



**College of Education and Human Development  
Early Childhood Education Department**  
4400 University Drive, Fairfax, Virginia 22030  
Phone: 703-993-3844; Fax: 703-993-4370

**ECED 504  
Families, Communities, and Schools (3:3:0)  
Fall 2011  
Tuesdays, 5:00PM- 9:00PM + 13 online hours  
Arlington campus, Founders Hall 210 & 311**

**Instructors**

Debra Fulcher, M.Ed.  
Phone: (703) 993-6558  
Email: [dfulche1@gmu.edu](mailto:dfulche1@gmu.edu)  
Office hours: By  
appointment

Colleen Vesely, Ph.D.  
Phone: (703) 993-5346  
Email: [cvesely@gmu.edu](mailto:cvesely@gmu.edu)  
Office hours: By  
appointment

**Course Description**

Focuses on strategies for developing culturally appropriate family-professional partnerships to benefit children, including children from diverse cultural and linguistic backgrounds and children with special needs. Explores theories and research supporting a family-centered approach.

**Nature of Course Delivery**

The class will have lecture, discussion, and group work formats and will require active participation of all students.

**Learner Outcomes**

This course is designed to enable students to do the following:

1. Describe the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States.
2. Discuss the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education.
3. Discuss theories and research supporting a family-centered approach to early childhood education.
4. Discuss the role of cultural context in attitudes, beliefs, values, and child rearing practices.
5. Analyze personal values, beliefs, and cultural biases that influence their work with families.
6. Describe underlying principles and ways to work with families that are both effective and enabling.
7. Identify strategies that support and assist families to identify their priorities, resources, and concerns for their children, including children with special needs.

8. Create tailored opportunities for collaborating with families in the ongoing education of children, including children from diverse cultural and linguistic backgrounds and children with special needs.
9. Utilize family systems theory to describe and understand family perspectives.
10. Identify specific components of IDEA that support family voices in the special education process.
11. Adopt a strengths-based problem solving perspective when analyzing dilemmas related to partnering with families.
12. Demonstrate understanding of the theories and techniques of family-centered intervention, including issues related to families from diverse backgrounds and multicultural education.

### **Professional Standards**

This concentration complies with the standards for teacher licensure established by the National Association for the Education of Young Children.

### **Required Texts**

- Couchenour, D., & Chrisman, K. (2011). *Families, schools, and communities: Together for young children* (4<sup>th</sup> ed.). Clifton Park, NY: Wadsworth Cengage Learning
- Koralek, D. (2007). *Spotlight on young children and families*. Washington D.C.: National Association for the Education of Young Children.

### **Additional Course Readings (made available through Bb or paper copies in class):**

\*See list at the end of syllabus.

### **College of Education and Human Development Expectations and Resources**

#### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

#### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support

students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**Note:** To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

## **College of Education and Human Development Core Values**

**In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development also holds the following core values:**

### **Collaboration**

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

### **Ethical Leadership**

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

### **Innovation**

We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

### **Research-Based Practice**

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

### **Social Justice**

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

## **Course Requirements**

### **General Requirements**

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call the instructor and leave a message.

3. The university requires that all pagers and cell phones be turned off before class begins. All in-class usage of electronic devices, which includes telephones, laptops, etc., must have approval of course instructor. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.
4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

### **Attendance**

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

### **Written Assignments**

All written assignments prepared outside of class will be evaluated for content and and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

### **Grading Criteria**

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C = 70 – 79	F = < 70	

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

### **Grading Policy**

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at

<http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

## **Blackboard**

Online course management for ECED 504 will be done through Blackboard 9.1, used by the George Mason University. To log into Blackboard, direct your web browser to [mymasonportal.gmu.edu](http://mymasonportal.gmu.edu) (notice there is no "www" before the address) and log in using your university directory ID and password (the same login you use for your GMU e-mail). You can click on the "courses" tab to see your current courses.

There will be many tasks that you can accomplish through Blackboard. You should regularly examine the "announcements" page in order to keep yourself apprised of news in the course, changes to the syllabus, changes in your instructor's office hours, etc.

