Instructor's Manual and Test Bank
to accompany

Diversity Consciousness
Opening our Minds to People, Cultures and Opportunities
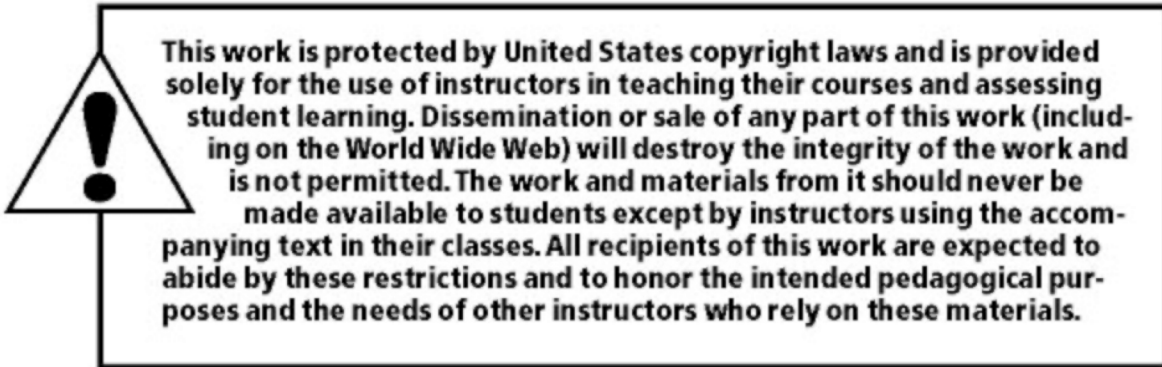
Third Edition

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PEARSON

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Instructors of classes using Bucher, *Diversity Consciousness: Opening our Minds to People, Cultures, and Opportunities, Third Edition,* may reproduce material from the instructor's manual and test bank for classroom use.

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PREFACE

Much of the feedback I received regarding earlier editions of *Diversity Consciousness* dealt with the Instructor's Manual. Specifically, there were questions regarding effective pedagogy. For instance, one teacher asked for help in dealing with students who perceive the subject of diversity as threatening and "do not want to go there." There was interest in teaching resources as well as activities and approaches to use in teaching the material. Some suggested that a greater variety of test questions be provided, although preferences for the types of questions varied considerably.

Given the input I received, I have put together an Instructor's Manual that provides a range of strategies, questions, and resources. Much of the manual deals with pedagogical issues. Specific strategies are suggested, as well as the rationale behind them, to help teachers evaluate the appropriateness and efficacy of different teaching methods. Research findings relevant to a variety of issues, including classroom climate, discussions about race and other sensitive issues, and the social context of teaching and learning, are included.

One section of the manual is devoted exclusively to teaching resources. Among these are simulations, videos, and organizations. These resources allow instructors to keep current and tailor their teaching to diverse learners. While many videos, simulations, and other activities in the area of diversity do not lend themselves to the classroom or are superficial and stereotypical, the resources I have included are classroom tested and worth looking into.

For those instructors who need help constructing tests, a variety of questions is provided. These include multiple choice, true-false, fill in, and essay questions for each chapter.

If you wish to send me feedback on this manual regarding possible additions and/or improvements, please email me at rdbucher@aol.com.

PEDAGOGY

Teaching and Learning about Diversity: The Social Context

What does research tell us about the importance of the social context of teaching and learning? According to Croninger (1991), four themes emerge.

❑ The social context in which instruction takes place dramatically affects individual learning. In essence, teaching and learning are relationship-centered processes that require considerable communication and understanding. As teachers, we need to be aware of the importance of students' relationships with fellow students, teachers, the subject matter, and the surrounding communities. Teachers and students from different ethnic groups and social backgrounds bring to the learning experience diverse cultural expectations about education, what is to be accomplished, and how it is to be done. For example, some students of color have to contend with peers who equate academic excellence with "selling out" or "acting white." Therefore, instructors cannot necessarily assume that all of their students think it is desirable to show their expertise and knowledge.

❑ Class, gender, and other dimensions of diversity also create cultural expectations that vary within and across ethnic groups. This is why lists of do's and don'ts for teaching various cultures are problematic and stereotypical.

