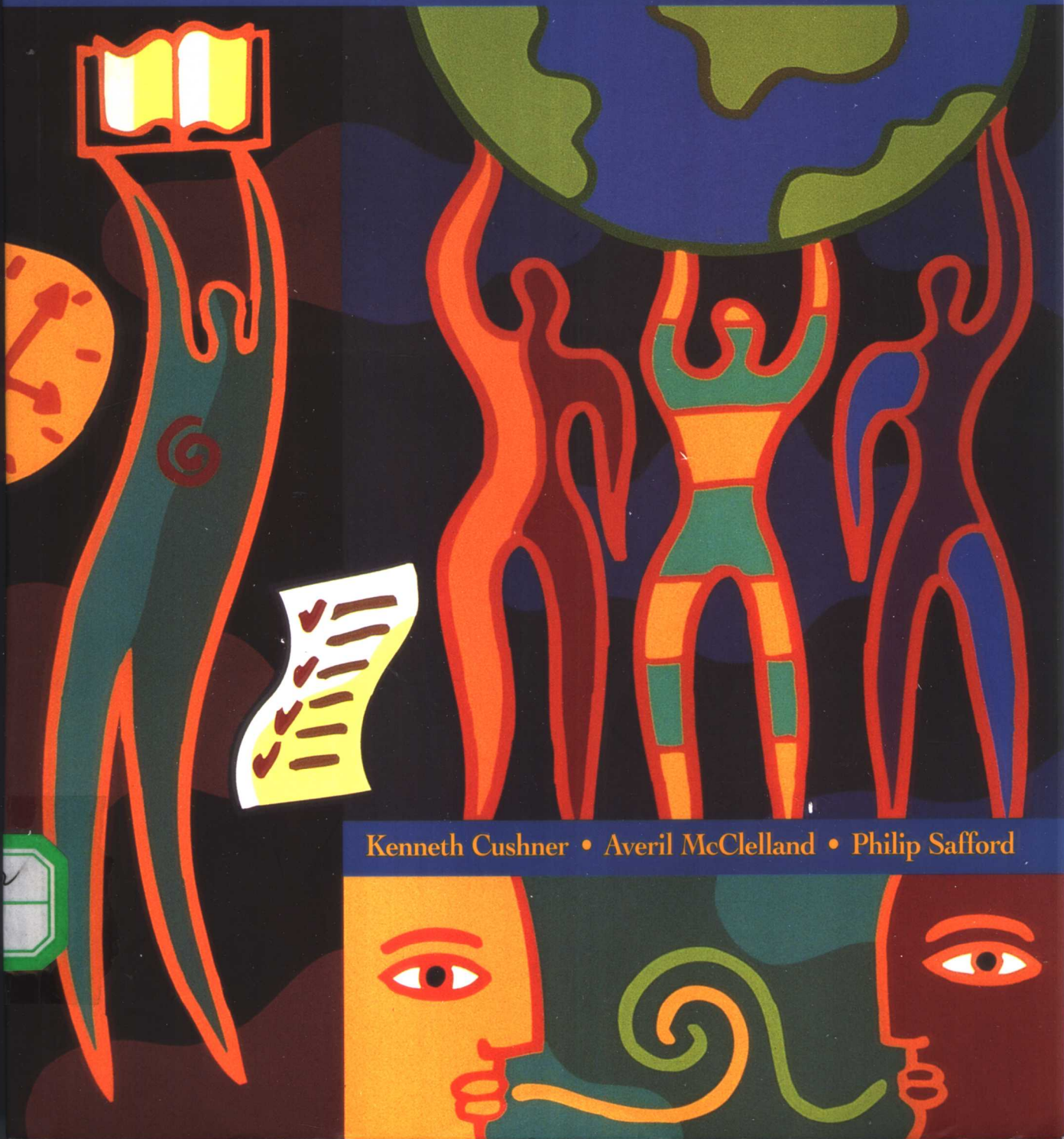


Human Diversity in Education

AN INTEGRATIVE APPROACH THIRD EDITION



Kenneth Cushner • Averil McClelland • Philip Safford

Human Diversity in Education

—
An Integrative Approach

THIRD EDITION

Kenneth Cushner

Averil McClelland

Philip Safford

Kent State University



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About the Authors

KENNETH CUSHNER is Associate Dean for Student Life and Intercultural Affairs, and Professor of Education in the College and Graduate School of Education at Kent State University. He received his doctorate at the University of Hawaii while on scholarship with the Institute of Culture and Communication at the East-West Center. Dr. Cushner is a frequent contributor to the professional development of educators and other professionals through workshops, writing, consulting, and travel programs. Among his publications, he is co-author of *Intercultural Interactions: A Practical Guide*, second edition, (Sage Publications, 1996); co-editor of *Improving Intercultural Interactions: Modules for Cross-Cultural Training Programs*, volume 2, (Sage Publications, 1997); editor of *International Perspectives on Intercultural Education*, (Lawrence Erlbaum Associates, 1998); and author of the multicultural education workbook, *Human Diversity in Action: Developing Multicultural Competencies for the Classroom*, (McGraw-Hill, 1999). He has taught in schools or developed educational programs for teachers and youths on all seven continents, and is current director of COST – The Consortium for Overseas Student Teaching. In his spare time, Dr. Cushner enjoys photography, travel, and playing guitar and percussion.

