Integrating Cultural Diversity into the Curriculum

Course 10:
Integrating Cultural Diversity into the Curriculum

Editors Note: Although Integrating Cultural Diversity into the Curriculum was not identified as a Skill Standard by the State, its relevance in promoting and providing meaningful educational experiences for students in higher education and particularly professional-technical education cannot be overlooked. This course has been included in the Skill Standards Curriculum Guide for Professional-Technical College Instructors because it is a necessary area of understanding and expertise for college-level educators.

COURSE DESCRIPTION:
Instructor-learners will expand their awareness, knowledge and skill in integrating cultural diversity into the professional-technical curriculum at the community college level. This course will increase instructor-learners awareness about cultural diversity, enhance knowledge of specific issues in diversity, and develop skills in integrating cultural diversity into the curriculum. This course will focus on the integration of individual multicultural competence from personal understanding to professional skill. We will explore models in multicultural competence, including curriculum transformation, approaches to multicultural content, and teaching/learning styles. Instructor-learners will have opportunities to develop discipline-specific curriculum that integrates multicultural content.

LEARNING OUTCOME: The Instructor-learner will:
- Demonstrate and model awareness, knowledge and skills that actively affirm diversity based on race, ethnicity, language, gender, sexual orientation, disability, social class, religion, etc.
- Critically examine and help students to examine current discipline-specific theory and practice using multicultural curriculum theory, standards and practice.
- Design and implement appropriate culturally responsive curriculum and instruction that supports complex and challenging multicultural learning.
- Examine, evaluate and modify discipline-specific curriculum and instruction using appropriate multicultural curriculum theories, instructional strategies and assessment.

OUTCOME ASSESSMENT: The Instructor-learner will:
- Demonstrate, orally, in writing, and in classroom conversations, multicultural awareness, knowledge and skills.
- Develop instructional activities that demonstrate skill in implementing multicultural curriculum theory, standards and practice.
• Implement instructional activities that engage students in critically analyzing discipline-specific theory and practice using multicultural curriculum theory, standards and practice.
• Using multicultural theory and standards, critically evaluate at least two instructional activities presented by others, list strengths and weaknesses, and make specific concrete recommendations for improvement.
• Implement instructional strategies (lecture, demonstration, discussion, small groups) that support complex and challenging multicultural learning.

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Essential Content Discussion Topics and Key Points

PERFORMANCE INDICATORS:
• Syllabus contains information that affirms diversity, is culturally responsive, and examines discipline-specific theory and practice using multicultural curriculum theory and practice.
• Instruction demonstrates current awareness and knowledge of diverse perspectives and theoretical frameworks in multicultural education.
• Instructional strategies affirm diversity, are culturally responsive, and examine discipline-specific theory and practice using multicultural curriculum theory, standards and practice.
• Instructional strategies (lecture, demonstration, discussion, small groups) are student centered, and support complex and challenging multicultural learning.
• Instructional activities are culturally responsive, critically examine issues of social justice, and affirm the diversity in the classroom and the larger community.

AWARENESS, KNOWLEDGE & SKILLS: The Instructor-learner will:
• Demonstrate orally, in writing, and in classroom conversations, multicultural awareness, knowledge and skills.
• Provide evidence of multicultural competence in analyzing case studies.
• Construct a course syllabus that includes learning outcomes that support multicultural learning.
• Describe a positive learning environment that affirms diversity, is culturally responsive, and examines discipline-specific theory and practice.
• Demonstrate, orally, in writing, and in classroom conversations, awareness and knowledge of discipline-specific subject matter using multicultural curriculum theory, standards and practice.
• Modify curriculum and instruction based on the needs of diverse learners.

Introduction • What is diversity?
• What is curriculum transformation?
• What you do depends on what you mean
• What you do depends on who you are
• Terminology

Multicultural curriculum theory • History of traditional education for diverse learners
• History of multicultural education
• Curriculum transformation
• Multicultural competency framework

Diversity and learning • Affirming diversity: implications for teachers and schools
• Expectations of student achievement
• Setting the climate for effective teaching and learning
• Best practices in integrating diversity
• What does this means for you? Awareness, knowledge, skills

Teaching, teaching styles • Who are you in the classroom?
and learning styles • Student learning styles
• Teaching styles and instructional effectiveness
• Designing assignment–centered courses
• What does this mean for you? Awareness, knowledge, skills