You should also monitor the course calendar for updates to the syllabus, changes in instructor's office hours, due dates for assignments and extra credit opportunities, etc. Students should refer to the course calendar before coming to the instructor with questions about due dates.

**All assignments will be submitted through Blackboard—HARD COPIES WILL NOT BE ACCEPTED.**

### **Directions to submit your assignments through Blackboard:**

1. Save your document in the following format: "LAST NAME-NAME OF ASSIGNMENT"
2. Go to [mymasonportal.gmu.edu](http://mymasonportal.gmu.edu)
3. Login with user name and password
4. Click on "courses" tab
5. Click on "ECED 504-643"
6. Click on "Assignments"
7. Then click the name of the assignment (e.g. "Family Collaboration Opportunities")
8. Then click the browse button to "attach local file" (e.g. "Smith- Family Collaboration Opportunities")
9. Click "**submit**" NOT "save"

Blackboard may also be used to look at your grades on each assignment and your total course grade. To find your grades on Blackboard, click on "My Grades." Your instructor will make every effort to keep the grades on Blackboard as up-to-date as possible.

## **Assignments**

### **Attendance and Participation (15 points)**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.

- Students are actively involved in in-class learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class discussions, activities, and written reflections.

**Spotlight on Young Children and Families Discussion (small group work--10 points)**

Each student, along with two or three of their peers, will be responsible for leading a discussion about an assigned chapter from the Spotlight on Young children and text. Students are expected to lead a discussion and include one hands-on activity as part of the discussion. A *sign-up sheet will be provided on the first night of class.*

**Family Collaboration Opportunities (individual and partner work – 10 points)**

**Assignment due: September 13<sup>th</sup>**

This assignment asks students to look critically at current practices and opportunities for partnerships with families in their setting. In their paper, students should do the following:

1. Describe the physical and social setting, what opportunities there are for family collaboration, in what ways families receive messages that are welcoming, how families from varied cultures might experience the environment. Students will look at the entire school environment, including the secretary, the PTA, the pictures on the walls, etc. They will then look very closely at their own classroom/setting and analyze it as well.
2. Analyze the practices of this program from the perspective of the readings, including the historical, philosophical, and sociological foundations that contribute to current practices.
3. Analyze these practices from the perspective of the families in this setting based upon their understanding of the individual and cultural perspectives of the families.
4. Analyze these practices from the perspective of providing family-centered services to families from various backgrounds. They will then provide a proposal for how current practices in this program can be improved to promote family-centered practices.

Students must provide specific references to the readings used in class in their analysis. Students will be given time to discuss this in-class on September 6<sup>th</sup> with a peer partner to gather feedback on addresses parts of the assignment and their suggestions for enhancing the family-centered, collaborative nature of the school and classroom.

**Online Assignments (10 points each)**

**Electronic Personal Journal/Reading Reflections (individual work)**

**DUE: September 20<sup>th</sup>**

In this assignment, students will reflect on the course content and discussions as they relate to their own family experiences and how that may impact their work with families. This should take the form of a journal. Each student will maintain an electronic journal.

Students will benefit more from this course when they use class meetings and assignments as a jumping off point for further thought and reflection and maintain a weekly reflective journal.

Students will consider the following questions and issues when writing their journal: What are your thoughts about the readings? How do the readings relate to your own family experiences as well as the experiences of the families you work with each day? How do your cultural experiences influence your work with families? Students will take this opportunity to interview their own family members, to identify early memories that may influence their practice.

Students will consider differences in their family growing up and their current family—not only in terms of internal family dynamics but also in terms of the world around them.

This is very informal. However, students' abilities to do this assignment are enhanced when they write in their journal on a regular basis. The instructor will respond as if it were a dialogue. Students are not graded on what they say or how they say it but that they say something that reveals their ability to engage in critical thinking. The journal must include a minimum of 5 reflective entries (1-page minimum each), to include at least one entry per course topic (defining families, contemporary families, parenting, family diversity, developmental issues). Students must respond to assigned course readings in at least 3 of the journal entries.