❑ Power and status outside of school affect the social context of learning. To illustrate, in Chapter Three of *Diversity Consciousness*, I discuss Claude Steele's research on the subject of stereotype vulnerability. According to Steele, female students and African-American students may not learn or perform up to their potential because of certain stereotypes that are connected to their socialization experiences. Their sensitivity to these stereotypes and the resulting anxiety caused by them may indeed affect their learning and academic achievement.

Learning Environment Climate

A warm, comfortable climate encourages students to be more open and honest and in turn broadens participation. Conversely, a chilly climate can have serious consequences for all students. For example, *The Chilly Classroom Climate* identifies a variety of ways in which a chilly campus or learning environment for female students jeopardizes their full personal and academic development. The authors cite research that shows certain groups of women students are particularly at risk. These include first year women students, racially and ethnically diverse women students, women students in nontraditional areas, and returning adult women students (Sandler, Silverberg, and Hall, 1996).

Learning environment climate is influenced by external as well as internal influences. External influences refer to the social world outside of an educational institution or what Carlos Cortés refers to as the "societal curriculum" (Cortés, 1981). Internal influences refer to what goes on within a particular institution. These include the organizational culture, the curriculum, and relationships among students, teachers, and staff.

In a course, climate is reflected in subtle and not so subtle ways. It is evident in the syllabus, reading materials, and the many cross-cultural encounters that take place in classrooms and online. As instructors, learning environment climate is something we can shape and regulate

to a large degree. While there are a number of internal and external influences that are beyond our control, the way we teach and how we conduct ourselves in our interactions with students goes a long way toward the creation of a safe and warm learning environment. More specifically, consider the impact of each of the following:

The tone at the start

You might want to include a statement in your syllabus about the importance of sharing and respecting different viewpoints and experiences. Early in the semester, I find it helpful if I take time to share my own diversity. For example, I share with my students a little about my personal and professional background. In particular, I try to include certain aspects of my "hidden diversity" that might surprise, interest, and have some relevance to them. What I find is that this sets the tone for sharing "who am I" and "who are we."

Teaching techniques

Different cultural orientations and life experiences may indicate a preference for different learning and communication styles. Teaching in a variety of ways helps learners with a variety of aptitudes and intelligences connect to the subject matter and with each other. Nevertheless, even the best teachers may sometimes ignore differences, presenting course content in a way that reflects their *own* strengths and preferences.

One technique that may help you reach more different types of learners would be to make a ranking table for yourself. After teaching a lesson, use the checklist to see which students you feel you particularly reached out to, and which you did not. A sample follows:

WHOM DID I REACH IN THIS LESSON?
(Use 0-5 with 5 as the highest rating.)

Rating of My Instruction	Type of Learner:
	needs to process knowledge through visual aides
	needs to be physically active
	needs to touch and manipulate
	needs to emotionally connect to instructor
	needs to process knowledge through hearing
	needs privacy
	needs to interact with others
	needs to restate learning in his/her own words
	needs to feel powerful
	needs mnemonic "hooks" to retain information

As you examine your instructional preferences and expand your knowledge of learning styles and multiple intelligences, you might find yourself making the list longer.

Class Participation

In discussing the dynamics of "multicultural courses," Chan and Treacy emphasize, "Students need to know that the teacher is emotionally present in the class; that is, aware of group dynamics, including the teacher's own discomfort when this occurs, and that the teacher is able to serve as a guide through difficult moments, or at least is able to admit personal discomfort" and work through it (Chan and Treacy, 1996, p. 215).

Research shows that one common classroom norm is "consolidation of responsibility," meaning that most of the interaction in class revolves around a relatively small group of students (Karp and Yoels, 1976; Fritschner, 2000). This is particularly problematic if one identifiable group of students, such as women or men, Latinos or Blacks or Whites, or students who are more comfortable speaking English account for the vast majority of student-student and/or student-teacher interactions.

One effective way to broaden the responsibility for participation, especially when discussing the subject of diversity, is to set a tone of open inquiry. In *Talking About Diversity in the Classroom: Teaching As Learning*, Crossley emphasizes the importance of inviting questions and responding to students with respect at all times (Crossley, 1996).