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Essential Content Discussion Topics and Key Points
Race, ethnicity, identity and learning • Racial/ethnic identity development
discipline-specific research • Case studies in racial/ethnic identity development
• How does your discipline support race/ethnicity in the classroom?
• How can you incorporate race/ethnicity into your discipline?
• What does this mean for you? Awareness, knowledge, skills
Gender, sex, sexuality and learning • Gender and identity
discipline-specific research • Sexual orientation and identity
• Gender and learning
• Case studies, gender, sexual orientation and learning
• How does your discipline support gender/sexual orientation in the classroom?
• How can you incorporate gender/sexual orientation in the classroom?
• What does this mean for you? Awareness, knowledge, skills
Social class, identity and learning • Jean Anyon and the hidden curriculum of schooling
• Case studies, social class and learning
• How does your discipline support social class in the classroom?
• How can you incorporate social class into your discipline?
• What does this mean for you? Awareness, knowledge, skills
People with disabilities, • ADA accommodations
identity, and learning • Case studies, disability and learning
• How does your discipline incorporate people with disabilities into the classroom
• How can you incorporate people with disabilities into your discipline
• What does this mean for you? Awareness, knowledge, skills
Curriculum transformation • Lecture, demonstration, discussion, small groups
and instruction • Instructor-learner discipline-specific research and content from a multicultural perspective
Synthesis and evaluation • Instructor-learner self evaluations
• Next steps

LEARNING ACTIVITIES:
• Use ice-breakers to help students build a class community
• Discuss rules for class communication and discussion
• Encourage dialogue as an alternative to debate
• Identify and demonstrate a variety of teaching skills and teaching strategies. This includes mini-lectures, interactive lectures, case studies, small and large group work, and discussion lessons.
• Identify and clarify diversity terminology (i.e., multicultural education, multiculturalism, diversity, etc.)
• Design and demonstrate activities that support the multicultural competence model
• Develop and present a discipline-specific curriculum that supports the Integration stage of the Banks curriculum transformation model

SUPPORT MATERIALS: See appendix
• Banks Curriculum Transformation Model
• Ponterotto and Pederson Racial/Ethnic Identity Model
• Sleeter and Grant Typology of Multicultural Education

PRIMARY TEXT/RESOURCES:

ADDITIONAL READINGS/RESOURCES:

WEBSITES:
Association of American Colleges and Universities
American Commitments: Diversity, Democracy, and Liberal Learning provides clear explanations of the fundamental frameworks for multicultural education in higher education.
www.aacu-edu.org

Diversity Digest is AACU’s resource for specific information about diversity and higher education
www.diversityweb.org

The Multicultural Super site: This site offers a large repository of teaching activities for integrating cultural diversity into the classroom www.mhhe.com/soscsience/education/multi
Multicultural Pavilion is a website that collects resources for multicultural education
http://curry.edschool.virginia.edu/go/multicultural/

Association of College Research Libraries identifies substantive web sites that address institutional vision, increasing minority faculty, and related concepts
http://www.alaa.org/acrl/ressept00.html

National Association of Multicultural Education supports efforts in educational equity and social justice and provides resources for students and educators and valuable links to other sites
www.nameorg.org

Teach-nology offers some specific suggestions for interacting with diverse populations from the ERIC digests.
http://www.teach-nology.com/litined/multicultural_education/

GLOSSARY:
• Curriculum transformation: a learning process that fundamentally changes the content, process, and basic assumptions of the traditional curriculum and gives students the awareness, knowledge and skills to view concepts, issues, themes, and problems from multiple points of view. (Gloria Ladson Billings - Dictionary of Multicultural Education)
• Culturally relevant: an approach to teaching and learning that uses cultural referents to impart awareness, knowledge, and skills. Culturally relevant teaching includes conceptions of self as teachers, conceptions of social relations, and conceptions of inequality. Culturally relevant teaching asks teachers to consider their own underlying beliefs and ideologies as they attempt to teach all students.
• Multicultural competence: a framework incorporated in counseling and education programs that prepare individuals to service diverse populations.
• Multicultural education: philosophical concepts and educational practices that incorporate a comparative study of U.S. history and culture, and prepare students to work actively toward structural equality.
• Multicultural studies: a discipline that focuses on the history, perspectives, culture and
concerns and current issues of groups that have been historically left out or underrepresented in the traditional or mainstream curriculum (people of color, women, gay and lesbian people, working class people, people with disabilities).

- **Race**: a matter of biological variation among humans. Although race refers primarily to skin color, the concept of race is negotiated socially, and changes over time and across cultures.
- **Social Class**: economic, political and social relations that mediate life in a culture that attaches meaning to a given social order. Social class status determines allocation of social power and the privileges associated with it.
- **Gender**: the social categories that ascribe roles, behaviors and personalities based on sex. Gender is sociological.
- **Sex**: biological reproductive characteristics (sex is biological).
- **Sexual Orientation**: identifies an individual’s physical/ emotional spiritual attraction to another individual.
- **Disability**: a mental or physical impairment that substantially limits a major life activity.
- **Americans with Disabilities Act (ADA)**: federal law protecting the rights of employees of all government agencies including educational institutions.