**Case Study: Theory to Practice using a Strengths-based Approach (individual work)**  
**DUE: October 4<sup>th</sup>**

In this assignment students will consider the experiences of a particular family in their classes (students may use families from either this year or last year). First, students will give a brief description of the family (consider who is in the family, their housing, socioeconomic status, parental employment, parenting style, and any other pertinent information that the student might know).

Second, students will use one family theory to explain the family's life situation and experiences, including at least one area of challenge for the family. In addition students will consider and discuss one area of strength of this family. For example, the transportation challenges a family faces in their daily routines may be described using Weisner's ecocultural theory, and how these challenges may impact the parent's tardiness to pick up the child each day. Further, it might be noted that the family is well integrated in a large social network, which provides consistent social and emotional support for the family—and might be able to provide afterschool transportation for the child.

Third, students will consider and discuss ways of working with this family, in terms of offering resources, addressing any major challenges they are facing, and generally understanding their unique situations, to ensure the success of their children. This assignment should be 3-5 pages in length.

**Family Resource (individual work – 10 points)**  
**DUE: September 27<sup>th</sup>**

Students will investigate, identify and share a resource (e.g. a family service, an individual or particular service provider, a handbook or other written material, a local event etc.) that would be of great use to the families you serve. Students will search for appropriate resources and present the resource to the class. They will create a 1-page handout describing the resource with all relevant elements and contact information that will be e-mailed to the entire class and instructor. In small groups students will discuss:

- What did you learn from doing this project?
- How easy or hard would it be for a parent to obtain this information?
- What if the parent were not an English speaker?
- From a social justice perspective, what are the access issues, if any?
- What are some multicultural issues you need to consider in developing resources for families from diverse backgrounds?

## **Home Visit Project (individual work - 35 points)**

**DUE: October 18<sup>th</sup>**

Students will identify a family (in their teaching setting) whose socio-cultural context is different from their own. The students will get to know this family and use this as an opportunity to see the experience of parenting through a different perspective. Students will consider this as a way to learn someone's story. Students will interact with them in a way other than they would otherwise typically interact with them – e.g., informally away from school if possible.

Students develop a Home Visitation Project that includes a 8-10 page paper that describes their experiences and includes the following parts:

### **Part I:**

- **Rationale for Selecting Family:**

Describe the family you selected. Include responses to the following: 1) a rationale for why you chose this family; 2) an explanation of the ways you think the families' culture is different from your own; 3) what you have observed about how society views the child and the culture of their family; and 4) that you make an honest attempt to identify and describe any assumptions you have about this family.

- **Introducing yourself:** Find a way to determine the common ground between you and the family you selected to work with (gender, work, education, experiences) as these help with initial introductions. Describe the introduction and the process you will use to introduce yourself to the family.

- **Questions to assist you in learning about the child:** Develop a set of questions that you will use to help you learn more about the child in terms of their likes, dislikes, interests and experiences.

- **Questions to assist you in learning about the parents and family:** Develop a set of questions to ask during the home visit to begin to understand the parents' goals for themselves as well as their children. How did this family come to be in this place where you have met them? What do you need to understand about their culture in order to understand them? What is their perspective about their child or children? These questions should also help you begin to learn more about the family's every day experiences as well as prior experiences that might be insightful as you begin to work with them.

### **Part II:**

- **Meeting with the Family:**

Students must meet with the family and informally interview the parents or guardians. They should attempt to learn as much as possible through *meaningful* exchanges. Students should challenge themselves to understand the family's view of struggles they may have; how they makes sense of the world; and how the person's reality of the world is different from their own.

Students should consider the amount of time they have and the ease with which they will be able to engage persons of another culture. First, students should arrange to spend time with the family member(s). The focus should be to engage respectfully with the family member on his or her own terms and turf (if possible), rather than conducting a formal interview. Students should meet with the parent in a relaxed framework.

Students should challenge themselves to hear the voices/values of others on their own terms. This will be difficult and, may be, uncomfortable. Students must consider how they can get to know another person and his or her culture on his or her own terms. It is recommended that students "ask, ask, ask." They should ask the family for clarification or



meaning when something is confusing, or feels very different to them. Students should reflect on their own culture and story as they learn about their families' stories.

