



Course Syllabus

COURSE NUMBER: ECED 5860	COURSE TITLE: Cross-cultural Perspectives in Early Childhood	TERM: II Fall 2009
SITE: WEB Hall	INSTRUCTOR CONTACT INFORMATION: Dr. Maxine L. Bauermeister Webster Hall #244 bauermei@webster.edu 314-246-7710	CREDIT HOURS: 3 cr hours Mon 5:00 p.m. to 9:00 p.m.

1. COURSE DESCRIPTION: This course addresses the contributions of diverse cultures within the USA society. Students will examine and analyze racism, sexism, ageism, and ability levels within the schools and community. This course will also focus on diversity among groups of people and individuals based on ethnicity, socioeconomic status, family structure, exceptionalities, language, religion, sexual orientation, and geographical area. Early childhood education in different countries/cultures will be discussed and ideas generated about implications for teaching young children.

2. REQUIRED TEXTS:

Derman-Sparks, L. & the ABC Task Force (2001). *Anti-Bias Curriculum: Tools for empowering young children*. Washington, DC: National Association for the Education of Young Children (NAEYC).

Copple, C. (Ed). (2003). *A World of Difference: Readings on teaching young children in a diverse Society*. Washington, DC: National Association for the Education of Young Children (NAEYC).

Handouts provided by instructor

3. LEARNING OUTCOMES:

Course Outcomes	SOE Goals and SOE Dispositions Addressed	MoSTEP/Prof Standards Addressed	NAEYC Standards Addressed
Students will demonstrate an understanding of culture and how it is reflected in ECE	Goals: 1.1, 1.4, 4.1 Dispositions: 1.2, 1.4	MoSTEP: 1.3, 1.4,	NAEYC Standard 1: 1a, 1b, Standard 2: 2a
Students will develop strategies to assess materials for bias, discrimination, and stereotypes	Goals: 1.1, 4.2, 4.3 Dispositions: 1.2, 1.3, 1.4, 2.4	MoSTEP: 1.4, 1.5, 3.1, 8.1, 8.3,	NAEYC Standard 1: 1c
Students will demonstrate the ability to foster cross-cultural appreciation by integrating diversity into the curriculum	Goals: 1.1, 1.2, 1.3, 1.4, 2.1 Dispositions: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4	MoSTEP: 1.3, 1.4, 2.1, 2.2, 2.4, 6.1	NAEYC Standard 1: 1a, 1b, Standard 4: 4d, Standard 5: 5a, 5d
Students will demonstrate the ability to observe, record, and assess current practice in diverse early childhood settings	Goals: 1.1, 2.4 Dispositions: 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	MoSTEP: 8.3 9.1	NAEYC Standard 3: 3a, 3b
Students will demonstrate familiarity with the professional literature	Goals: 1.1, 1.2 Dispositions: 1.3, 1.4,	MoSTEP: 1.5, 2.2	NAEYC Standard 5: 5a
Students will examine cross-cultural dimensions of diversity in international ECE.	Goals: 1.1, 3.1, 4.1, 4.2 Dispositions: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2	MoSTEP: 7.2, 8.2	NAEYC Standard 1: 1b
Students will engage in multiple teaching and learning strategies	Goals: 1.1, 2.2, 2.3, 3.1 Dispositions: 1.2, 1.3, 1.4	MoSTEP: 1.2, 1.3, 1.4, 5.1, 5.2, 7.4	NAEYC Standard 3: 3b, Standard 4: 4a, 4b

4. SCHEDULE of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and/or exams.

Week 1, Oct 26

Introductions

Outline of course, student participation, goals, and assumptions

Set up learning groups: pass around sheet for contact information, sign up for group presentations:

_____ 11/02 – **Racism/Anti-Racism** A-BC: Ch 4, World: Ch 5,6,7,8,9

_____ 11/09 – **Disabilities/Gender/Culture/Religion** A-BC: Ch 5,6,7
World: Ch 28, 31, 34, 37

_____ 11/16 – **On-site visit: Sts. Peter and Paul Food Kitchen
Activism** A-BC: Ch 9 and World: Ch 22, 24, 41

_____ 11/23 – **Teaching in a multi-cultural/lingual Society**
A-BC: Ch 8 and World: Ch 1,2,3,4

_____ 11/30 – **Working with Parents** A-BC: Ch 11 and World: Ch 14-20

_____ 12/07 – **Setting up an Anti-Bias Environment** A-BC: Ch 2, 10
World: Ch: 42, 43

Final Project Reports

_____ 12/14 – **Final Project Reports**

Group Activity: What is culture? How is it defined? How is it reflected in early childhood? What does diversity mean? What is the significance of this course?

