Global Seminar Quito, Ecuador
Community, Culture & Child Development

EDS 111 GS Child, Family, Community Partnerships with Schools
Summer Session I, 2023

NOTE: This is a new course proposed for the Quito, Ecuador Global seminar in Education Studies. If the program runs, the course will be further adapted for the local context of Quito and the summer format. The below syllabus is based on the UCSD semester version of the course. The syllabus for EDS 111GS will be aligned with EDS 108GS and the academic and field excursions will be integrated into the course. The syllabus presented here provides the content and course objectives for review of this proposal.

Professor: Alison Wishard Guerra, Ph.D. (Education Studies)
UCSD Email: awishard@ucsd.edu
Personal Email: awishardguerra@gmail.com
Skype: alisonwishardguerra
Zoom: 8585341878

Place: Quito, Ecuador
Location: IES Abroad Study Center

Course Description

Societal changes over the last several decades have shaped perceptions and definitions of a typical family. Yet the family is still considered the locus of young children's socialization and development. This course is designed to familiarize students with the major theoretical approaches to the study of families and communities: sociocultural theory, attachment, and parenting theories. From these theoretical perspectives we will examine recent research on the relationships between families, schools, and communities. We will pay particular attention to how families engage and collaborate with educators in early education settings and how these programs support children and families. The course will examine social and political issues involved in working effectively with socioculturally diverse families. Course assignments will support students to utilize families' beliefs, strengths, and resources to support children's learning with opportunities to engage with young children and their families.

Participation in this course will allow students to become familiar with the following:

1. Fundamental theories regarding child socialization, parenting, and families.
2. Cultural approaches to understanding child development and families' goals and priorities.
3. Effective ways for developing strong and lasting relationships with culturally, ethnically, and economically diverse children and families.

4. How to utilize families' beliefs, strengths, and resources to support their children at home and in the Classroom.
5. How to be a reflective and critical consumer of current research and policy in this field.

Course Requirements

Readings: There is one required book for this course:
Ispa, J.M., Thornburg, K. R., & Fine, M. A. (2006). *Keepin' On: The Everyday Struggles of Young Families in Poverty.* Baltimore, MD: Paul H. Brookes.

Additional required readings are posted on Canvas under each week's module. All readings are expected to be completed BEFORE class. Students must come to class prepared to participate in rich and meaningful discussions of the class readings.

Course Expectations: This course heavily relies on student participation and student's critical reflection of the readings. All students are expected, *at minimum*, to:

- **Engage in outside Community Service**: Students in this class MUST engage with their family/community hosts consistently (4-5 times) throughout the quarter. Please plan on spending 5 to 10 hours of your class preparation time with your hosts. This time is IN ADDITION to completing weekly reading and writing assignments, and attending weekly class meetings.
- **Attend class and actively participate:** Your punctual attendance, preparation for class, and active participation are critical to your success in this class. We meet Tuesdays and Thursdays from 11:00am-12:20pm. You are expected to arrive on time, stay for all of class, and be attentive and engaged. Attendance will be taken and consistent late arrivals will result in missed participation points.
- **Think critically and reflectively in their writing.** This is a writing intensive course. If students know they need assistance with writing, they are expected to seek tutoring or support. We will provide feedback on content and general organization, but not grammar or spelling. Students must **PROOFREAD** all written assignments. Students are expected to use a standard referencing format such as MLA or APA on all of their written work. Writing Resources and Tips
- Here is an MLA Citation Quick Guide. Here is an APA Citation Quick Guide o Writing Reference Book: Hacker, D., Sommers, N. (2011) *A Writer's Reference* (8th Ed.) Bedford/St. Martin: Boston.
- Check out the Writing and Critical Expression Hub at the Teaching and Learning Commons. You must create an account to access the Writing Center Services. Create an account here.
- **Use technology in a thoughtful manner.** Technology is often a distraction in the classroom. You may use a laptop to take notes in class but your laptop must be on AIRPLANE MODE at all times, with the Internet turned off (unless the internet is required for a class assignment). Cell phones should be **TURNED OFF** during class. If you have an emergency, please step outside to use your phone.
- **Complete readings and assignments before class**. You are responsible for doing each class reading and assignment BEFORE class. You are expected to come to class prepared to participate in meaningful discussions of class material. Each class will require student participation in which you are expected to have

done the readings.