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**Course 10:**

Support Materials for Integrating Cultural Diversity into the Curriculum

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**Banks Curriculum Reform Model**

Adapted from Dr. James Banks’ Curriculum Reform Model, University of Washington by Yvonne Terryll-Powell and Betsey Barnett, Shoreline Community College.

Curriculum Reform: Levels of Integration of Multicultural Content

**LEVEL 1: THE CONTRIBUTIONS APPROACH**

- Heroes, holidays, discrete cultural elements
- Mainstream curriculum remains unchanged
- Easiest to use, requires no knowledge about ethnic groups and curriculum revision
- Makes things worse, reinforces stereotypes, marginalizes ethnic issues as beside the main event, trivializes ethnic cultures

**LEVEL 2: THE ADDITIVE APPROACH**

- Content, concepts, and perspectives added w/o restructuring the curriculum
- Mainstream curriculum still remains unchanged: mainstream- and Euro-centric
- Can be a first phase in curriculum reform

**LEVEL 3: THE TRANSFORMATIVE APPROACH**

- Fundamental goals, structure, and perspectives of the curriculum are changed
- Students view concepts/issues/problems/events/themes from the perspectives of the participants
- Emphasis on US culture as emerging from a complex synthesis and interaction of
the diverse cultural elements that make up US society

**LEVEL 4: THE SOCIAL ACTION APPROACH**
- Adds student decision making to transformative approach
- Goals are social criticism, social change and decision making
- Components: a decision problem or question or inquiry that provides relevant data, value inquiry and moral analysis, decision making and social action

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**Derald Wing Sue's Multicultural Competencies**


**Multicultural Competency Framework**

**AWARENESS**
- Awareness of own values, beliefs, attitudes, and biases regarding self
- Awareness of own values, beliefs, attitudes and biases regarding others
- Awareness that other perspectives exist and are valid
- Awareness of identity development (race, gender, sexual orientation, etc)

**KNOWLEDGE**
- Obtain information relevant to self (family history, identity)
- Obtain information relevant to others (gender, race, disability)
- Obtain information related to social issues and concerns regarding self and others
- Obtain information about the political structure

**SKILLS**
- Apply appropriate awareness and knowledge to a given situation
- Develop appropriate listening / thinking / communication / teaching skills
- Develop ability to analyze institutional inequality
- Develop appropriate skills to be an ally
- Use multicultural appropriate interventions
- Learn ways to discuss the politics of the environment (community, school, workplace)

**SOCIAL ACTION/SOCIAL JUSTICE**
- Take action that incorporates a social action framework
- Take action that challenges institutional inequality (policies, procedures, laws)
- Participate in the politics of the environment to make change
- Take action that will benefit members of a particular group
- Take action that supports social change and justice – become an ally

**CURRICULUM GUIDE: INTEGRATING CULTURAL DIVERSITY INTO THE CURRICULUM 10.10**

A developmental process to understanding ourselves as members of a society that assigns meaning to race.

Racial identity influences how you experience the world, how you see others, and how you communicate.

Identity development models help explain individual differences.

**White Racial Identity Development**

**STAGE ONE: PRE-EXPOSURE/PRE-CONTACT**
- Whites have not begun to examine their own ethnicity
- Lack of awareness of self as a racial being
- Unconscious identification with Whiteness
- Acceptance of stereotypes about minority groups
STAGE TWO: CONFLICT STAGE
• Individuals begin to recognize that they live in a society that discriminates based on race
• Awareness of realities of prejudice/discrimination/racism
• Conflict over new knowledge about race relations
• Marked by feelings of confusion, guilt, anger, depression

Individuals respond to their new awareness in 1 of 2 ways:

STAGE THREE: PRO-MINORITY/ANTI-RACISM
• Whites begin to resist racism /identify w/ people of color
• Identification alleviates strong feelings of guilt
• Still have self-focused anger and guilt, anger at White culture in general

OR:

STAGE FOUR: RETREAT INTO WHITE CULTURE
• Retreat from situations that stimulate internal conflict
• Retreat into comfort and security of same-race contact
• Over identification with Whiteness
• Defensiveness about White Culture
• Fear and anger toward people of color

STAGE FIVE: REDEFINITION/INTEGRATION
• White people redefine what it means to be White
• Whites acknowledge responsibility for maintaining racism
• Individuals become more balanced, more open to acquiring new information

Racial/Ethnic Identity Development

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Minority (People of Color) Identity Development

STAGE ONE: CONFORMITY
• Preference for the dominant culture values/norms
• Desire to assimilate into the dominant culture
• Negative attitudes toward own group
• Attitudes toward the dominant group are positive
• Denial

STAGE TWO: DISSONANCE
• Begin to question pro-White attitude/behaviors
• Alternate between self- and group appreciation and depreciating attitudes and behaviors
• Confusion