One way of encouraging more questions from different students is to provide adequate wait time. Often, students who can formulate their answers fastest have a greater opportunity to respond. One of the things I do early in the semester is to ask a question and wait perhaps 30 seconds before calling on someone. Then, we talk about the importance of "wait time" and the discomfort some of us feel during prolonged periods of silence. Why some of us feel this way and what this has to do with our cultural background are interesting questions to address, and help make "wait time" more visible throughout the semester. It also sets the tone for accepting and valuing differences in communication.

With online courses, it may be easier to promote inclusive discussions. For instance, some teachers require students to respond to a certain number of postings on the discussion board routinely throughout the semester. Also, some students may feel more comfortable participating because of the relative anonymity in online classes.

Sensitivity to communication

Students tend to be very perceptive when it comes to teachers' verbal and non-verbal reactions to questions. Students should feel that any question is a good question. In addressing different groups of students, strive to be as consistent as possible. For example, do you address men and women differently? Does the tone of your communication change when you relate to students with disabilities or international students? Whenever possible, use words, metaphors, and anecdotes that can be understood by students from diverse backgrounds. Be mindful of subtle micro-messages that imply certain students are not as able or gifted as their classmates. Finally, avoid humor or language that takes the form of "hot buttons" (see Chapter Five, *Diversity Consciousness*) and may shut down communication.

Teach reflectively, and try to become more aware of: 1) how your communication style and attitudes are influenced by ethnicity, gender, class, family background, and professional training, and 2) how you and your students may experience, learn, and respond to the same language differently. Be careful not to assume that everybody shares your goals, perspectives, or even your sense of humor. Recognize that these are culturally based, and therefore vary.

In summary, creating a psychologically safe and supportive climate that is inclusive of all students begins long before the course gets underway. As teachers, our intellectual and emotional preparation is crucial.

Intervention

   Intervene when students show disrespect. Ignoring such behavior can create the impression that you agree with the message in question, that you do not care, and/or that you are simply unable to control the situation. You may decide to address the comment and/or behavior as soon as it occurs, especially if you can do it in a way that is non-threatening and educational. Or it may be more appropriate to ask the class for "time out" to give everyone a chance to reflect on what just took place. Consider asking students to communicate their feelings about what happened. This allows everybody, including the instructor, time to collect their thoughts and plan a response. Also, we may find it easier to express ourselves in writing.

   Often, it is effective to ask students for clarification to make sure that you understood them correctly. If you are hesitant to discuss the behavior in a public forum, seek to discuss it privately with the student. Ideally, a conversation of this nature should take place either face-to-face or by telephone. At that time, you can inform the student or students of your feelings, listen to them, and make it clear that disrespectful behavior will not be tolerated.

Inclusive, diverse curriculum

What we teach should reflect a variety of perspectives. Include materials written or created by people of different cultures and backgrounds. For example, the numerous, real-life "perspectives" found throughout *Diversity Consciousness* serve to expand the reach and relevance of the book.

Ongoing assessment

Ask for frequent student feedback on the teaching/learning process and classroom climate. For example, you might ask questions regarding whether students feel comfortable asking questions, answering questions, and asking for help. It is a good idea to conduct assessments periodically throughout the semester, perhaps every three or four weeks. This makes it possible to identify and correct problems early. Also, it is important that the instructor shows concern for student feedback and seeks to correct any problems.

PROMOTING DIVERSITY CONSCIOUSNESS AND STUDENT SUCCESS

   The following teaching strategies can help promote ("Some Do's") or stifle ("Some Don'ts") diversity consciousness and student success.

Some Do's:
   ❑ *Be mindful of the inclusiveness of all assignments.* For example, if diverse populations are included, how are they portrayed (i.e. victims, supervisory/subordinate positions, stereotypical images)? Encourage students to challenge the textbook. Assign readings that are at odds with the text.
   ❑ *Encourage students to trust their own life experiences as significant sources of knowledge.* Students can learn to draw on their personal and cultural backgrounds and use this knowledge as a springboard to creativity and achievement. One means of doing this is to assign the journal and/or case study questions that appear throughout *Diversity Consciousness*.

