

HUMAN DIVERSITY *In* EDUCATION

AN INTEGRATIVE APPROACH



Second Edition

KENNETH CUSHNER

AVERIL McCLELLAND

PHILIP SAFFORD

Human Diversity in Education

An Integrative Approach

SECOND EDITION

Kenneth Cushner

Averil McClelland

Philip Safford

Kent State University

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About the Authors

KENNETH CUSHNER is Associate Professor of Education and Director of The Center for International and Intercultural Education at Kent State University. He received his doctorate at the University of Hawaii while on scholarship with the Institute of Culture and Communication of the East-West Center. Dr. Cushner is a frequent contributor to the professional development of educators and others through workshops, writing, consulting, and travel programs. Among his publications, he is coauthor of *Intercultural Interactions: A Practical Guide*, 2d ed. (SAGE Publications, 1996). He has taught in schools or developed educational programs for teachers and youths on five continents, and is current Director of COST—The Consortium for Overseas Student Teaching. In his spare time, Dr. Cushner enjoys photography and playing guitar and percussion.

AVERIL McCLELLAND is Associate Professor of Cultural Foundations of Education and Director of the Project on the Study of Gender and Education in the College of Education at Kent State University. She received her undergraduate degree in sociology with honors from Hiram College, and her M.Ed. and Ph.D. in cultural foundations from Kent State University. The author of several articles on gender and multicultural issues in education, she is author of a sourcebook, *The Education of Women in the United States*, and a Member Center Director with the National Council for Research on Women.

PHILIP SAFFORD is 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. He 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.

This book is dedicated to the important teachers and mentors in my life who, each in their own time and place, helped guide me and open my eyes to so much. To these people I am eternally grateful:

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*To Melissa and Matthew, who will grow up
in a new and exciting century . . .*

A. M.

To Jared and Karli

P. S.

Preface

The fields of multicultural, intercultural, and global/international education have continued to grow since the first edition of *Human Diversity in Education* was published. This growth will surely continue in the years ahead as our culturally diverse world continues to shrink, and people are increasingly forced to interact with those who are different from themselves. Human differences, both at home and across the planet, aren't going to disappear, and we shouldn't expect them to. What we might reasonably seek, however, is a gradual diminution of the ignorance and fear that surrounds these differences and leads to intractable ethnic, racial, and class hatreds. Unless we learn to read and navigate the tricky waters of intercultural interaction, the horrors of Bosnia, the Middle East, and Africa as well as cultural conflict within our own borders will surely multiply rather than diminish.

The second edition of *Human Diversity in Education* continues its mission of providing a broad treatment of the various forms of human diversity found in today's schools: gender, racial, ethnic, class, language, and handicapping conditions. Part One provides historical background to the current multicultural education movement. Chapters 1 and 2 examine the broad social, cultural, and economic changes that are sweeping across the world today and how new ways of "doing school" are emerging to accommodate these changes. Chapter 3 explains how cultural differences develop in groups and individuals, and Chapter 4 examines how individuals with different cultural identities go through the same adjustment process when confronted with cross-cultural situations.

Part Two then examines what teachers can do to make their multicultural classrooms into more effective learning communities, that is, into classrooms that are collaborative, inclusive, developmentally appropriate, globally oriented, and religiously pluralistic. Each of these Part Two chapters 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 their classroom: language and learning style (Chapter 5); developmental and ability levels (Chapters 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). Although we describe and give

many examples of differences between particular ethnic, racial, religious, class, gender, and exceptionality groups, our focus is on individuals rather than on groups. We repeatedly make the point that there is as much diversity *within* groups as there is *between* them.

Throughout this book we have attempted to outline an approach to human diversity that stresses the commonalities of the human condition. While it is popular and stimulating to focus on the differences that separate people, the biological, social, and psychological processes that produce these differences operate in much the same way across cultures. For example, while we all have unique cultural identities by virtue of having been socialized into different cultural groups, knowing that the *socialization processes* which shape our cultural identities are the same for all people helps ameliorate our sense of difference. Likewise, knowing that everyone who confronts an unfamiliar cross-cultural situation goes through the same process of psychological adjustment helps build a sense of empathy rather than of alienation. Without some sense of fundamental kinship that transcends cultures, there is little hope of reducing the fear and hatred that accompany cultural differences. We hope that Part One of our book helps develop such understandings and that Part Two provides useful illustrations of how teachers might go about developing such understandings in their students.

We wish to acknowledge the contributions of numerous individuals who have aided in the preparation of this book. Dr. J. Bradley Garner of the Medina (Ohio) School District and Sandra Burley, Marlene Evans, Janet Gillig, Pam Hilderbrand, and Mary Scott of the Hudson (Ohio) School District provided much assistance with the case materials used in this book. Dr. Robert Vadas offered a perspective on early American multiculturalism that was insightful and much appreciated. Our editor, Lane Akers, spent countless hours planning and editing our manuscript and offering helpful suggestions. Finally, we want to thank the following users of the first edition for sharing with us their very valuable experiences with the book: Beverly Brand, Central College; Martha Bronson, Boston College; Inés Chisholm, Arizona State University; A. Spencer Davis, University of South Dakota; Dink Denning, Eastern New Mexico University; Eugene Pernell, Michigan State University; Lois Stover, Towson State University; and Stanley Trent, Michigan State University.

Kenneth Cushner

Averil McClelland

Philip Safford

Human Diversity in Education
An Integrative Approach

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