- **Check your email regularly**. You are responsible for checking your email account regularly. I will send mass emails to the class using Canvas or the list from UCSD's Webmail (TritonLink, StudentLink). Make sure to use the forwarding feature on your email server to forward your UCSD mail if you have a different preferred email.
- **Submit assignments on time.** All major assignments will be submitted through Canvas. Unexcused late papers will receive one full grade reduction for each 24 hours or portion thereof in which the paper is not turned in (i.e., an "A" paper that is 2 hours (or 20 hours) late will receive a "B"). ***It is recommended that you save a copy of the submission receipt from Canvas as evidence that you submitted your assignment on time*.** There have been cases with Canvas not uploading papers correctly.
- **Academic Integrity.** Any paper, exam, or report that displays your name is believed to be your own original work. In your papers, you may use words or ideas written by others **but only with proper acknowledgement**. "Proper acknowledgement" means that you have clearly identified the original source and the scope of your use of other's ideas and words. It is recommended that you use direct quotes from another source only when necessary. Be sure to cite the original source using proper APA or MLA formatting. We use "Turnitin" to identify non-original language in student papers. If you have plagiarized material from another source, you will be asked to participate in a disciplinary hearing and you will receive a failing grade in this class. Please refer to the UCSD Policy on Integrity of Scholarship.

Disability Accommodation: Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: 858.534.4382 | osd@ucsd.edu | http://disabilities.ucsd.edu

Course Topics and Weekly Readings (Subject to change at instructor's discretion)

WEEK 1:

Cultural Context of Families & Course Introduction/Conceptualizing Culture in the context of families

- Class Activity: Connect Students with Families for Family Collaboration Project
- Family Theories and Case Studies
- Case Studies – Nest Tijuana; Early Head Start, TO BE ADDED: LOCAL CASES IN QUITO

Required Readings:

Weisner, T. (2002) Ecocultural understanding of children's developmental pathways. *Human Development, 45, pp. 275-281.*

Rogoff, B., Coppens, A. D., Alcalá, L., Aceves-Azuara, I., Ruvalcaba, O., López, A., Dayton, A. (2017). Noticing learners' strengths through cultural research. *Association for Psychological Science, 12,* 876 – 888.

Cabrera, N. (2013). Positive development of minority children. *Social Policy Report (27), sharing child and youth development knowledge,* (pp. 1-15).

This American Life "The Out Crowd: https://www.thisamericanlife.org/688/the-out-crowd

Khoka, S. (2019). Youngest Migrants in Tijuana Find a Safe Space for Learning. The World.https://www.pri.org/stories/2019-11-05/youngest-migrants-tijuana-find-safe-space-learning-nest

DUE: Host Observations Analysis - Journal Entry #1

WEEK 2: Biological Theory, Feminist Theory, Attachment Theory/Families & Poverty

- **Biological Theory, FEminist Theory**
- **What is Attachment Theory?**

Ispa, J.M., Thornburg, K. R., & Fine, M. A. (2006). Keepin' On: The Everyday Struggles of Young Families in Poverty. Baltimore, MD: Paul H. Brookes. (Part 1: Chapters 1-3)

*Mardell, B. (1992). A practitioner's perspective on the implications of Attachment Theory for daycare professionals. *Child Study Journal, 22,* pp. 210-231.

Wood, L. C. (2018). Impact of punitive immigration policies, parent-child separation and child detention on the mental health and development of children. *BMJ Paediatric Open,* DOI: 10.1136/bmjpo-2018-000338

DUE: Discussion Group 1

Families and Poverty

- Understanding Attachment in a Cultural Context.
- Eco-mapping activity

Howes, C., & Guerra, A. W. (2009). Networks of attachment relationships in low-income children of Mexican Heritage: Infancy through preschool. *Social Development,* pp. 1-20.

McCormick, K. M., Stricklin, S., Nowak, T. M., & Rous, B. (2008). Using eco-mapping to understand family strengths and resources. *Young Exceptional Children, 11,* pp. 17-28.

DUE: Discussion Group 1, Discussion Group 2

WEEK 3 Theories of Parental Control/Developing Personal Relationships

● Baumrind's theory of Parental Control

Levin, E. (2011). Baumrind's Parenting Styles. In S. Goldstein & J. Naglieri (eds.), Encyclopedia of Child Behavior and Development. (pp. 213-214). Spring Science +Business Media LLC.

