

Overview of Ch 5: Culture and Diversity

- ◆ Gender Differences
- ◆ Ethnic & Racial Differences
- ◆ Economic and Social Class Differences
- ◆ Today's Multicultural Classrooms-Bank's Model
- ◆ Bennett's Model of Intercultural Sensitivity



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Gender Differences

- ◆ Gender versus sex
- ◆ Gender & Achievement
 - Written & oral language & computation
 - Spatial ability & Mathematics
- ◆ Why?
 - Biology
 - Environment—gender bias
 - » in parenting & early experiences
 - » in the media & the curriculum
 - » in classroom practices
 - Gender schemas

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Socioeconomic Status Differences

- ◆ SES:
 - Wealth, power, education, occupational prestige
 - Upper, middle, working, lower
- ◆ SES & achievement
 - SES predicts test scores & likelihood of graduating
 - Preschoolers most at risk
- ◆ Why?
 - Poor prenatal care—more complications
 - Poor diet & health care
 - Lack of resources
 - Teacher expectations—self-fulfilling prophecy
 - Low self esteem
 - Parent-child interactions

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Ethnic Differences

- ◆ Ethnicity vs. race
- ◆ Ethnicity & achievement
 - Positive effects in some cases
 - Mostly negative effects
 - Bilingualism and achievement on cognitive tests
- ◆ Why?
 - SES & poverty
 - Negative Stereotypes
 - Prejudice & Discrimination

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Ethnic Differences Cont'd

- ◆ Stereotype threat → poor performance due to awareness of negative stereotypes about oneself. Could lead to eventual de-identification
- ◆ Ethnocentrism → misunderstandings. Ex. Listening habits
 - Culture: Like an iceberg. Actions above the surface, beliefs, values, intentions, cultural norms are below the surface and underlie teachers' and students' actions.
 - Must keep this in mind in order to think in ethnorelative ways
- ◆ Self-fulfilling prophecies
- ◆ Learned helplessness
- ◆ Resistance cultures

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Today's Multicultural Classroom

- ◆ The Melting Pot—A cultural deficit model
- ◆ The multicultural education alternative: James Banks's Dimensions of Multicultural Education

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Intercultural Sensitivity

- ◆ ‘Intercultural Sensitivity’ summarizes the qualities that predict success in intercultural effectiveness. These qualities are:
 - interest in other cultures
 - sensitivity to cultural differences
 - willingness to modify behavior as an indication of respect for other cultures

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Bennett’s 1993 Model of Intercultural Sensitivity Development

- ◆ Six Stages along a continuum from ethnocentrism to ethnorelativism: :
 - Ethno-Centric
 - » 1. Denial
 - » 2. Defense
 - » 3. Minimization
 - Ethno-relative
 - » 4. Acceptance
 - » 5. Adaptation
 - » 6. Integration

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Denial

- ◆ Denies that differences exist
- ◆ Lacks awareness of significant minority populations
- ◆ Disinterested in international affairs that don’t directly impinge on one self
- ◆ Trips abroad (when attempted) in a familiar cultural bubble, insulated from cultural differences
- ◆ Seeks out those who are culturally similar

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Defense

- ◆ Strong defense of one world view, usually one's own, sometimes another's (reversal)
- ◆ Distrustful of different cultural ideas or behavior
- ◆ Cultural knowledge consists of strong (usually negative) stereotypes --personal acquaintances who don't fit the stereotype are seen as exceptions to the rule
- ◆ Trips abroad highlight the cultural deficiencies of the host culture, compared to one's own
- ◆ Denigrates or avoids of those who are culturally different because of their unpleasant traits

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Minimization

- ◆ Cultural difference is no longer avoided or denigrated
- ◆ Believes that cultural differences are trivial, only on the surface
- ◆ Believes people would all be alike if they could
- ◆ Try to treat everyone as one would like to be treated

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Acceptance

- ◆ Recognizes and values differences
- ◆ Believes that one's own culture is only one of many ways of experiencing the world, Other cultures represent a reality as complex as one's own
- ◆ Seeks opportunities to learn more about other cultures
- ◆ Withholds judgment, knowing that the meaning of 'unusual' behavior varies with cultural context
- ◆ No change in behavior, but an awareness that other cultures might interpret one's actions in unusual ways

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Adaptation

- ◆ Cognitive changes
- ◆ Recognizes the value of more than one more cultural perspective
- ◆ Easily shifts into other cultural frames of reference
- ◆ Evaluates a situation according to the participants' points of view

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Integration

- ◆ Behavioral changes
- ◆ Integrates cultural variability into behavior
- ◆ Broad repertoire of culturally appropriate behavior
- ◆ Intentionally changes culturally-based behavior when appropriate
- ◆ Uses the ability to shift into other cultural frames of reference to act as a bridge between cultures
- ◆ Try to treat every person as the person would like to be treated

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Reflective Questions

- ◆ What do our diverse students expect of us as teachers?
- ◆ What would improvements in intercultural sensitivity in teaching look like?

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