ZTC (CHLD 210)
Child, Family & Community Course Reader
Unit Objectives, Reading Materials, Sample Syllabus, Assignments, and Assessments

Unit 1:Major Theoretical Frameworks Describing Child and Family Socialization

Objectives:
After successful completion of this module students will be able to:
- define socialization and describe the outcomes of the socialization process.
- compare and contrast the roles of the agents of socialization.
- examine the historical perspectives and sociocultural influences of the socialization of children and families.
- analyze the impact of risk and resiliency in self development.

Reading Materials:

A. Historical Perspectives

a.1 Introduction to Socialization (chapter 5, 5.1-5.4)

a. 2 Types of Societies (read to Post Industrial Societies)

a. 3 Conflict Theory and Alienation (watch videos, Conflict Theory Explained, 3:31 and Conflict Theory and Alienation, 5:21 minutes)

Optional-requires MiraCosta Library access:

a.4 Cross Cultural Study of Human Development (read Chapter 1)

B. Sociocultural Influences

b. 1 Culture and Society (read to What is Culture)

b. 2 Basic Elements of Culture (watch video, Everybody's Doing It, 2:31 minutes)

b.3 Ethnocentrism (read Ethnocentrism and Cultural Relativism to Further Research article, Oxytocin Promotes Human Ethnocentrism)

Optional-requires MiraCosta Library access:

b. 4 Social Development Video (watch video, 15:56 minutes)

b. 5 Bronfenbrenner's Bioecological Model of Development (read Chapter 7, p. 59-63)

b. 6 Ecological Systems Theory (read p. 17 on pdf, p. 14 on text)

Optional-requires MiraCosta Library access:

b. 7 <u>Nested or Networked?</u> (read p. 3-17 of pdf)

C. Risk and Resiliency

c. 1 *<u>Resilience: Where Does it Come From?</u> (read article)*

c. 2 <u>Building Resiliency: The Power to Cope with Adversity</u> (download pdf, article read p. 1-2)

c.3 <u>Protective Factors & Resiliency</u> (read article on webpage)

c. 4 <u>Risk Factors for Intimate Partner Violence</u> (read article on webpage, Intimate Partner Violence: Risk and Protective Factors)

c. 5 *<u>Social Stratification and Inequality</u> (read Standard of Living)*

c. 6 *<u>Class Structure in the United States</u> (read Class Traits through Further Research, watch video on Family Spending, 1:31 minutes)*

c. 7 *<u>The U.S. Criminal Justice System</u> (read Police through Further research, watch video on Mass Incarceration in U.S., 3:40 minutes)*

Unit 2: Agents of Socialization

Objectives:
After successful completion of this module students will:
- develop an in depth understanding of the Microsystems
- explain the specific role each Agent of Socialization plays in within different cultures and societies.
- evaluate the systems that impact societies (exosystem, macrosystem, chronosystem)

Reading Materials:

A. Families

a. 1 <u>Social Group Agents</u> (read Families through Peers)

a. 2 <u>Institutional Agents</u> (read School through Mass Media)

a. 3 <u>Family Structures</u> (read Family Structures through Demography)

a. 4 <u>Variations in Family Life</u> (read Single Parents through Deceptive Divorce Rates)

a. 5 <u>Adoption & Foster Care</u> (website)

a. 6 <u>Family Theories</u> (read p. 9-13)

a. 7 <u>Theoretical Perspectives on Marriage & Family</u> (read Functionalism through Symbolic Interactionism)

a. 8 <u>Family Stages</u> (read Residency and Lines of Descent through The Evolution of Television Families)

a 9. <u>Family Challenges</u> (read Divorce and Remarriage through Child Abuse)

B. Schools

b. 1 <u>Global View on Education</u> (read Education Around the World through Universal Access to Education)

b. 2 <u>Topics in Education</u> (read Equal Education through Common Core)

b. 3 <u>Issues in Education</u> (read Charter Schools through Homeschooling)

b. 4 <u>Contemporary Issues in Education</u> (read Teacher Training through Is College Worth it?)

