

## Cultural Diversity & Sensitivity



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Each person is representative of a mixture of “cultures and experiences” ...

SAMHSA, Office of Minority Health, and Health Resources and Administration, Quality Health Services for Hispanics: The Cultural Competency Component, 2001.



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- Have you ever been the subject of a negative reaction based only on your membership in a group?
- How about a positive reaction for the same reason?
- Why do people have negative stereotypes about others?



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## Views Are Like Icebergs

- Just as 90% of an iceberg is out of sight, very little can be determined about a person based on their appearance.
- Stereotypes are opinions based on their appearance.



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## Labels Help us to Identify

- Knowing the contents of a can without looking inside.
- Labels and People:
  - How are labels used to describe people?
  - How often does this occur?



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## What Exactly is Diversity?



- Diversity refers to all the ways that individuals are unique and differ from one another.



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## Diversity Involves:

- Recognizing our unique differences
- Attracting people of all backgrounds
- Recognizing how attitudes affect us all
- Creating an environment where all can succeed
- Acting to promote diversity



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## Elements of Diversity

- Age
- Gender
- Ethnicity
- Race
- Physical Ability
- Sexual Orientation
- Physical Characteristics
- Income
- Education
- Marital Status
- Religious Beliefs
- Geographic Location
- Parental Status
- Personality Type



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## Primary & Secondary Dimensions of Diversity

- **Primary dimensions** are elements we have some power to change. People are less sensitive about secondary dimensions. We also have the choice of whether to disclose this information or not; we can conceal these characteristics.
- **Secondary dimensions** are aspects of ourselves that we cannot change. They are things people know about us before we even open our mouths, because they are physically visible (except sexual orientation). When people feel they are being stereotyped based on primary dimension, they can be very sensitive about it.



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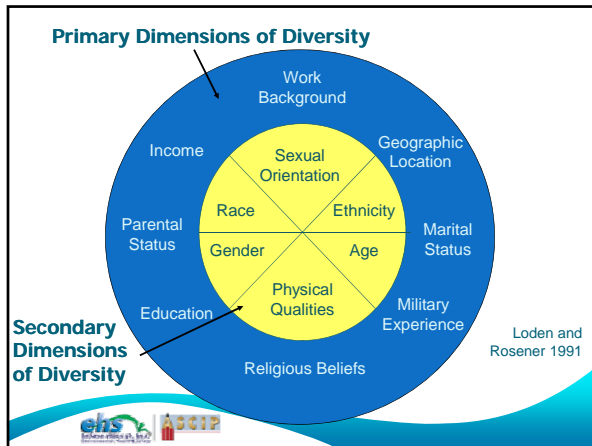
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If we could shrink the earth's population to a village of precisely 100 people, with all the existing human ratios remaining the same, it would look like this. There would be:

- 61 Asians
- 12 Europeans
- 14 from the Western Hemisphere, both north and south
- 13 Africans
- 50 would be female
- 50 would be male
- 74 would be nonwhite
- 26 would be white
- 67 would be non-Christian
- 33 would be Christian
- 89 would be heterosexual
- 6 people would possess 59% of the entire world's wealth and all 6 would be from the United States
- 80 would live in substandard housing
- 14 would be unable to read
- 33 would die of famine
- 1 would be near death;
- 1 would be near birth
- 7 would have a college education
- 8 would own a computer
- 11 would be homosexual

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**Approaches to Diversity**

- **The Golden Rule**
  - 1960s, assimilation, "stop treating people badly"
- **Right the Wrongs**
  - 1970s, affirmative action, created "us versus them"
- **Value Differences**
  - Year 2000 and beyond, diversity is an asset

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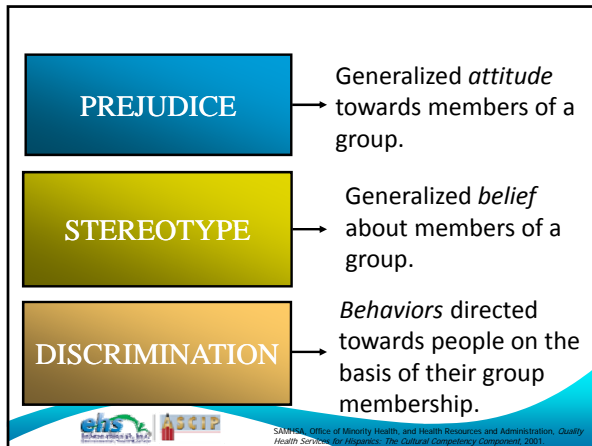
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### Labeling = Stereotype, Prejudice, & Discrimination

