students will be able to:

1. Learn terms such as culture, race, racism, prejudice, acculturation, bilingual education and cultural pluralism;
2. explore culture as a broad category which by many scholars encompasses ethnicity, class, gender, language, religion, nationality, physical disability, sexual orientation, and other dimensions of differences;
3. examine identity as a multifaceted social construct and have an opportunity to explore how different types of identity interact with schooling;
4. be given an opportunity to examine their own attitudes, beliefs and practices;
5. be introduced to history, philosophy, and theoretical concepts, individual, group, inter-group, and intragroup perspectives, behaviors, and socialization practices regarding identity, relationships, values, ways of knowing, and world views related to multicultural education in the United States.
6. examine negative effects of prejudice, racism, and sexism on the educational opportunities of all American students;
7. gain knowledge and skills necessary for effective instruction in a culturally diverse school setting;
8. have an opportunity to examine children's books and videos for application to the classroom.

University Policies:

Academic Honesty – As stated in university policy, any form of academic dishonesty is prohibited. Cheating and plagiarism will result in a lowered grade. Plagiarism includes, but is not limited to, paraphrasing or quoting the work of another person without clear acknowledgement. In this course we will use APA style, 5th edition for citations. Plagiarism also includes using materials prepared by another person or agency as if they were your own. Requirements for this course may not also be turned in to meet the requirements of another course.

Academic Integrity:

The UW-System and its schools expect that students uphold a high level of academic integrity when completing coursework while in attendance at an institution. UWS Administrative Code Chapter 14 (Links to an external site.) is a set of policies and procedures regarding academic integrity that all students are expected to follow while enrolled as a student of the UW-System. For more information visit the Office of Student Conduct and Community Standards (Links to an external site.) website.

Inclusivity, Respect, and Ability/Disability Expectations

1. The University of Wisconsin-River Falls strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment. If you have concerns about such behavior, contact your instructor, the Office of Student Conduct and Community Standards (Links to an external site.) at 715-425-4844, or the Office of Equity, Diversity, and Inclusion (Links to an external site.) at 715-425-3833. For a list of prohibited behaviors and protected classes or to report something that is inappropriate using an online process, go to this page (Links to an external site.).
2. The University of Wisconsin-River Falls is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the university's mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, please visit Title IX (Links to an external site.) to access information about university support and resources.
3. The University of Wisconsin-River Falls welcomes students with disabilities into its educational programs, activities, residential halls, and everything else it offers. Those who will need academic adjustments or accommodations for a disability should contact the Ability Services Office. Decisions to allow adjustments and accommodations are made by the Ability Services Office (Links to an external site.) on the basis of clinical documentation that students provide to sufficiently indicate the nature of their situation.

Requirements of American Cultural Diversity

The University of Wisconsin wants all of our students (1) to examine the ways in which issues of race and/or ethnicity shape social identities and influence behaviors within diverse segments of American society; and (2) to be able to analyze social and historical factors that may influence their interaction with members of a diverse society.

These outcomes are reflective and self-conscious educational goals that are essential in building a respectful, cooperative, safe and secure society. Returning to the opening tasks of self-understanding, the University expects us to take that understanding into an empathetic and compassionate approach to those who are different from us.

The Discussion segments of this course we will ask if you have had experience with young people with disabilities and if that experience could help them identify early childhood students who might have symptoms of disabilities. The discussion is aimed at the issue of separating special education students from others in the school system. Specifically, how do we interact with members of a diverse society who need special services? Do we build a separate physical facility, or do we integrate these students into the regular classroom system?

We addressed the critical question of social and historic factors in shaping the interaction of racial or ethnic groups with other members of a diverse society in our reading. The broad

question of what kind of society we envision is addressed toward the end of the semester. How do you describe American society today?

(1) a **multicultural** society in which differences are recognized and respected;

(2) **assimilation** of diversity into a uniform and undistinguishable unity; or

(3) **separation**, in which each group removes itself from a common community and interacts mostly within itself?

I expect that the results of this discussion will be speculative and unique for each student.

Specific readings, audio and video materials are described in each weekly Assignment and connected by links to the Pages section of Canvas or to the internet. The instructor may add or remove required material from assignments as the course progresses. Notice of such changes will be posted in Announcements.

No text for purchase is required.