Read pages vii, and viii, and 1 in World

Review Chapter 1 in Anti-Bias Curriculum – Defining *anti-bias*, *discrimination*, and *stereotypes*

Why is this important? Go over stereotypes on page 141 in A-BC

Examine children's books for stereotypes

Video: All in the Family

Group Activity: Discuss video

Assignments:

1. Read Ch 5,6,7,8,9 in “World of Difference” (World) and Ch 4 in “Anti-Bias Curriculum” (A-BC) for next week

2. Watch the video “Crash”

3. Write a 1-2 page “Crash” reaction paper about the implications of racism on **society** and **education**. **Due next week: Nov 2**

Additional Assignments for the 8-week session (see attachment for details):

1. Interview someone from another culture. **Due week 3: Nov 09**
2. Read a journal article on early childhood education in another culture. Write a 1-page summary about **what you learned** from the article. **Due week 4: Nov. 16**
3. Observe an early childhood setting for diversity. **Due week 5: Nov 23**
4. Hand in an outline for your final project. **Due week 5: Nov 23**

Specific information is provided on the attached handout

Week 2, Nov. 02

Guest Speaker

Group presentation and discussion: **Racism and Anti-Racism: Understanding Oneself**

Video: selected scenes from “Crash”

Class discussion: “Crash” reaction papers, hand in reaction papers

Video: “In the White Man’s Image”

Assignments for next week: Read A-BC: Ch. 5,6,7 and World Ch. 28,31,34

Interview someone from another culture (see attached handout). **Due next week: Nov 09**

Week 3, Nov. 09

Student group presentation on reading assignment: **Disabilities/Gender/Culture/Religion**

Class Discussion: Culture interviews. **Hand in interviews**

Assignments: Read A-BC: Ch. 9 and World: Ch. 22,24,41

Journal article **due next week: Nov 16**

Week 4, Nov. 16 On-site visit, St. Peter and Paul Food Kitchen

Debrief about visit

Student group presentation on **Activism**

Journal articles due

Assignments: Read World: Ch. 1,2,3,4 and A-BC: Ch. 8

Write a 2-page paper about your experiences at the Food Kitchen, due Dec 07

Early childhood observation and outline for final project due next week

Week 5, Nov. 23

Student group presentation on reading assignment: **Teaching in a multi-cultural/lingual Society**

Video: “Preschool in Three Cultures”

Early Childhood Observation due

Outline of Final Project Due

Assignment: Read A-BC: Ch. 11 and World: Ch. 14 - 20

Week 6, Nov. 30

Student group presentation on reading assignment:

Working with Parents A-BC: Ch. 11 and World: Ch. 14-20

Video: “Children of the World Society – China”

Guest Speaker: Kate Northcott at 7:00 pm

Assignment: Read A-BC Ch. 2,10 and World: Ch. 12,13,32, 43

Week 7, Dec. 07

Student group presentation on reading assignment: **Setting up an Anti-Bias Environment.**

Video: “Children of the World Society – Brazil”

Paper on Sts. Peter and Paul due. Examples of other cultural events. What purposes do they serve? What do we learn?

Student Presentations on Final Projects

Week 8, Dec. 14

Student Presentations on Final Projects

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
One journal article (5 pts.)	Students will demonstrate current knowledge in areas of early childhood education and familiarity with the professional literature	5%
Reaction paper to movie “Crash” (5 Pts.)	Students will demonstrate knowledge about discrimination, its potentially harmful effects, and implications for educators	5%
One on-site observation of early childhood program for diversity (15 pts.)	Students will actively engage in multiple learning and teaching strategies. Students will demonstrate the ability to observe and record observations	15%
Attend Sts. Peter and Paul Food Kitchen and record experiences (15 pts.)	Students will reflect on the role of cultural events in understanding diversity	15%
Group presentation (15 pts.)	Students will actively engage in multiple learning and teaching strategies	15%
Individual presentation and special topic paper (35 pts.)	Students will actively engage in multiple learning and teaching strategies	35%
Class participation, Attendance and Professional Dispositions (10pts)	Students will develop a sense of professionalism and ethical responsibilities	10%

Students are responsible for reading all materials assigned in class. You are expected to be on time and to come to class prepared to discuss issues related to weekly topics.