- **Statement of Philosophy for Working with Families and Communities:** Students will use their experiences with the children and families in their school settings, any community connections students have made, as well as course content including readings and discussion to create a **statement of philosophy for working with families and communities**. This will include not only why students believe it is important to engage with families and communities as a teacher/ practitioner but also the ways they believe are most effective for doing this (include both academic, research-based literature as well as concrete examples from the readings).
- **Reflection:** Finally, students will provide examples of the ways they successfully worked with a family and/or community for the benefit of a child. Students will describe what they did and how it made a difference.

### **Part III**

- **Presentation:**

Students will present what they have learned as a story. Each student presentation will be a total of 12-13 minutes, with 8-10 minutes for the presentation of the family story, and 3-5 minutes for peer/instructor questions and discussion. The presentation should not sound like a clinical case presentation. Students should be creative with their story presentations and consider how they would like their own story to be told.

### **Weekly Class Structure**

This course will have 7 in-class meetings and 13 online hours of assignments. Each evening we meet we will follow this structure:

- Small group time to discuss weekly successes and challenges---particularly those pertaining to families and communities
- Student facilitated discussion of *Spotlight* reading
- Review and discuss course readings in relation to current classroom experiences
- Case study activity
- Media activities

## Course Schedule

Date	Topics	Reading and Assignments Due
Aug 30	<ul style="list-style-type: none"> <li>• Overview of the class</li> <li>• Review of syllabus</li> <li>• Family Stories</li> <li>• Defining family</li> <li>• Historical perspectives on connections among families, schools, and communities</li> </ul>	Peters (1999)- <i>Redefining Western Families</i> Weigel (2008) - <i>The Concept of Family</i> Stewart (2007) - <i>Who is kin?</i> Barbour, Barbour, & Scully (2011), Ch. 2
<b>UNIT 1: Understanding Contemporary Families &amp; Communities</b>		
Sept. 6	<ul style="list-style-type: none"> <li>• Contemporary families</li> <li>• Family strengths, structures, and functions</li> </ul>	C&C, Ch. 4 Spotlight on YC and Families, pp. 44-49 Casper & Bianchi (2002)- <i>Changing Families in a Changing Society</i> Webb (2005)- <i>The New Demographic of Families</i> Walsh (2003)- <i>Changing Families in a Changing World</i>
	<ul style="list-style-type: none"> <li>• Parenting</li> <li>• <b>Family Collaboration Activity (peer discussion)</b></li> </ul>	C&C, Ch. 5 Spotlight on YC and Families, pp. 16-19 Bianchi, Robinson, & Milkie (2006) – <i>Parenting: How has it changed?</i> Lareau (2008) – <i>Excerpts from 'Unequal Childhoods'</i> Roy (2004)- <i>Three-block fathers: Spatial Perceptions and Kin-Work in Low-income Families</i>
Sept. 13	<ul style="list-style-type: none"> <li>• Family diversity: immigration, low-income families, single-parent families, LGBT families</li> </ul>	C&C, Ch. 2 Spotlight on YC and Families (pp. 24-27) Anderson (2003) – <i>The Diversity, Strength, and Challenges of Single-parent Households</i> Gates (2008)- <i>Diversity among Same-sex Couples and their Children</i> Capps et al (2004)- <i>The New Demography of America's Schools</i> Fuligni & Fuligni (2007) – <i>Immigrant Families and the Educational Development of their Children</i> Moore et al (2009) – <i>Children in Poverty: Trends, Consequences, &amp; Policy Options</i>
	<ul style="list-style-type: none"> <li>• Developmental issues in families with young children</li> </ul>	C&C, Ch. 3 Spotlight on YC and Families (pp. 28-36) <b>DUE: Family Collaborations Opportunity assignment</b>
<b>ONLINE ASSIGNMENT</b>	<b>Electronic Personal Journal/Reading Reflections (individual work)</b>	<b>DUE: Sept. 20<sup>th</sup></b>

