

Texas A&M University- San Antonio
Department of Educator and Leadership Preparation
EDEC 4301 Working with Diverse Families & Young Children

A. COURSE DESCRIPTION

Focuses on understanding the dynamic relationship between families and those who care for young children examining issues of diversity, family strengths, family stresses and parenting.

B. LEARNING OBJECTIVES

At the end of this course, the student will:

1. Understand and apply cultural wealth framework in planning and working with families and assignments.
2. Understand perspectives of diverse families and articulate inequities families face as well as strengths they possess by developing a cultural autobiography.
3. Analyze experiences with families to identify reciprocal relationships and unique characteristics of families by sharing and discussing case study scenarios.
4. Explain the importance of culturally responsive techniques for diverse families including how to involve families; and,
5. Identify and implement activities that connect to the home culture, are responsive to diversity and encourage positive relationships between families and child development professionals by sharing and discussing culturally relevant strategies .
6. Understand their personal culture (background experiences, biases and values) to create respectful relationships between families and early childhood professionals by facilitating an activity for an early childhood setting or community-based setting.
7. Explore and understand similarities, differences and inequities of diverse groups for the purpose of empowering families through case study scenario analysis.
8. Identify strategies to promote the positive development of identity and pride in heritage of diverse children by facilitating an activity for early childhood or community-based settings.
9. Understand the layers of diversity: Race, Ethnicity, Language, Nationality, Socioeconomics, Religion, Families and Abilities through the synthesis paper.

C. LECTURE OR DISCUSSION TOPICS

- Social systems, culture, cognitive structures, culturally responsive pedagogy, families, cultural capital, funds of knowledge, language, transformed systems, authentic engagement

D. REQUIRED OR RECOMMENDED READINGS

- Edwards, P., Spiro, R., Domke, L., Castle, A., White, K., Peltier, M., Donohue, T., & Epstein, J. (2019). *Partnering with families for student success*. Teachers College Press.
- Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally & linguistically diverse students*. Corwin.