AVERIL MCCLELLAND is currently an Associate Professor of Cultural Foundations of Education at Kent State University. She received her Ph.D. from Kent State University. Dr. McClelland has had extensive experience in curriculum design and program evaluation, as well as considerable experience with addressing issues of gender and education, and cultural diversity in education. She is a consultant to the international journal, *Gender and Education*, and she received the Distinguished Teaching award from Kent State University in 1996. Her special interests are the history and sociology of education, multicultural education, and the reconstruction of teacher education.

PHILIP SAFFORD is Emeritus Professor and former chair of Special Education at Kent State University. His Ph.D. was earned through the combined program in education and psychology of the University of Michigan, with specialization in special education and developmental psychology. Previously he had been a teacher of emotionally disturbed children and also a coordinator and director of special education in residential treatment programs. Dr. Safford has authored four books, all concerning special education for infants, toddlers, and preschool age children with disabilities, as well as numerous journal articles. He has directed or co-directed a number of training, research, and demonstration projects supported by federal and state grants in special education.

Preface

The opportunities and challenges which people face at the beginning of a new millennium continue to reflect the face of diversity. Here in the United States, as well as in many countries around the world, educators struggle with the question of how to provide an education that is responsive to the needs of different communities while maintaining a sense of unity. In response, the fields of multicultural, intercultural, and international/global education continue to grow and develop.

This third edition of *Human Diversity in Education: An Integrative Approach* continues to address the preparation of teachers for the wide diversity of students they are certain to meet in their classrooms, schools, and communities. At the same time, if they are fully understood and embraced by teachers, the concepts presented in this book provide a foundation that will assist young people to take a proactive role in an increasingly interdependent, global and multicultural society.

Given the extremely positive feedback received from users of the second edition, we have maintained much of the familiar format. Regular users, however, will notice some changes. The book continues to provide a broad treatment of the various forms of human diversity found in today's schools; including nationality, ethnicity, race, religion, gender, class, language, sexual orientation, and handicapping condition. This book maintains its unique approach; that is, its research-based cross-cultural psychological emphasis, based on the assumption that it is at the level of the individual teacher where the change that must occur with regard to diversity in schools begins. That is, little in terms of institutional or systemic change will occur until each individual fully understands the role of culture in determining his or her thoughts and actions, and acquires the means to begin to alter its powerful influence. Culture learning, thus, is central to this book. The use of case studies and critical incidents has been expanded. Instead of being embedded within chapters, most begin with a case study, thus setting the context for what is to follow. An increased number of critical incidents related to the case studies are also included. Each chapter identifies a number of related websites which students can access for up-to-date references related to the topic of each chapter.

An accompanying workbook has also been developed, and reference to relevant activities is made at the end of each chapter. This workbook, *Human Diversity in Action: Developing Multicultural Competencies for the Classroom*, (by Kenneth Cushner, McGraw-Hill, 1999) provides a wide-range of activities designed to actively engage students in the concepts presented in the text. Finally, a teacher's-guide provides direction for instructors as well as classroom activities and suggested test questions.

The general format of this edition remains similar to the previous one. Part One provides historical background to current efforts in multicultural education. Chapters 1 and 2 examine the broad social, cultural, and economic changes which confront society today. Chapter 3 explores how cultural differences develop in groups and individuals. Chapter 4 examines how individuals with different cultural identities go through similar adjustment processes as they confront cross-cultural situations. Part Two then examines what teachers can do to make their classrooms and schools more responsive to diversity and more effective learning communities; that is, into classrooms that are collaborative, inclusive, developmentally appropriate, globally oriented, and religiously pluralistic. Each of the chapters in Part Two centers around a case study that illustrates how teachers can adapt their curriculum and instruction to fit the many differences that their students bring into the classroom: language and learning style (Chapter 5); developmental and ability levels (Chapter 6 and 7); gender and sexual orientation (Chapter 8); race, ethnicity, and region (Chapter 9); religion (Chapter 10); and social class and social status (Chapter 11).

Kenneth Cushner
Averil McClelland
Philip Safford

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PART ONE

*Foundations for
Multicultural Teaching*