## UNIT 2: Theories for Understanding Families and Family Involvement in ECE

Sept. 20	<ul style="list-style-type: none"> <li>• Ecological Theories</li> </ul>	<p>C&amp;C, Ch. 1                      Spotlight on YC and Families, pp. 20-23                      Garcia Coll et al. (1996)- <i>An Integrative Model for the Study of Developmental Competencies in Minority Children</i>                      Weisner (2002)- <i>An Ecocultural understanding of Children's Developmental Pathways</i>                      White &amp; Klein (2002)- <i>Family Theories (Ch. 8)</i></p>
	<ul style="list-style-type: none"> <li>• Family Systems Theory</li> <li>• Family Stress Theory/ Resilience Frameworks</li> </ul>	<p>C&amp;C, Ch. 6                      Spotlight on YC and Families, pp. 4-11                      Ingoldsby, Smith, Miller (2004)- <i>Exploring Family Theories (Ch. 6 &amp; 7)</i>                      White &amp; Klein (2002)- <i>Family Theories (Ch. 5)</i>                      Walsh (2003)- <i>Family Resilience: Strengths Forged through Adversity</i></p>

## UNIT 3: Creating Culturally Appropriate Partnerships with Families

Sept. 27	<ul style="list-style-type: none"> <li>• Cultural Competence and intersectionality</li> <li>• A Family-based Philosophy in ECE</li> </ul>	<p>C&amp;C, Ch. 7                      Spotlight on YC and Families (pp. 2-3 &amp; pp. 38-43)                      Lynch &amp; Hanson, Ch. 2 &amp; 3                      Halgunseth, Peterson, Stark, &amp; Moodie (2009) – <i>Family Engagement, Diverse Families and Early Childhood Education Programs</i></p>
	<ul style="list-style-type: none"> <li>• Family- staff relationships</li> <li>• Program and community relationships</li> <li>• <b>Family Resource Discussion</b></li> </ul>	<p>C&amp;C, Ch. 8                      Spotlight on YC and Families, pp. 12-15                      Vesely &amp; Ginsberg (2011) – <i>Strategies and Practices for Working with Immigrant families in Early Education Programs</i>                      Small (2006) – <i>Neighborhood Institutions as Resource Brokers: Child Care Centers Interorganizational Ties and Resource Access among the Poor</i>  <b>DUE: Family Resource</b></p>

<b>ONLINE ASSIGNMENT</b>	<b>Case Study (individual work)</b>	<b>DUE: Oct. 4<sup>th</sup></b>
--------------------------	-------------------------------------	---------------------------------

Oct. 4	<ul style="list-style-type: none"> <li>Supporting young children’s learning at home</li> </ul>	C&C, Ch. 9 Spotlight on YC and Families, pp. 50-54 Baker, Piotrkowski, & Brooks-Gunn (1998) – <i>The Effects of Home Instruction Program for Preschool Youngsters (HIPPY) on Children’s School Performance</i>
	<ul style="list-style-type: none"> <li>Early Childhood Educators in the community</li> </ul>	C&C, Ch. 11 Spotlight on YC and Families, pp. 55-57 Sanders, Deihler, & Kyle (2007)- <i>DAP in the 'hood</i> Bromer & Henly (2009)- <i>The Work-Family Support Roles of Child Care Providers Across Settings</i>
	<ul style="list-style-type: none"> <li>Parent education</li> <li>Family life education</li> </ul>	C&C, Ch. 10 Lynch & Hanson, Ch. 13
Oct. 11	NO CLASS- COLUMBUS DAY	
Oct. 18	<ul style="list-style-type: none"> <li>Presentations &amp; Wrap up</li> </ul>	<b>DUE: Home Visitation Project</b>

### Additional Course Readings

Anderson, C. (2003). The diversity, strength, and challenges of single-parent households. In F. Walsh (Ed.). *Normal family processes, 3<sup>rd</sup> edition* (pp. 121-152). New York: The Guilford Press.

Baker, A.J.L., Piotrkowski, C.S., and Brooks-Gunn, J. (1998). The effects of the Home Instruction Program for Preschool Youngsters (HIPPY) on children's school performance at the end of the program and one year later. *Early Childhood Research Quarterly, 13*, 571-88.