❑ *Help students develop flexibility of thought, a skill that is discussed throughout Diversity Consciousness*. It is important to not simply teach students that there are cultural, historical, and other differences between and among groups of people. Rather, we need to help students visualize and experience things from the perspective of others. Beverly Tatum, a former professor in the Department of Psychology and Education at Mount Holyoke College, recounts a talk she had with a high school English teacher. The young white men in this teacher's English classes were reluctant to read about people with whom they thought they had little in common. For example, the teacher assigned *House on Mango Street* by Cisneros, a story of a young Chicana adolescent coming of age in Chicago. The young men, who felt that they could not identify with what they read, raised questions about the relevance of the story *to them*. Tatum points out that these same men never consider why Latino students need to read Ernest Hemingway (O'Neil, 1997/1998).

❑ *Explore effective strategies that help students imagine how their life experiences might be different if their race, gender, class, or some other dimension of their diversity changed.* If possible, provide opportunities for students to switch positions and roles in a variety of worlds. For example, students might do this by attending a religious service of another faith, going someplace where most people speak another language, or attending a meeting or convention attended by people of another political persuasion.

❑ *Use active rather than passive methods, methods that make it possible for students to share responsibility for learning.* By becoming actively engaged in activities such as discussion boards, journals, blogs, simulations, and interactive Internet exercises, they are more likely to connect personally with each other and with the subject matter.

❑ *Provide students with opportunities to examine the connection between diversity consciousness and success – in their own and others' professional and personal lives.* For example, I ask students to interview people in leadership positions in the community. The purpose of the interviews is to explore leaders' backgrounds, their thoughts about the benefits and challenges of diversity relative to their position and success, and their journey of developing diversity consciousness.

❑ *In evaluating your interaction with students, ask yourself the following questions:*
  ▪ With what students do I feel most or least comfortable? Why?
  ▪ Whom do I sanction positively or negatively the most? Why?
  ▪ Do I expect more or less from certain students? Why?
  ▪ Does the classroom setting/environment favor some students more than others? If so, is there anything I can do to correct this?
  ▪ Do I utilize a variety of methods to encourage students to participate in class?
  ▪ Do some methods seem to work better than others? If so, is there something cultural going on here?
  ▪ What are my personal "hot buttons" and how do they influence my ability to effectively respond to students?

❑ *If possible, take advantage of teachable moments, including those unanticipated events that occur both inside and outside the classroom.* For instance, the circumstances surrounding the arrest of Harvard University Professor Henry Louis Gates at his home in Cambridge, Massachusetts triggered discussions on a wide range of diversity issues such as racial profiling, institutional discrimination in the criminal justice system, and the degree to which race is still relevant in the U.S. As an example, the question "What

would have happened if Henry Louis Gates had been White rather than Black?" is a question that is sure to generate discussion and uncover multiple perspectives.

❑ *Integrate new uses of technology.* The Internet is a vast source of knowledge and should be utilized effectively. Develop lessons that use this source. Seek student input for developing and revising Internet exercises. Encourage students to use and/or create blogs and wikis. Also, see "Diversity Links" at http://diversityconsciousness.com/links.htm and the "Internet Exercise" at the end of each chapter for further ideas.

❑ *Expose students to diversity through activities outside the classroom.* Often, co-curricular activities such as plays, movies, art exhibits, and trips to museums and other points of interest introduce an even greater variety of perspectives and experiences.

❑ *Examine possible intercultural initiatives.* For example, students might interview other students or community members from different backgrounds (i.e. English as a Second Language, Center for Senior Citizens) as part of an assignment.

Some Don'ts:
❑ *Don't ask someone to be a spokesperson for his/her "group."* Under-attention and over-attention is an everyday challenge for some students. Depending on the class, for example, African American women may be ignored or in some instances, they may be asked to speak for all African Americans. One student comments, "On the days I know they are going to talk about black issues, I don't go because I know she (the instructor) is going to call on me and it makes me uncomfortable" (Moses, 1989: 4).

❑ *Don't limit yourself to traditional teaching practices or to a single teaching methodology.* According to Bucher (2002: 187), "research indicates that traditional teaching practices may have an unintended and unacknowledged impact on nontraditional students. Faculty may assume that their teaching style is neutral, when in fact it limits opportunities for learning and success for students from culturally diverse backgrounds." With this in mind, familiarize yourself with the literature on different learning styles and their implications for teaching in a variety of ways. A number of excellent resources on "learning styles" and "multiple intelligences" can be found on the Web.

❑ *Don't allow information about cultural expectations to become yet another set of stereotypes.* For example, do not assume that certain pedagogical strategies should necessarily be used with students of particular backgrounds. Rather, be flexible. By expanding your knowledge base and learning from experience, you will become more aware of the possible scenarios you might encounter in class.