Students are expected to conduct themselves in a professional manner during class time.

Attendance is mandatory. Since the class meets for 8 weeks, it is important that you attend all classes. Two missed classes will result in lowering your grade by one grade point.

Incompletes are given at the discretion of the instructor and only under unusual circumstances. It is the student's responsibility to notify the instructor of any problems. Incompletes will not be discussed beyond the 6th week of class.

Note: **The syllabus is subject to change at the discretion of the instructor.**

6. GRADING SCALE:

93 – 100	= A
90 – 92	= A-
86 – 89	= B+
83 – 85	= B
80 – 82	= B-
76 – 79	= C+
73 – 75	= C
70 – 72	= C-
66 – 69	= D+
63 – 65	= D

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMODATIONS POLICY:

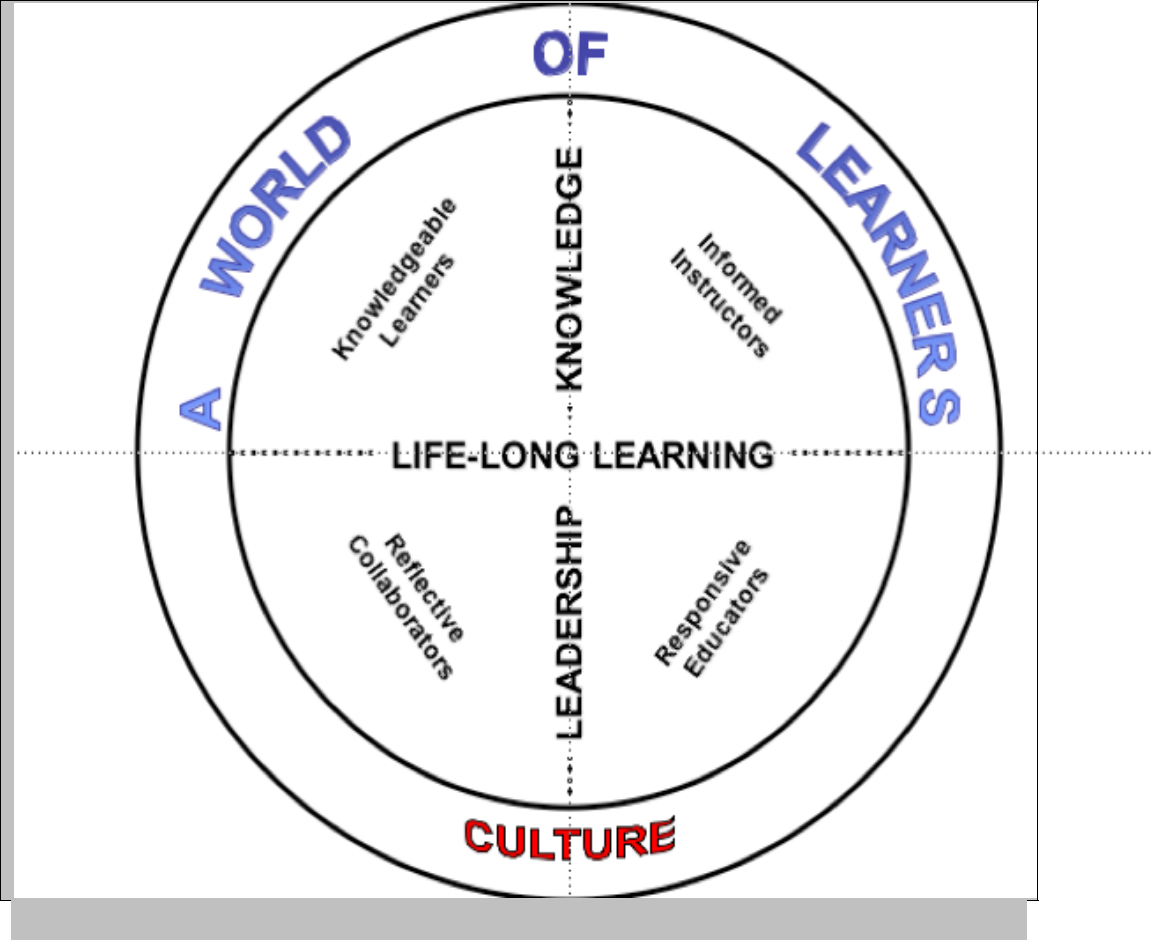
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Barbara Stewart at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;

- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

- 1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

- 2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

- 3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

Assignments

Important note! All papers must be typed, double-spaced, and submitted on the day listed on the schedule

1. Watch the video “Crash” and write a 1-2 page reaction paper about the implications of racism on society and education. How does it affect the way people think about others? What are the dangers? What might happen in an educational setting? **Due November 2**
2. Request and interview someone with whom you have had little direct experience. You might want to consider individuals from the following groups: immigrants or refugees from another country, bi-racial individual or a couple, person with a disability, person who was adopted, homeless person, gay or lesbian person, welfare recipient, ethnic or religious group, interesting family structure, or others.

Before the interview make a list of personal assumptions (positive and negative) about the group of which this person/persons is a member. This list is for your personal use. Prepare a list of interview questions. Possible interview questions might include the following (please feel free to add to this list):

1. How do you define yourself culturally?
2. Growing up as a child were you aware of any cultural differences between your family and others with whom you had contact or saw on TV? (This might not apply to some people)
3. What attitudes about differences did your family convey to you?
4. What expectations did your family/culture have of you as a child and as a student?
5. What expectations did your family/culture have of teachers, schools, the community, and the government?
6. What do you consider oppressive in your culture, or is it oppressive?
7. What would you like to change, if anything, about society’s attitude about your culture?

Write a summary about this interview. What did you learn about this person and his/her family culture, race, attitudes, etc.? This paper should be 2-3 pages in length. **Due November 09**

3. Read a journal article on early childhood education in another culture/country and write 1 page summarizing **what YOU learned** that you didn’t know before you read the article. Articles from popular magazines are **not** acceptable. (See *Young Children*, *Childhood Education: infancy through early adolescence*, *Journal of Research in Childhood Education*, etc. Please cite the journal at the beginning of your paper. **Due November 16**
4. Observe an early childhood setting. Record and share the current practice in this setting that reflect the existence or non-existence of diversity. What did you see, feel, hear or feel in the learning environment? What is the school’s multicultural policy? What would you recommend for this setting, if anything? **Suggestion:** Try to visit in the morning prior to lunch or in the afternoon after naptime, if children are napping. Please call ahead to make an appointment. Tell them who you are and what you will be observing. Try to stay for at least 30 minutes. **Due November 23**
5. Submit an outline for your final project. **Due November 23**
6. Participate in an ethnic/cultural event that will expand your knowledge and/or awareness of another culture. We will visit Sts. Peter and Paul Food Kitchen. Write a 2-page summary of this experience. **Due December 07**
7. Guidelines for your final project will be handed out in class.



NAEYC Standards

Standard 1. Promoting Child Development and Learning

- 1a. Knowing and understanding young children's characteristics and needs
- 1b. Knowing and understanding the multiple influences on children's development and behavior
- 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Building Family and Community Relationships

- 2a. Knowing about and understanding family and community characteristics
- 2b. Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c. Involving families and communities in their children's development and learning

Standard 3. Observing, documenting and Assessing to Support Young Children and Families

- 3a. Understanding the goals, benefits, and uses of assessment
- 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c. Understanding and practicing responsible assessment
- 3d. Knowing about assessment partnerships with families and other professionals

Standard 4. Teaching and Learning

- 4a. Knowing, understanding, and using positive relationships and supportive interactions
- 4b. Knowing understanding, and using appropriate, effective approaches and strategies for early education
- 4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
- 4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Standard 5. Becoming a Professional

- 5a. Identifying and involving oneself with the early childhood field
- 5b. Knowing about and upholding ethical standards and other professional guidelines
- 5c. Engaging in continuous, collaborative learning to inform practice
- 5d. Integrating knowledgeable, reflective, and critical perspectives on early education
- 5e. Engaging in informed advocacy for children and the profession