Selected materials required as specified in each Assignment:

Spotlight on Young Children: Equity and Diversity. Christina Gillanders and Rossella Procopio, eds. Washington, D.C.: National Association for the Education of Young Children, 2019.

https://uws.instructure.com/courses/475707/pages/do-you-see-what-i-see-appreciating-diversity-in-early-childhood

"An expanding notion of diversity," https://www.apa.org/gradpsych/2007/03/cover-notion, American Psychological Association, 2022.

"TheWays.org" Stories on Culture and Language from Native Communities around the Central Great Lakes, Wisconsin Educational Communications Board, 2019. Brief thoughtful videos of Ojibwe culture and practices recorded by Native Americans in northern Wisconsin.

PARENTING: DIFFICULT CONVERSATIONS, "Talking Race With Young Children", National Public Radio. April 26, 2019

Early Risers, Waking up to racial equity in early childhood. little moments count. Podcast: What is happening in the classroom? Early Childhood Educators and Implicit Bias. Sheila Williams Ridge, University of Minnesota, Child Development Laboratory School, College of Education and Human Development, Season 2, Episode 4. Minnesota Public Radio, December 1, 2021.

"Implicit Bias, Lesson 1: Schema," UCLA Office of Equity, Diversity and Inclusion. September 9, 2016. https://www.youtube.com/watch?v=OQGIgohunVw&t=9s

"Getting Parents Involved in Their Children's Education", Larry E. Decker, Gloria A. Gregg and Virginia A. Decker. American Association of School Administrators. Arlington, VA, 1994.

"The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms", CASEY BERKOVITZ, AMANDA NOVELLO AND OLIVIA CHAN, The Century Foundation, March 31, 2021.

"Definition for Diversity," Queensborough Community College, City University of New York. New York. https://www.qcc.cuny.edu/diversity/definition.html

Cultural Diversity and Early Education: Report of a Workshop, Chapter: Implications for Early Education. Washington, D.C.: National Academy of Sciences, 2022.

Johnson, Rucker C. *Children of the Dream: Why School Integration Works* (2019). New York, NY: Basic Books and Russell Sage Foundation Press.

"Glossary", LGBTQIA Resource Center, University of California, Davis. January 6, 2022

A Better Start: Why Classroom Diversity Matters in Early Education Jeanne L. Reid and Sharon Lynn Kagan National Center for Children and Families, Teachers College, Columbia University with Michael Hilton and Halley Potter, The Century Foundation and the Poverty and Race Research Action Council, April 2015.

Spotlight on Young Children: Equity and Diversity, Cristina Gillanders , and Rossella Procopio National Association for the Education of Young Children, 2019-10-29

Washington, Valora, Ph.D. Diversity and Inclusion in Early Care and Education. Council for Professional Recognition. Washington, D.C., 2015.

Resources / Publications / Young Children / naeyc , Young Children, Vol. 74, No. 1 March 2019 / "Tate and the Pink Coat: Exploring Gender and Enacting Anti-Bias Principles", JANICE KROEGER ABIGAIL E. RECKER ALEXANDRA C. GUNN

"Gender – The Space Between", CBS News, March 28, 2017

"Do You See What I See? Appreciating Diversity in Early Childhood Settings" Barbara Kupetz, Ed.D., https://uws.instructure.com/courses/475707/pages/do-you-see-what-i-see-appreciating-diversity-in-early-childhood

"Diversity and Inclusion in Early Care and Education".

"Gender Revolution: Special Issue, the Shifting Landscape of Gender", Washington, D.C.: National Geographic, Vol. 231, No. 1, January 2017. This is an amazing document. It opens with an excellent description of terminology related to gender, and a discussion of how to help families talk about gender. The articles and interviews are challenging and difficult, so be prepared.

"Engaging Diverse Families".

“December Dilemma: Religion as an educational lesson” article from the Anti-Defamation League.

“Multiculturalism” Success, Failure, and the Future. Will Kymlicka, 2012. Multiculturalism: Success, Failure, and the Future. Washington, D.C.: Migration Policy Institute, Transatlantic Council on Migration.

What is happening in the classroom?

The Family Book. Todd Parr, 2003. The Family Book. New York and Boston: Little, Brown and Company. The Family Book - read by Sherry (Links to an external site.).