In summary, it is important to utilize a variety of strategies throughout the semester. Also, try not to get too frustrated. Promoting diversity consciousness is a long-term, incremental, uneven, and gradual process.

DIFFICULT DIALOGUES

Difficult dialogues can be divisive and emotionally charged (see Chapter 5, *Diversity Consciousness*). When dialogues of this nature take place, there are times when students and instructors fear being misinterpreted because of "one slip of the tongue." However, difficult dialogues can also be empowering and unifying, especially when instructors take the time and make the effort to develop caring and affirming relationships with their students.

Example: Inequality

Issues dealing with power, social inequality, and oppression can be among the most difficult to discuss. Davis identifies three typical classroom responses to teaching about inequality: resistance, paralysis, and rage. First, classes may resist or deny inequality. Second, they may become paralyzed and overwhelmed by the intractability of inequality. Lastly, addressing inequality may trigger anger and possibly scapegoating (Davis, 1992). Pence and Fields, two Southern Idaho University faculty members, found that students were more receptive to acknowledging and analyzing inequality when they sent students out into the community to see it for themselves and even document it through research. According to Pence and Fields, "The discrimination occurred in stores where they (students) shop, instead of in a textbook. Their peers, instead of another talkinghead professor, collected and reported the data. These experiences were rooted in their daily world instead of the abstract" (Pence and Fields, 1999: 157).

As with other diversity issues, students react differently depending on a host of factors. These include the dynamics of the class, the demographics of the student population, and how the material is presented. Before discussing inequality and related issues, it is critically important to establish a sense of trust among students and between students and teacher. Therefore, it is *not* a good idea to tackle these issues at the very beginning of the semester.

Power is a critically important aspect of diversity. In *Diversity Consciousness*, power is discussed in the context of personal and social barriers (see "power and prejudice," Chapter 3) and the development of diversity consciousness (see "gauging the level of the playing field," Chapter 4)

A Few Suggestions:
- *Discuss both the abuses and uses of power in the context of individuals, groups, and societies.* For example, as a teacher I have a certain amount of power. How I use it is up to me.
- *Discuss power as it relates to different dimensions of diversity.* For example, because of our statuses, each of us might exercise or encounter lesser or greater power.
- *Discuss the situational nature of power.* This allows students to understand that someone might feel powerful in one situation but not in another.
- *Help students understand that power and privilege may be earned or unearned.* Peggy McIntosh's piece, "White Privilege," is an excellent resource (see *Diversity Consciousness*, Chapter 4).

Example: Color blindness

Some students and teachers find comfort in discounting the importance of diversity. In a faculty development workshop I facilitated, one of the participants commented, "I do not see differences in the classroom. I treat everybody the same. I think we emphasize differences too much and that creates problems." Students often share this same perspective.

A Few Suggestions:

❑ On one level it is important to treat everybody the same (i.e. treat everybody with respect and kindness). However, on another level, *treating everybody the same and ignoring differences results in unequal opportunity.* It is necessary to distinguish between sameness and equal opportunity. As an example, I treat all of my students the same in terms of the grading system I use. However, I do not teach all students the same. For example, some students require more support and more one-on-one instruction than others.

❑ *It is helpful to examine colorblindness from multiple perspectives.* For instance, some students might feel differently about this issue because of their standing in society. Because of their social status, some people feel they can or cannot afford to be blind to race or other dimensions of diversity.

❑ *Do arguments for or against colorblindness apply to other dimensions of diversity, such as disability, ethnicity, and social class?* For example, should we be blind to someone's disability?

❑ *Whether or not to acknowledge diversity is not the only issue.* For example, how we acknowledge race, whether we become fixated on it, and how we treat each other once we acknowledge racial differences may be just as important.

In *Diversity Consciousness*, I discuss difficult dialogues in Chapter Five (Communication). "Nine Ground Rules for Difficult Dialogues" may be found on page 178. Lastly, keep in mind there is *no* "one size fits all" approach to difficult dialogues.

RESOURCES

Organizations
Association of MultiEthnic Americans (AMEA)
PO Box 29223
Los Angeles, CA 90029-0223
AMEAsite.org
AMEA, an international, nonprofit association of organizations, advocates education and collaboration on behalf of the multiethnic, multiracial, and transracial adoption community.