Ispa, J.M., Thornburg, K. R., & Fine, M. A. (2006). *Keepin' On: The Everyday Struggles of Young Families in Poverty.* Baltimore, MD: Paul H. Brookes. (Part II: Chapters 4 to 7)

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- Eco Map Analysis
- Discussion Group 3
- DUE: Completed Eco Map of your host via Canvas (by 2pm via Canvas)
- DUE: **Host Observation Analysis - Journal Entry #2 (by 2pm via Canvas)**

JIGSAW (to be assigned in class):

Group 1: Chao, R. K. (1994). Beyond parental control and authoritarian parenting style: Understanding Chinese parenting through the cultural notion of training. *Child Development, 65,* 1111-1119

Group 2: Livas-Dlott, A., Fuller, B., Stein, G. L., Bridges, M., Figueroa, A. M., & Mireles, L. (2010). Commands, competence, and cariño: Maternal socialization practices in Mexican American families. *Developmental Psychology, 46,* pp. 566-578.

Developing Personal Relationship

- Teacher Child Relationships
- Community Visit Check-Ins
- Discussion Group 4
- Eco Map Analysis Group Activity
- Host Collaboration Project Check-Ins
- **DUE: Host Interview Analysis Paper**

Ritchie, S. (2003). Community-oriented classroom practices: Developing positive teacher-child relationships. In C. Howes (Ed). *Teaching 4-to 8-year olds: Literacy, math, multiculturalism, and classroom community* (pp. 25-46). Baltimore: MD: Paul H. Brookes.

Required Reading: Ispa, J.M., Thornburg, K. R., & Fine, M. A. (2006). *Keepin' On: The Everyday Struggles of Young Families in Poverty.* Baltimore, MD: Paul H. Brookes. (Part III: Chapters 8 to 11)

WEEK 4 Family School Partnerships Among Culturally Diverse Families/New Approaches To Family-School Partnerships

Family School Partnerships Among Culturally Diverse Families

- Family School Partnerships among neurodiverse families
- Discussion Group 5
- **Due: Family Observation Analysis - Journal Entry #3**

Lasky, B., & Karge, B. D. (2011). Involvement of Language Minority Parents of Children with Disabilities in Their Child's School Achievement. *Multicultural Education*, *19*(3), 29-34.

Ispa, J.M., Thornburg, K. R., & Fine, M. A. (2006). *Keepin' On: The Everyday Struggles of Young Families in Poverty.* Baltimore, MD: Paul H. Brookes. (Part IV: Chapters 12 to 15)

New Approaches To Family-School Partnerships

- Empowering Families
- Community Visit Activity
- **DUE: Bring in reflection objects from your community visit.**
- Structural and Relational Approaches to Successful Partnerships
- Discussion Group 6

Required Reading: Delgado-Gaitan, C. (1991). Involving parents in the school: A process of empowerment. *American Journal of Education, 100,* (pp. 20-46).

Kim, E. M., & Sheridan, S. M. (2015). Foundational Aspects of Family-School Connections: Definitions, Conceptual Frameworks, and Research Needs. In S. M. Sheridan & E. M. Kim (Eds.), *Foundational Aspects of Family-School Partnership Research* (pp. 1-14). Springer: London.

Implications for Policy and Practice

- Policy Implications
- Discussion Group 7

● Practice Implications
● Discussion Group 8

DUE: Host Observation Analysis - Journal Entry #4 (by 2pm via Host)

Ispa, J.M., Thornburg, K. R., & Fine, M. A. (2006). *Keepin' On: The Everyday Struggles of Young Families in Poverty.* Baltimore, MD: Paul H. Brookes. (Part IV: Chapters 16-17)

SEDL, (2013). Partners in Education: A dual capacity-building framework for family-school partnerships. U.S. Dept. of Education. ***Everyone must read pages 5 to 11.***

JIGSAW (to be assigned in class): *How are families and educators actually partnering?*

Group 1: Case Study - Stanton Elementary School (pgs. 13-15)

Group 2: Case Study - Boston Public Schools (pgs. 16-19)

Group 3: Case Study - First 5 Santa Clara County (pgs. 19 - 23)

WEEK 5 Pecha Kucha - Family Collaboration Project Presentations

Policies and Practices for Reducing Toxic Stress: https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2017/10/HCDC_3PrinciplesPolicyPractice.pdf

Descriptions of Course Assignments will be modified for the context of Quito and will be provided with the final syllabus.