- Categorizing can be dangerous. Labels can become too rigid and when there is no room for growth the label becomes stifling, both for the individuals who are labeled and for the category itself.
- This leads to Stereotypes, Prejudice, & Discrimination.

SAMHSA, Office of Minority Health, and Health Resources and Administration, Quality Health Services for Hispanics: The Cultural Competency Component, 2001.

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### Primary Characteristics: Qualities We Are **Born** With

- Gender
- Eye Color
- Hair Color
- Race
- Birth Defects

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## Secondary Characteristics:

- Religion
- Educational Level
- Parental Status
- Geographic Location
- Socioeconomic Status
- Sexual Identity



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## Prejudice, Stereotype, & Discrimination

- Negative prejudices stem from:
  - Social learning
  - Threats
- Is being prejudiced against one group the same as being prejudiced against another group?
  - E.g., Do people who have prejudices against women and homosexuals have those prejudices for the same reason?



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## Prejudice, Stereotype, & Discrimination

- Prejudice is learned.
- If we become prejudiced against groups because they threaten us, perhaps groups that trigger *certain* threats will also trigger *certain* prejudices and *certain* reactions.



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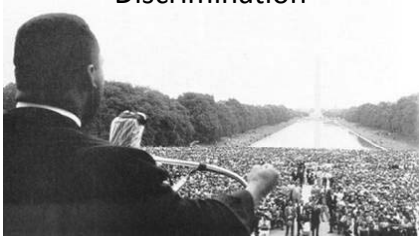
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## Reducing Prejudice, Stereotypes, & Discrimination



*What can we do to reduce the existence or expression of prejudice, stereotyping, and discrimination?*



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## Self-Fulfilling Prophecies

- A false belief that leads to its own fulfillment:
  1. Perceiver develops false belief about a target
  2. Perceiver treats target in a manner consistent with false belief
  3. Target responds to the treatment in such a way as to confirm the originally false belief



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## Two Types of SFPs

- Positive SFPs:
  1. Perceiver overestimates target's ability
  2. Perceiver treats target consistent with that overly positive belief
  3. Target responds by confirming the overly positive belief



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## Two Types of SFPs

- Negative SFPs:
  1. Perceiver underestimates target's ability
  2. Perceiver treats target consistent with that overly negative belief
  3. Target responds by confirming the overly negative belief



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## Self-Fulfilling Prophecies and Stereotypes

- Self-fulfilling prophecies can contribute to social problems



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## Danger of First Impressions

- We make decisions about people every day
- Our first impressions can:
  - Influence our working relationships
  - Be affected by stereotypes of which we are not aware



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How are our first impressions of others formed?



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### Forming Perceptions

- Through our life, experiences teach us about our place in a group or society
- We tend to:
  - Be raised in groups just like us
  - Gravitate to similar people
  - Be uncomfortable with differences



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### Forming Perceptions (con't)

- We mistakenly believe that:
  - All people **like us on the surface** are **similar** in all other ways
  - All people who are **unlike us on surface** are **different** in all other ways
- We view others through lens of group stereotype



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## Forming Perceptions (con't)

- Why do we need to understand how perceptions are formed?
- If people respond well to you and appreciate your work, how do you feel?
- When others avoid you because of negative perceptions, how do you feel?



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## Exclusion Brings:

- Less interest in performing to full capacity
- Cultural life and traditions seem distinct
- Over sensitivity



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## Being Accepted Stimulates:

- Positive feelings
- A more productive and enjoyable workplace



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- So how do we get there?
- How do we appreciate others & then communicate that acceptance?




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### Keys to Working Well w/ Others

- Communicating openly
- Listening
- Establishing respect and understanding
- Discussing issues as they arise




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### How can FGP's respond to differences in the classroom?