Optional-requires MiraCosta Library access:

b. 5 <u>History of Early Childhood Education</u> (read pdf p. 202-233, 234-236, 237-239)

Optional-requires MiraCosta Library access:

b.6 <u>The Science of Early Childhood Education</u> (read p. 1-8)

b. 7 <u>Deepening Families' Understanding of Learning in Centers</u>

Optional-requires MiraCosta Library access:

b. 8 <u>Literacy Development & Policy-A Global View</u> (read Ch. 4, p. 97-113)

b. 9 <u>Family Partnerships</u> (read p. 5-95)

b. 10 <u>Family Engagement</u> (read p. 1-8)

Optional-requires MiraCosta Library access:

b. 11 <u>Taking Family to School</u> (read p. 12)

b. 12 <u>Interactionist Theory on Education</u> (read to Grade Inflation)

b. 13 <u>National PTA</u> (recommended website review-see Family Resources)

C. Communities

c. 1 <u>Communities</u> (read Urbanization through summary, e-book, 20.2.)

c. 2 <u>Happiness Project: Investigating Citizenship</u>

Optional-requires MiraCosta Library access:

c. 3 <u>Community Partnerships</u> (read Vol. 1, p. 303-307)

Unit 3:Diverse Family Structures, Values, and Cultures

Objectives:

After successful completion of this module students will be able to:

- analyze the function of the family
- describe types of families and diverse family settings
- list types of family transitions
- compare and contrast the role parenting, siblings, and father's play within family structures
- examine the role families have in instilling values, customs, and social norms

Plus...

- analyze the role of culture, language, gender, and socio-economic status
- describe individualistic and collectivist cultures
- list myths about culture
- compare and contrast the role parenting, siblings, and father's play within family structures
- examine the role of educators in supporting language in an equitable fashion

Reading Materials:

A. Parenting Styles

a. 1 Functions of Parenting (read Ch. 10)

Optional-requires MiraCosta Library access:

a. 1 Parenting Styles & Practices-Cultural View (read Ch. 6, p. 160-161, Ch. 7 p. 177-200)

a. 2 Family Theories (read. p. 3-16)

a 3. Family Engagement (read p. 1-8)

a. 4 Engaging Fathers (read article)

Optional-requires MiraCosta Library access:

a. 5 Siblings Role (read p. 209-257)

a. 6 Family Structures (read Ch. 13)

a. 7 Understanding Family Structure & Individual Needs

B. Values, Traditions, and Modes of Interaction

b. 1 Values and Beliefs (read entire page)

b. 2 Social Norms *(read Norms through Symbols and Language)*

b. 3 Exploring Attitudes (read entire section, 5.1)

C. Culture, Language, Gender, and Socioeconomic Status.

Optional-requires MiraCosta Library access:

c. 1 Global Trends & Economic Disparity (read Ch. 3, p.63-92)

Optional-requires MiraCosta Library access:

c. 2 Speaking up for African American Language (read p. 1-9 of pdf, p. 127-132 of article)

Optional-requires MiraCosta Library access:

c. 3 African American Language-Four Things to Remember About African American Language Examples from Children's Books (:Young Children, Sept. 2015 issue, read p. 38-45)

c. 4 Gender Socialization (read Ch. 4)

Optional-requires MiraCosta Library access:

c. 3 Gender Roles In Childhood & Adolescence (read Chapter 8, p. 208-230)

c. 4 Family Partnerships & Culture (read p. 9-95)

Unit 4: Contemporary Issues

Objectives:
After successful completion of this module students will be able to:
- define peer groups and reference groups
- describe challenges of social interaction such as aggression and competition
- analyze the effects of the media on social development
- identify and describe the role prejudice, stereotyping, and bias has on identity development
- compare and contrast cultural competency and cultural humility

Reading Materials:

A. Peers, Schools, and Media Influences

a. 1 Peers (read Peer Groups)

a. 2 Types of Groups (read Defining a Group through Reference Groups)

a. 3 "I Won't Be Your Friend If You Don't!" Preventing and Responding to Relational Aggression in Preschool Classrooms

a. 5 Conflict Perspective on Media and Technology (read Conflict Perspective through Feminist Perspective)

a. 6 Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8 (read p. 98-101, p. 102-103)

B. Prejudice, Bias, and Cultural Stereotyping

b. 1 Welcoming Refugee Children into Early Childhood Classrooms

b. 2 Every Child Belongs: Welcoming a Child with a Disability (TYC August/September 2017 issue).