Barbour, C., Barbour, N.H., & Scully, P.A. (2011). *Families, schools, and communities* (5<sup>th</sup> edition). New York: Pearson. (Ch. 2)

Bianchi, S.M., Robinson, J.P., Milkie, M.A. (2006). *Changing rhythms of American family life*. New York: Russell Sage. (selected chapters)

Bromer, J., & Henly, J.R. (2009). The work-family support roles of child care providers across settings. *Early Childhood Research Quarterly, 24*, 271-288.

Capps, R., Fix, M., Murray, J., Ost, J., Passel, J.S., & Herwatoro, S. (2004). *The new demography of America’s schools*. Washington, DC: Urban Institute.

Casper, L.M., & Bianchi, S.M. (2002). *Continuity and change in the American family* Thousand Oaks: Sage. (selected chapters)

Fuligni, A.J., & Fuligni, A.S. (2007). Immigrant families and the educational development of their children. In J.E. Lansford, K. Deater-Deckard, & M.H. Bornstein (Eds.) *Immigrant families in contemporary society* (pp. 231-249). New York: Guilford.

Garcia Coll, C. et al. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development, 67*, 1891-1914.

Gates, G. (2008). Diversity among same sex couples and their children. In S. Coontz, M. Parson, & G. Raley (Eds.). *American families: A multicultural reader, 2<sup>nd</sup> edition* (pp. 394-399). New York: Routledge.

Halgunseth, L.C., Peterson, A., Stark, D.R., & Moodie, S. (2009). Family engagement, diverse families, and early childhood education programs: An integrated review of the literature. Washington, DC: NAEYC.

Ingoldsby, B.B., Smith, S.R., & Miller, J.E. (2004). *Exploring family theories*. Los Angeles: Roxbury. (selected chapters)

Lareau, A. (2008). Excerpts from *Unequal Childhoods*. In S. Coontz, M. Parson, & G. Raley

- (Eds.). *American families: A multicultural reader, 2<sup>nd</sup> edition* (pp. 400-417). New York: Routledge.
- Lynch, E.W., & Hanson, M.J. (2011). *Developing cross-cultural competence* (4<sup>th</sup> edition). Baltimore: Brooks Publishing. (selected chapters)
- Moore, K.A., Redd, Zakia, Burkhauser, M., Mbwana, K., & Collins, A. (2009). Children in poverty: Trends, consequences, and policy options. Washington, DC: Child Trends.
- Peters, J.F. (1999). Redefining Western families. *Marriage & Family Review, 28*, 55-66.
- Roy, K.M. (2004). Three-block fathers: Spatial perceptions and kin-work in low-income African American neighborhoods. *Social Problems, 51*(4), 528-548.
- Sanders, K.E., Deihl, A., & Kyler, A. (2007). DAP in the 'hood: Perceptions of child care practices by African American child care directors caring for children of color. *Early Childhood Research Quarterly, 22*, 394- 406.
- Small, M.L. (2006). Neighborhood institutions as resource brokers: Child care centers, interorganizational ties, and resource access among the poor. *Social Problems, 53*(2), 274-292.
- Stewart, P. (2007). Who is kin? Family definition and African American families. *Journal of Human Behavior in the Social Environment, 15*, 163-181.
- Vesely, C.K., & Ginsberg, M.R. (2011). Strategies and practices for working with immigrant families in early education programs. *Young Children, 84-89*.
- Walsh, F. (2003). Normal family processes, 3<sup>rd</sup> edition (chapters 1, 15). New York: The Guilford Press. (selected chapters)
- Webb, F.J. (2005). The demographics of families. In V.L. Bengston, A.C. Acock, K.R. Allen, P. Dilworth Anderson, & D.M. Klein (Eds.). *Sourcebook of family theory and research* (pp. 101-102). Thousand Oaks: Sage.
- Weigel, D.J. (2008). The concept of family: An analysis of laypeople's views of family. *Journal of Family Issues, 29*, 1426.
- Weisner, T.S. (2002). Ecocultural understanding of children's developmental pathways/ *Human Development, 45*, 275-281.
- White, J.M., & Klein, D.M. (2002). *Family theories, 2<sup>nd</sup> edition*. Thousand Oaks: Sage. (selected chapters)