- Positively – I'll embrace this challenge!
- Negatively – I'll resist this. (No one can force me!)
- Indifferently – Whatever! No skin off my nose either way... I treat everyone the same.
- Proactively – I need to learn about this before I encounter it firsthand.
- Reactively – Uh oh! What should I do?




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## Anne Frank:

*"We all live with the objective of being happy; our lives are all different and yet the same."*



In the classroom, we recognize students' unique differences while recognizing what they have in common: the human condition - this "objective of being happy".



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## Cultural Competence

requires that educators:

- have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to teach effectively cross-culturally.
- have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.
- incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

~National Center for Cultural Competence



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## From One End to the Other

- **Poverty** (Students do not have basic school supplies, may experience malnutrition, have limited to no travel experiences.)
- **Disability** (Physical or academic – challenges and limitations will be a factor in the classroom.)
- **Abuse & Neglect** (Negative personal experiences can have negative effects on learning.)
- **English as a Second Language** (Immigrant and refugee children face challenges beyond language learning.)
- **Facing Prejudice** (Whatever the "differences" they may be negatively perceived by others.)
- **Affluence** (Students travel, own books, computers, supplies, their own study area, etc.)
- **Ability** (Gifted and high ability students require additional challenge just as athletically gifted students seek outlets for their talents.)
- **Nurturing Home Life** (Students are encouraged, praised, read to, etc. in their homes.)
- **Multicultural** (Students who have had positive, cultural experiences have greater insight and understanding.)
- **Fostering Acceptance** (Teachers must move beyond "tolerance" to "acceptance" in modeling attitudes.)



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For example...



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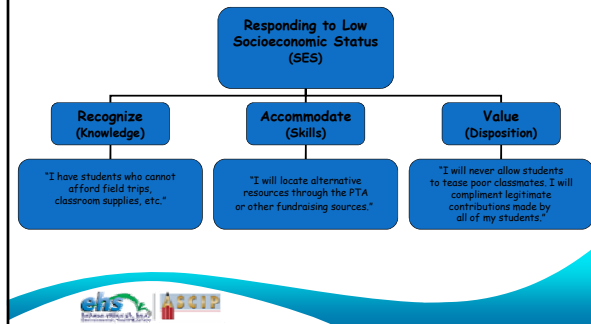
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And another example...



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...talent comes in all shapes and sizes...

... and it also comes in all different containers!



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Not only **can't** we judge a book by its cover, we must recognize that some books have had their covers torn off, some are written in a foreign language, and some might contain ideas with which we don't agree.

**Recognize, accommodate, and value** ALL of your students for what they represent and what they have to offer. Be **positive** and **proactive** in this endeavor.



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## Diffusion of Responsibility

"I used to ask myself, 'Why doesn't somebody do something?!' Then I realized I am somebody."

-- Jane Wagner



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## Collusion Defined:

Collusion is cooperation with others, knowingly or unknowingly, to reinforce stereotypical attitudes, prevailing behaviors, and norms

Types of collusion include:

- Silence
- Denial
- Active Participation



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## PARADIGM SHIFT

- The next time you are in a situation with some member of an out-group, take 2 minutes to:
  - Take their perspective.
  - See if you can image how they see the situation differently from you and what aspects they might be concentrating on.



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## CULTURAL SENSITIVITY

- The ability to be open to learning about and accepting of different cultural groups.
- “If we are aware of our biases, we can correct them—as when driving a car that drifts to the right, we steer left to go where we intend.”  
-- Mahzarin Banaji



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“By 2050, the U.S. population is expected to increase by 50% and minority groups will make up nearly half of the population.... The population of older Americans is expected to more than double. One-quarter of all Americans will be of Hispanic origin.... More women and people with disabilities will be on the job.”

U.S. Department of Labor, Futurework: Trends and Challenges for Work in the 21st Century. Washington, D.D. (Labor Day 1999).



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## Individual's Path to Cultural Competency

Learning is like a journey, in that, it is a path that we follow to enlightenment. A model developed by David Hoopes, gives us a model to cultural competency. His outline illustrates the development of cultural competency in every one of us. Competency implies having the capacity to function effectively. It will be interesting to see where, we as individual, fit into this continuum.

