

Course discipline/number/title: ECCE 2110: Diversity and Human Relations

A. CATALOG DESCRIPTION

1. Credits: 3
2. Hours/Week: 2 Lecture, 2 lab
3. Prerequisites (Course discipline/number): READ 0900
4. Other requirements: Recommended skill level: College-level reading and writing.
5. MnTC Goals (if any): Goal 7/Human Diversity

B. COURSE DESCRIPTION: All children are harmed by societal injustice and educational practices that ignore diversity. They need adults who can foster a positive identity, encourage them to embrace diversity, help them recognize unfairness, and empower them to resist bias. This course examines how human relations shape identity development, life experience, and academic success in a diverse society. Students will explore their own attitudes toward gender, class, race, culture, disability and sexual orientation and strategies that provide respectful, responsive, empowering, and equitable environments that embrace human diversity. Recommended skill level: college-level reading and writing.

C. DATE LAST REVISED (Month, year): February, 2019

D. OUTLINE OF MAJOR CONTENT AREAS:

1. Human diversity
2. Misconceptions, bias, and prejudice
3. Systemic oppression and privilege
4. Culturally competent care and education
5. Minnesota Native Americans: sovereignty, language, and culture
6. Reflecting children's identities, culture, language, and experiences

E. LEARNING OUTCOMES (GENERAL): The student will be able to:

1. Describe and discuss dehumanizing biases, discrimination, prejudices, and institutional racism, sexism, classism, ethnocentrism, and heterosexism.
2. Analyze how children's development and learning is influenced by individual experiences, prior learning, as well as language, culture, family, and community values.
3. Identify the cultural values, norms, and contributions of various cultural groups in our society.
4. Examine the cultural content, worldview, and concepts that compose Minnesota-based American Indian tribal government, history, language, and culture.
5. Examine the theories and research related to children's identity development, awareness of human diversity, and development of prejudice.
6. Reflect on the role of caregivers and teachers in children's experience of bias.
7. Incorporate understanding of human diversity and structural bias to create positive, equitable learning environments that encourage respect for individual differences, positive social interaction, active engagement, and self-motivation.
8. Evaluate and select culturally relevant and anti-bias materials for children.
9. Apply knowledge of a child's identity, family, culture, language, socio-economic status or exceptionality to select or adapt materials and experiences.
10. Plan experiences that promote positive identity, comfort with diversity, prevention of prejudice, recognition of bias, human rights, and justice.

F. LEARNING OUTCOMES (MNTC):

Goal 7/Human Diversity: The student will be able to:

1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
2. Analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
3. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

- G. METHODS FOR EVALUATION OF STUDENT LEARNING: Methods may include but are not limited to:
1. Class Participation
 2. Reflection Journals
 3. Written Assignments
 4. Resource File
- H. RCTC CORE OUTCOME(S). This course contributes to meeting the following RCTC Core Outcome(s):
Global Awareness and Diversity. Students will demonstrate an understanding of and respect for human diversity through their words and actions.
- I. SPECIAL INFORMATION (if any): None