![Capilano University logo](CAPILANO UNIVERSITY)

COURSE OUTLINE		
TERM: Fall 2018	**COURSE NO: EDUC 375**	
INSTRUCTOR:	**COURSE TITLE: Early Childhood: Children, Culture and Globalization**	
OFFICE: **LOCAL:** **E-MAIL:** @capilanou.ca	**SECTION NO(S):**	**CREDITS 3.0**
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT
Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams. This course may be also offered in an online format.

COURSE PREREQUISITES
45 credits of 100 level or higher coursework; and ENGL 100 as a pre- or corequisite

CALENDAR DESCRIPTION
The course aims to give students the ability to interpret a broad and historical review of the development of the different concepts of globalization. A critical and questioning approach to the influences of global trends on child-rearing processes and development will be encouraged. The course will critically examine the concepts, terms, definitions and debates of globalization as influences for early childhood practitioners.

COURSE NOTE
EDUC 375 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Battiste, M. (2013). *Decolonizing education: Nourishing the learning spirit*. Saskatoon, Sask.: Purich Publishing Ltd.

Coupe, R., Halvorson, B., Hurdles, C., Klobucar, A., Read, J., Stone, A., Pendygrasse, J. (2016). *The Capilano guide to writing assignments.* North Vancouver, BC: Capilano University.

Early Childhood Educators of British Columbia (2008). *Code of ethics: early childhood educators of British Columbia.* Vancouver, BC.

Government of British Columbia (2008). *British Columbia early learning framework.* Victoria, BC: Ministry of Education, Ministry of Health, Ministry of Children and Family Development, & British

Columbia Early Learning Advisory Group. https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework

Government of British Columbia (2008). *British Columbia early learning framework: From theory to practice.* Victoria, BC: Ministry of Education, Ministry of Health, Ministry of Children and Family Development, & British Columbia Early Learning Advisory Group. https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework

COURSE STUDENT LEARNING OUTCOMES
On successful completion of this course, students will be able to do the following:
1. Interpret a broad and critical historical review of the development of the different concepts of globalization.
2. Interpret their own understanding of identity and culture and understand how these understandings regulate to their own practice.
3. Explain how hegemonic narratives of children, childhood and family influence curricular approaches to early childhood;
4. Critique the value and belief systems influencing the interconnectedness of relationships among children, parents and early childhood practitioners; and
5. Articulate how the legacy of colonization in Canada is implicated in the current practices in early childhood education. This includes but is not limited to the delivery of intervention programs, issues of kindergarten readiness, and assessment tools currently used in BC (e.g. EDI and A&S).

Students who complete this Self and Society course will be able to do the following:
1. Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society;
2. Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures;
3. Analyze the impact of colonialism and racism on Indigenous peoples; and
4. Generate strategies for reconciling Indigenous and Canadian relations

COURSE CONTENT

Meeting the Ideas	
Week 1	Introduction to course, course outline and assignment
Weeks 2,3	Concepts of globalization and ECCE post-foundational theory in ECCE
Week 4	Locating ourselves in the world and ECCE
Unquestioned Discourses and the Universalization of Childhoods	
Week 5	Reconceptualizing early childhood education
Week 6	Universality and other issues in early childhood studies
Education as Political/Education and Colonization **The Legacy of Residential Schools**	
Weeks 7, 8	Histories and legacies
Weeks 9, 10	Confronting racism

Struggles for Social Justice in the Classroom	
Week 11	Education as a political activity
Weeks 12, 13	What does this mean for practice?
Weeks 14, 15	Final exam period

EVALUATION PROFILE

Written Assignments	20 - 50%
Tests and Quizzes	0 - 20%
Participation	0 - 10%
Presentations	0 - 35 %
Final Exam	0 - 25 %
TOTAL	**100%**

NOTE: None of the evaluation components will be worth more than 35%.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

ASSIGNMENTS

The assignment structure for this course is determined by the instructor in accordance with the learning outcomes outlined above. Please refer to the course syllabus and Moodle site for a detailed breakdown.

Written Assignments

This course will include a combination of short written assignments (e.g. reading responses, primary source analysis, article review) and/or longer assignments such as a research papers or literature reviews.

Tests and Quizzes

This course will include a combination of quizzes and tests (e.g. pop quiz, midterm exam). The format of tests and quizzes will be determined by the instructor and may include a combination of true/false, multiple choice, short answer, matching, and essay questions. Detailed instructions will be provided in-class and on Moodle.

Participation

Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means

demonstrating respect for peers and their contributions, listening attentively during lectures and when other students are speaking, and participating in all activities with an open and inquisitive mind.

Presentations

This course may include a presentation component, which may be an individual or group assignment (e.g. in-class debate, academic poster, research presentation, small group facilitation). Detailed instructions will be provided in class and on Moodle.

Final Exam

The course will include a final exam that may be drawn from all class materials. The final exam may be cumulative (please consult with your instructor). The format of the exam will be shared in the class and details provided on Moodle. The final exam will be scheduled at a date to be determined by the Registrar's Office. Please plan to be available to write the final exam at any point during the final exam period. If you must make travel arrangements, assume that the final exam will be held on the final day of the exam period, and plan accordingly

Incomplete Grades
Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

All assignments are due on the due date/time as specified in the course assignment document. Late assignments will receive a 5% deduction in grade for each day they are overdue.

Missed Exams/Quizzes/Labs etc.
Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

Attendance

Attendance is essential for the successful completion of this course. In the event of an absence from class, the student will inform the course instructor.

A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.

English Usage

All assignments are marked for correct English usage, proofreading, and formatting.

All assignments will adhere to APA stylistic guide for avoiding bias in language use and will be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework.

Electronic Devices

Students may only use electronic devices when prompted by instructor. Exceptions apply.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: http://www.capilanou.ca/services/

Capilano University Security: download the CapU Mobile Safety App

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: http://www.capilanou.ca/about/governance/policies/Policies/

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:
- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:
- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct
All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

> Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure.

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS

Punctuality

Punctuality is essential given the professional nature of this program.
Lateness will be assessed in the same way as attendance. Being late for more than 10% of classes will result in a faculty review.

Academic Responsibility

Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.

The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met.

Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences.

Professionalism

All students are expected to maintain professional behaviour, as laid out in the ECEBC's Code of Ethics, while participating in this course. This pertains to all students, registered for this course.

Final Exams/Assignments Period
Students must remain available throughout the full exam period; either for final exams or assignments. Students who are in courses that do not have final exams scheduled will have classes until the last day of the exam period. In rare circumstances, exams may need to be rescheduled due to harsh weather conditions or other unforeseen factors. Travel plans must be made outside of the exam schedule.