b. 3 Reading Your Way to a Culturally Responsive Classroom (YC, May 2016 issue)

b. 4 Moving Beyond Anti-bias Activities (YC, March 2016 issue)

b.5 Welcoming Dual Language Learners (Resources, TYC, August/September 2016 issue, Vol. 9, No. 5)

b. 6 Anti-bias Education: Holidays (NAEYC website resource)

b. 7 Teaching Tolerance (Read, Read Mix It Up, Activities)

C. Cultural Proficiency & Humility

c. 1 Cultural Proficiency (read web page National Educators Association titled, Diversity Toolkit: Cultural Competence for Educators)

c. 2 Developing Cultural Humility in Early Childhood Programs and Elementary Teacher Candidates (p. 1-18 of pdf)

c. 3 Cultural Humility (read web page APA titled: Reflection on Cultural Humility)

Unit 5: Community Resources & Effective Early Childhood Programs

Objectives:
After successful completion of this unit students will be able to:

- Apply knowledge of community resources, agencies, and systems to advocate for and empower all families
- evaluate research on effective early childhood programs
- review standards of quality, health and safety concerns, and recommendations from National Organizations
- identify connections between systems that impact the development of children

Reading Materials:

A. Resources and Referral Systems

a. 1 California Department of Education Publications (review Early Education and Support Division Resources)

a.2 Child Care Aware (select state, read state fact sheet)

a. 3 National Association of States United for Aging and Disabilities (read Mission statement and Core Values. Search: Key National Resources)

B. Specialized Programs and Services

b.1 National Alliance to End Homelessness (under Resources, Publications, read Unsheltered Homelessness: Trends, Causes, and Strategies to Address, July 26, 2017)

b. 2 National Resource Center for Mental Health and Violence Prevention (read Project LAUNCH Infographic: Supporting Early Childhood Mental Health and Coping with Grief After Community Violence)

b. 3 National Center for Mental Health and Juvenile Justice (read, A Silent Epidemic)

C. Effective Early Childhood Practices.

c. 1 National Association for the Education of Young Children (review Position Statements)

c. 2 Zero to Three (read Featured resources for Parents, Policy Makers and Professionals)

Unit 6: Public Policy, Advocacy & Empowerment

Objectives:
After successful completion of this unit students will learn about:
- public Policies that Support Children and Families
- legal Requirements & Ethical Responsibilities
- advocacy efforts that empower children, families, and the communities that serve them

Reading Materials:

A. Public Policies Supporting Children and Families

a. 1 American Psychological Association (read Public Policy, Work and Families: The Report of the APA Presidential Initiative on Work and Families*)*

a. 2 Zero to Three Policy & Advocacy (explore Federal Policy, State and Local Policy, and participate in our Advocacy efforts., and Infant-Toddler Policy Perspectives)

a. 3 National Adoption Laws (read Types of Adoption and Adoption Laws)

a. 4 League of Women Voters of California (read Position on Children and Family Issues Action Policy)

a. 5 Alliance for Strong Families and Communities (read House and Senate Move Bills to Fund Children's Health Insurance Program)

B. Legal Requirements and Ethical Responsibilities

b.1 Child Welfare Information Gateway (read Mandatory Reporters of Child Abuse and Neglect, California pp. 9-11 on pdf)

b.2 NAEYC Code of Ethical Conduct & Statement of Commitment (read Position Statement, pdf)

b. 3 <u>First Five California</u> (a list of organizations focused on Policy, Advocacy & Support, see links to Selected Research)

b. 4 <u>California MAP to Inclusion & Belonging</u> (see Resources & Links, Legal & Licensing, Policies/Trends, and Organizations for Families)

Sample Syllabus

Sample Lecture Slide Outlines
Unit 1
Unit 2
Unit 3
Unit 3 B
Unit 4
Unit 5
Unit 6

Sample Assignments
Personal Socialization Assignment
Community Agency Report

Sample Discussion Board Prompts
Unit 1-6 prompts

Sample Assessments
Quiz Unit 1
Quiz Unit 2
Quiz Unit 3
Quiz Unit 4
Quiz 5 (optional)
Quiz 6
Final Exam