Center for the Advancement of Racial and Ethnic Equity, American Council on Education (ACE)
One Dupont Circle NW
Washington, D.C. 20036
202-939-9300
acenet.edu
Articulates the importance of diversity and inclusion at all levels of higher education.

Everyday Democracy (formerly the Study Circles Resource Center)
111 Founders Plaza Suite 1403
East Hartford, CT 06108
860-928-2616
www.everyday-democracy.org
Everyday Democracy facilitates the use of study circles, meaning small-group, democratic, and highly participatory discussions. The aim is to foster dialogue and problem-solving on diversity issues such as race and immigration.

Population Reference Bureau
1875 Connecticut Ave., NW Suite 520
Washington, D.C. 20009-5728
(800) 877-9881
www.prb.org
Provides timely information on U.S. and worldwide population trends and their implications.

Wellesley Centers for Women
Wellesley College
106 Central St.
Wellesley, MA 02481
www.wcwonline.org
In 1974, the Center was established to conduct research on issues affecting women. It focuses on research conducted from the varied perspectives of women and ensures that the research reaches and influences public policy.

A World of Difference Institute
823 United Nations Plaza
New York, NY 10017
212-885-7803
www.adl.org
The Institute was formed in furtherance of the Anti-Defamation League (ADL) mission to strengthen pluralism in the U.S. by defining and advancing a discipline of diversity education. Through education, programs, materials, and services, the Institute empowers people to value diversity and eradicate prejudice, bigotry, and discrimination.

SIETAR-USA
603 Stewart St. Suite 610
Seattle, WA 98101
(206) 859-4351
sietarusa.org
Society for Intercultural Education, Training and Research (SIETAR) promotes and facilitates intercultural education, training, and research.

The National Diversity Foundation (NDF)
P.O. Box 114228
North Providence, RI 02911-4222
nationaldiversity.org
NDF is a non-profit organization concerned with the quality and practices of diversity education. Its work revolves around "preparing citizenry for an era of expectations for peace, unity, harmony, and cultural competencies."   Through research, education, and service, this organization accentuates the importance of creating inclusive environments. Also, it seeks to bring leaders from diverse sectors and disciplines together to bring about positive changes in institutions and individuals.

United Nations Educational, Scientific, and Cultural Organization (UNESCO)
unesco.org
UNESCO promotes cultural diversity and international cooperation in an effort to create and sustain a true dialogue, based on respect for common values and the dignity of each culture. Furthermore, UNESCO facilitates the sharing of knowledge in the areas of science, education, culture, and communication.

Game Simulations
Bafa Bafa and *StarPower*
Simulation Training Systems
P.O. Box 910
Del Mar, California 92014
(800) 942-2900
Bafa Bafa is a simulation game, with group size ranging between twelve and forty participants. It is designed to simulate two quite different cultures and then to involve participants in cultural exchange with all its attendant problems of culture shock, adaptation to a strange environment, and return to the home culture.
In the game StarPower, a low mobility, three-tiered society is built through the distribution of wealth in the form of chips. Key issues include social inequality and class consciousness.

Barnga: A Simulation Game on Cultural Clashes
Intercultural Press
20 Park Plaza Suite 1115A
Boston, MA 02116
(888) 273-2539
Using a simple card game, participants encounter people of different cultures who perceive things differently or play by different rules. To function effectively as a cross-cultural group, players learn that they must understand and reconcile these differences. Instructions are provided in French and Spanish as well as English.

Ecotonos: A Multicultural Problem Solving Simulation
Intercultural Press
20 Park Plaza Suite 1115A
Boston, MA 02116
(888) 273-2539
Participants take on the roles of different cultural groups as they interact to solve a problem. This simulation, which has been used effectively with volunteers, businesspeople, students and faculty, provides insight into how homogenous and heterogenous teams work.

Videos
Age and Attitudes
HR Press
POB 28
Fredonia, NY 14063
(800) 444-7139
Pairing up teams of testers, differing only with respect to age, *Prime Time Live's* hidden cameras examine ageism and its impact on career opportunities. Viewers learn how subtle age discrimination can be. Moreover, the economic, social, and psychological costs of age discrimination are explored.