STAGE THREE: RESISTANCE AND IMMERSION
• Embrace own racial/ethnic group completely
• Blind endorsement of one’s own group
• Accept racism and oppression as a reality
• Rejection of the values and norms of the dominant group
• Empathic understanding /overpowering ethnocentric bias

STAGE FOUR: INTROSPECTION
• Develop a security that allows questioning of rigid attitudes from Stage 3
• Re-direct anger/ negativity toward White system to exploration of individual and group identity issues
• Conflict between allegiance to one’s own ethnic group and issues of personal autonomy
Black and Biracial Identity Development Models

Black Identity Development Model

STAGE ONE: PRE-ENCOUNTER
• Absorbed the values and beliefs of the White culture
• Believe White is right and Black is wrong
• Seeks to be accepted by Whites
• Actively or passively distances self from other Blacks
• Relies on denial to screen information

STAGE TWO: ENCOUNTER
• Acknowledges the impact of racism in one’s life
• Begins to question pro-White attitude/behavior
• Begins to acknowledge identity as an African American—a member of a group targeted by discrimination/racism
• Confusion, anger

STAGE THREE: IMMERSION/EMERSION
• Embrace own racial/ethnic group completely
• Everything in life must be Black or relevant to Blackness
• Denigrate White people; simultaneously glorify Black people
• Reject values and norms of the White group
• Anger, pride

STAGE FOUR: INTERNALIZATION
• Develop a security in their racial identity
• Less need to assert Blackness attitude
• Establish or re-establish relationships with Whites
• Openness to build coalitions with members of other oppressed groups

STAGE FIVE: INTERNALIZATION-COMMITMENT
• Begins to develop a plan to address concerns of Blacks
• Desire to eliminate other forms of oppression
• Confident and secure in racial identity
• High positive regard toward self and towards one’s group

Biracial Identity Development

STAGE ONE: PERSONAL IDENTITY
• Individual relatively young
• Membership in specific ethnic group is secondary to sense of self
• Understanding of race is superficial, personal, inconsistent
• Demonstrates no awareness of racial/ethnic similarities and differences

STAGE TWO: GROUP CATEGORIZATION
• Gain increased awareness of their race/ethnic heritage
• External pressure to choose a racial/ethnic identity
STAGE THREE: ENMESHMENT/DENIAL
• Emotional decision from choosing one identity
• Believe emotional choice makes it difficult to identify with both parents
• Recognize that one identity does not fully express self
• Confusion, anger, guilt, ashamed

STAGE FOUR: APPRECIATION
• Appreciates multiple racial/ethnic background
• Open to learning more about racial/ethnic cultures/groups that make up their identity
• Still primarily identify with one racial/ethnic group (as determined by Stage 2: Group Categorization)

STAGE FIVE: INTEGRATION
• Recognizes and values each aspect of their racial/ethnic identity
• Establish an identity that reflects their complete selves
• High positive regard toward self and diverse cultures
• Confident and secure in biracial identity


Sleeter and Grant Typology
Sleeter and Grant (1993) reviewed, at various times, all of the published research that included ‘multicultural’ in the title, both in K-12 and in higher education. In other words, when programs used the word ‘multicultural’ to describe themselves, what did that mean to them? They developed a typology and an analysis of the stated goals of the most common approaches:

• Teaching the Culturally Different:
The goal is to help students of color develop competence in the public culture. English as a Second Language programs commonly use this approach. Sleeter and Grant note that such programs are very effective in teaching about American culture, but they do not have goals in prejudice reduction.

• The Human Relations Approach:
The goal of this approach is to help students of different backgrounds communicate, get along better with each other and feel good about themselves. Emphasis is on improving communication between people of different cultural backgrounds. Courses in Human Relations and Speech Communication commonly use this approach to diversity and multiculturalism. This approach is not particularly effective in prejudice reduction and social justice because there are no frameworks for social stratification. Even when such frameworks are added, there is no evidence that teaching students to communicate more effectively reduces prejudice.

• Single Group Studies
This approach includes lessons or units that focus on the experiences or cultures of a specific group such as an ethnic, racial or cultural group. This approach pays least attention to goals; however, there is data to support that this approach is effective in prejudice reduction if it concentrates on domestic groups, and includes a framework related to issues of access to power and privilege in a particular society.
• **Multicultural Education**
  This approach pays the most attention to specific goals and objectives in prejudice reduction and social justice. The major goals of this approach include:
  o Promoting strength and value of cultural diversity
  o Human rights and respect for diversity
  o Alternate life choices for people
  o Social justice and equal opportunity for all
  o Equity distribution of power among members of all ethnic groups

• **Education that is multicultural and social reconstructionist.**
  This approach extends the goal of the multicultural education approach, and prepares young people to take social action against social structural inequality.