

**Southeast Missouri State University
Course Syllabus**

Department of Human Environmental Studies Course No. CF 410

Title of Course Culture, Ethnicity, and the Child

New Spring 2012

I. Catalogue Description and Credit Hours of Course

Concepts and issues related to culture and ethnic distinctions of the developing child and family. (3)

II. Prerequisite(s)

CF 120 plus any 3-credit CF or PY course or related course; or related course, with permission from Instructor.

III. Objectives of the Course

- A. Identify the traditional beliefs, values, and practices of various ethnic groups.
- B. Define one's cultural beliefs and values.
- C. Compare cultural beliefs of family units that lead to healthy human development.
- D. Critically evaluate the role of cultural diversity within the individual, the family, and the community.
- E. Demonstrate a competent knowledge of ethical and professional standards pertinent for professionals to children and families of diverse cultures.

IV. Student Learning Outcomes

- A. The student will identify the traditional beliefs of various ethnic groups.
- B. The student will compare cultural beliefs of family units that lead to healthy human development.
- C. The student will critically evaluate the role of cultural diversity in understanding the individual, the family, and the community.

V. Expectations of Students

- A. Be present, prepared, and cooperative in lecture and seminar.
- B. Demonstrate competent mastery of content through quizzes and exams.
- C. Complete field observations and document experiences unique to the topics of the class.
- D. Participate in interactive learning activities designed to enhance student development through collective learning.

VI. Course Outline

45 Hours

- A. Understanding the Cultural Nature of Human Development, Community, and Social Issues 5

- B. Moving Beyond Initial Assumptions of Culture 5
 - 1. Beyond Ethnocentrism and deficit models
 - 2. Separating value judgments from explanations

- C. Development as Transformation of Participation in Cultural Activities 5

1. Whiting and Whiting's Psycho-cultural Model	
2. Bronfenbrenner's Ecological System	
3. Sociocultural-historical Theory	
4. Culture and Existentialism	
D. Individuals, Generations, and Dynamic Cultural Communities	4
1. Biology and cultural development	
a. Learning and development	
b. Gender distinctions	
2. Participation in dynamic cultural communities	
a. Ethnic identities: Families and individuals	
b. Inter-generational influences	
c. Cross-cultural influences	
E. Child Rearing in Families and Communities	5
1. Family compositions and children's development	
2. Cultural strategies for child survival and care	
3. Infant-caregiver attachment	
4. Family and community role specializations	
F. Developmental Transitions in Individuals' Roles in Their Communities	4
1. Age as a cultural metric for development	
2. Developmental milestones and cultural sanctions	
G. Culture and Gender Role Development	3
H. Interdependence and Autonomy	3
1. Family rituals around sleeping	
2. Independence versus interdependence with autonomy	
3. Moral development	
I. Thinking with the Tools and Institutions	4
1. Schooling practices in cognitive tests	
2. Cultural tools for thinking	
a. Literacy	
b. Mathematics	
3. Other conceptual systems	
J. Learning Through Guided Participation in Cultural Endeavors	4
K. Cultural Change and Relations among Communities	2
L. Ethical and Professional Standards	1

VII. Textbook

Moule, J. (2012). Cultural competence: A primer for educators (2nd Edition Edition). Australia: Wadsworth.

VIII. Basis for Student Evaluation

Exams	25%
Observation and Reflection	25%
Research Papers	25%
Presentations	25%

Grading Scale

100%—90%	A
89%—80%	B
79%—70%	C
69%—60%	D
59%—below	F

The weights of evaluation criteria may vary at the discretion of the instructor.

IX. Academic Policy Statement

Students will be expected to abide by the **University Policy for Academic Honesty** regarding plagiarism and academic honesty. Refer to: <http://www6.semo.edu/judaffairs/code.html>.

X. Student with Disabilities Statement

If a student has a special need addressed by the **Americans with Disabilities Act (ADA)** and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to <http://www.semo.edu/ds>