Race as Seen by Kids. “A Look at Race Relations through a Child’s Eyes,” Anderson Cooper, CNN: April 2, 2012, https://www.youtube.com/watch?v=GPVNJgfDwpw

Course Requirements and Points for Early Childhood Majors

#1 Affidavits of Professional Learning and Ethical Practice and also Leadership and Collaboration to be submitted as part of your portfolio into Chalk and Wire. Required for final grade, no points. Not required of non-early childhood manors.

No points are awarded for this requirement. A portfolio requirement embedded in this course as a part of your professional education licensure program. To receive a grade for this class, you will upload an artifact and reflection to your portfolio that must meet the standard as assessed by the instructor of this course. Not successfully completing the portfolio requirement will result in a grade of “satisfactory progress (SP)” for the class.

In your Professional Performance and Responsibility affidavit that is posted into Chalk and Wire, use specific evidence from your artifacts to answer the following questions. This will become part of your professional portfolio.

1. How have you or will you reflect on evidence to evaluate the outcomes of teaching and to improve planning and practice?
2. How will you engage in ongoing professional learning to develop the knowledge and skills needed to provide all learners with engaging curriculum and learning experiences?
3. How have you adapted practice to meet the needs of each learner while following ethical codes of conduct, professional standards and laws?
4. How will you utilize community resources to enhance student learning and well-being?
5. How have you collaborated with school professionals, parents and community members to support learner development.

#2 Field Experience is required for this course. A successful completion will result when your cooperating teacher posts an evaluation into Chalk and Wire. Instructions will be sent to you as to how to accomplish this requirement. The evaluation from your cooperating teacher is needed for you to receive a grade. Without the evaluation you will receive a grade of SP (satisfactory performance) assuming all other course requirements are met.

Required of All Students

#3 Weekly ESSAYS in responses to study questions that are in the Syllabus for each week. 20 points maximum each week.

#4 Weekly DISCUSSION other students. Participation in weekly discussion, maximum of 15 points each week.

Participate in weekly online Discussion through written comments. The second week of each segment of this course is for Discussion. Please comment, criticize or elaborate on what other students have to say. Points are assigned to Discussion as follows: 5 points for each substantive comment; maximum of 15 points/week. (See grading schedule below). You can comment directly on essays posted the previous week by other students, or continue a thread of Discussion. Credit is given for substantive comments.

A substantive contribution is one in which you agree or disagree with the ideas or position of another student. State your position, defend it, or offer an alternative reply to the study question. In Discussion, it is especially helpful to end your comment with another question that you invite others to answer. You can also begin with a question of your own, or ask another student to clarify something that he or she said that you do not understand. Asking for clarification is always an excellent way of stimulating interchange. The idea is to probe, reflect, and provide thoughtful and respectful responses. I hope we can build a dynamic discussion online and enjoy the interchange with others. The advantage of online classes compared to in-class is that you have time to read what others are saying and make a thoughtful response. The advantage of online discussion is that everyone participates equally. The verbally adept have no advantage over the shy participant.

#5 Final comprehensive essay. The final will cover the broad questions posed in the statement of course outcomes and objectives above. The final will be posted on the last day of class, May 6, due 12. 100 points maximum.

Required of non-majors: Personal Statement of Professional Responsibility

In any endeavor that you undertake in life, it is our hope that you approach your work with a professional disposition and attitude. That goal begs the question: what does it mean to be Be a Professional? Please prepare a two or three-page statement of what it will mean to be a professional in your given field or vocation. You will find that many professional organizations or associations, depending on the particular activity, will have statements of professional

responsibility or conduct. You are welcome to investigate your desired career area and find any such statements that might apply or give you suggestions. In the process of preparing your personal statement, you can include the personal demeanor and manner through which you plan to conduct yourself. Here are additional questions that you can address:

1. How will you engage in ongoing professional learning to develop the knowledge and skills needed throughout your career?
2. How will you adapted practices to meet the needs of each of your potential clients or customers, while following ethical codes of conduct, professional standards, and laws?
3. How will you utilize community resources to enhance your work?
4. How will you collaborate with school professionals, parents, and community members to support learner development?

Please send this Statement directly to me, stephen.parliament@uwrf.edu, identifying this class, your name, and anticipated vocation or career.