Hoopes, David. 1979. "Intercultural Communication Concepts and the Psychology of Intercultural Experience." In Margaret Pusch, ed. *Multicultural Education: A Cross-Cultural Training Approach*. Yarmouth, ME: Intercultural Press



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## Individual's Path to Cultural Competency

**Ethnocentricity** – This is a state of relying on our own, and only our own, paradigms based on our cultural heritage. We view the world through narrow filters, and we will only accept information that fits our paradigms. We resist and/or discard others.

**Awareness** – This is the point at which we begin to realize that there are things that exist which fall outside the realm of our cultural paradigms.

**Understanding** - This is the point at which we are not only aware that there are things that fall outside our cultural paradigms, but we see the reason for their existence.



Hoopes, David. 1979. "Intercultural Communication Concepts and the Psychology of Intercultural Experience." In Margaret Pusch, ed. *Multicultural Education: A Cross-Cultural Training Approach*. Yarmouth, ME: Intercultural Press

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## Individual's Path to Cultural Competency

**Acceptance/Respect** - This is when we begin allowing those from other cultures to just be who they are, and that it is OKAY for things to not always fit into our paradigms.

**Appreciation/Value** - This is the point where we begin seeing the worth in the things that fall outside our own cultural paradigms.

**Selective Adoption** - This is the point at which, we begin using things that were initially outside our own cultural paradigms.

**Multiculturalization** - This is when we have begun integrating our lives with our experiences from a variety of cultural experiences.



Hoopes, David. 1979. "Intercultural Communication Concepts and the Psychology of Intercultural Experience." In Margaret Pusch, ed. *Multicultural Education: A Cross-Cultural Training Approach*. Yarmouth, ME: Intercultural Press

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## Definitions



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The ability to be open to learning about and accepting of different cultural groups.

### CULTURAL SENSITIVITY



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A belief that racial differences produce an inherent superiority of a particular race.

### RACISM



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**A generalization of characteristics that is applied to all members of a cultural group.**

**STEREOTYPE**



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**A subconscious belief in negative stereotypes about one's group that results in an attempt to fulfill those stereotypes and a projection of those stereotypes onto other members of that group.**

**INTERNALIZED OPPRESSION**



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**A belief in the inherent superiority of one pattern of loving over all and thereby the right to dominance.**

**HETEROSEXISM**



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**To make a difference in treatment on a basis other than individual character.**

**DISCRIMINATION**



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**The recognition and acknowledgement that society is pluralistic. In addition to the dominant cultural, there exists many other cultures based around ethnicity, sexual orientation, geography, religion, gender, and class.**

**MULTICULTURALISM**



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**An attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason.**

**PREJUDICE**



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**The belief in the inherent superiority of one sex (gender) over the other and thereby the right to dominance.**

**SEXISM**



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**A body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group.**

**CULTURE**



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**To judge other cultures by the standards of one's own, and beyond that, to see one's own standards as the true universal and the other culture in a negative way.**

**ETHNOCENTRISM**



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As a biological concept, it defines groups of people based on a set of genetically transmitted characteristics.

**RACE**



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Sharing a strong sense of identity with a particular religious, racial, or national group.

**ETHNICITY**



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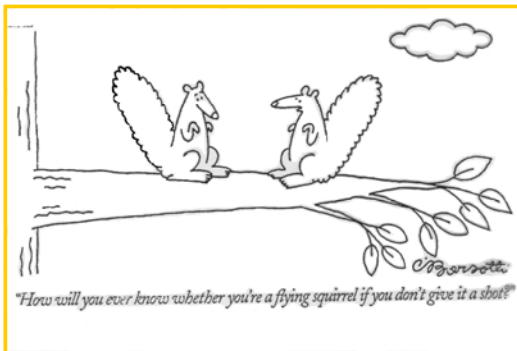
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*"How will you ever know whether you're a flying squirrel if you don't give it a shot?"*



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Civilizations should be measured by  
"the degree of diversity attained  
and the degree of unity retained."

— *W.H. Auden, English poet (1907-1973)*

Questions?



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