This course is delivered entirely online with readings as assigned in this syllabus and is administered through Canvas.

Reading assignments and study questions are assigned for each week.

Assignment due dates: All assignments are due on the date posted in the Syllabus unless the student makes a prior arrangement with the instructor for unusual circumstances.

Assessment and grading: see method of evaluation below.

Aggregate points will be posted periodically in Gradebook

Assignments	Frequency	Points/assignment	Total points
Written assignments	8	20	160
Participation in Discussion	6	15	90
Final, 100 pts.	1	100	100
Total maximum for the course			350

Grading

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69
F	59% or less

Methods of evaluation. Written essays are evaluated using the criteria of organization, content and style: see next page.

CRITERIA			
LOW			HIGH
1	2	3	4
ORGANIZATION			
No opening or conclusion; may lack completeness or closure; random sentences with no direction.	Some ideas expressed but not connected to a conclusion.	Contains some organizational pattern, but lacks logical progression of ideas. Transitional devices not used effectively.	Has logical progression of ideas and powerful organizational scheme. Effective use of transitional devices.
CONTENT			
1	2	3	4
Does not address topic and loses focus by including extraneous or loosely related ideas	Addresses topic but may lose focus by including extraneous or loosely related ideas	Focused but may contain ideas that are only loosely connected to the topic	Focused on the topic, has clear purpose & reflects insight
STYLE			
1	2	3	4
Frequent and blatant errors in basic mechanics, grammar and/or spelling: i.e., unacceptable	Errors in basic mechanics, but common words are spelled correctly	General mechanics are used with occasional errors; often passive voice	Sentence structure varied, minimal errors; word choice is adequate; active voice

Though listed as one of three criteria, the threshold is “style”, which means the mechanics of writing well. If you have spelling and grammatical mistakes, then I will return a paper for correction before evaluating content and organization. Use Word/Review/Spelling and Grammar. The Word program itself has excellent suggestions on improving grammar, and it corrects your spelling. Grammar mistakes or questions are underlined in green and spelling mistakes or suggestions are underlined in red. When you submit a paper, it should have no grammar or spelling mistakes.

An element of Style is also the elegance with which you write. Elegance and clarity are hard to judge and evaluate, especially for a class like this where personal beliefs and feelings are so important, and where we will discuss sensitive subjects, please try to write in the active voice instead of passive. Here is what I mean. Active voice: “My background could possibly lead me to make sexist comments when that is not what I intend to say at all.” Some writers, to avoid personal responsibility, might use the passive voice instead: "Some sexist comments can be attributed to individuals because of their background.” Whenever possible, use the active

voice. Your writing will become more powerful and personal, and as a result, much more engaging for others to read.

If you need help with writing, begin with the On-Line Writing Lab, OWL. Or, go online to a used bookstore and buy a copy of *The Elements of Style* by Strunk and White, the single most useful book any college student can own other than a good dictionary.

Incomplete Grade

Please note that the instructor assigns a grade of **Incomplete** only when students are prevented from completing the required work of the course *through no fault of their own, in* accordance with published University policy. If you are having trouble with the class for any reason, I am very open to discussion. Please let me know as early as possible.

Policy for Make-up Exams, Late Papers, and Other Assignments

Late papers and missed assignments may be completed only with the prior approval of the instructor unless the student was hampered by a medical or family emergency.

Calendar

Monday, January 24	Class begins
March 14 – 20	Spring Break
May 6	Last day of class
Monday, May 9 – 12	Final exam week

Portfolio affidavit on Standards of professional performance and responsibility to be posted in Chalk and Wire. A final course grade will not be posted without this requirement completed and posted in Chalk and Wire;

Weekly Assignments: see Assignments in Canvas

Course Summary

Week of:	Assignment due the Friday of that week
1/24	What is diversity?
1/31	Discussion
2/7	How to build an anti-bias classroom.
2/14	Discussion
2/21	Gender
2/28	Discussion
3/7	Native culture, language and education
3/14 – 20 Spring Break	
3/21	Discussion
3/28	African-American experience, race, and income
4/4	Discussion
4/11	New Americans and immigration
4/18	Parental involvement in the schools
4/25	Summation and vision for the future
5/2	Discussion children's literature
5/9 – 12	Final exam week