



Course Number: EDUC 2120
Course Title: Exploring Socio-Cultural Perspectives of Diversity in Educational Contexts
Semester and Year: Spring Semester 2009
Credit Hours: 3 semester hours
Class Meeting Time: T. and Th. 8:25am – 9:40am
Location: T-220
Name of College: Arts and Sciences

Instructor: Mari Ann Roberts
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Office Hours: Tuesday & Thursday 10:00pm-12:00pm
(Mon. & Wed by appointment)

Textbooks:

Cushner, K., McClelland, A. and Safford, P. (2009). *Human diversity in education: An integrative approach* (6th ed.). New York: McGraw-Hill.

Catalog Course Description:

Given the rapidly changing demographics in our state and country this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy. Students will experience a minimum of 10 hours of field-based learning in authentic school settings, and this learning will be specifically and reflectively connected to core course content.

Course Pre-requisites and Co-requisites:

None

Conceptual Framework:

The Department of Teacher Education is committed to preparing quality teachers for Georgia's public schools. Thus, within the context of a collaborative, field-based environment, CSU produces *collaborative, reflective professional educators who are competent, caring and committed individuals.*

Knowledge Base:

As our society becomes more multicultural, our nation's schools also change; experiencing steady increases in the enrollment of pupils from various diverse backgrounds. A course introducing pre-service teachers to the multicultural instruction of pupils from various cultures, races, religions, regions, languages, socio-economic classes, and abilities, as well as, students of different sexes, genders and sexual orientations, is germane in preparing students to enter an educational career. Multicultural education is a discipline based on an intellectual, historical, philosophical and theoretical foundation. In addition, scholars who developed this discipline did so with extensive years of research, which continues today. Through this type of instruction, pre-service teachers and others will be encouraged to appreciate and value the differences of individuals in order to build appropriate relationships with native and non-native born Americans.

Course Goals:

To improve the teaching and learning process by providing a better understanding of self-culture.

To provide tools of comprehension that can be used to appreciate, value, and respect people of different backgrounds

To prepare teacher candidates with the knowledge, skills and dispositions to teach and work in cross-cultural school settings.

Course Objectives:

Upon completion of this course, learners will be able to:

1. Examine the nature and function of culture and discuss its influence in education.
2. Explore varied perspectives of how history and culture shape world views.
3. Identify the development of personal cultural identity and learning styles.
4. Develop and apply strategies for observing, analyzing, and comparing differences related to family structures, socioeconomic status, and culture.
5. Articulate and develop strategies for teaching culturally diverse students in the classroom.
6. Identify school practices and policies that perpetuate and maintain achievement gaps, including negative stereotypes, related to race, class, gender, sexual orientation, and other forms of prejudice and discrimination and act to dismantle said practices and policies.
7. Identify educators' cultural practices and expectations that perpetuate and maintain achievement gaps.
8. Identify ways to access assets and values of diverse populations in order to increase student academic success.

University Attendance Policy:

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The

university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawal or course failure.

Course Attendance Policy:

Let me be *extremely* clear here. Timely and consistent arrival to class is important to me and essential to your grade in this course. You are expected to attend all class sessions and be punctual. Students who miss 5 or more of the class meeting sessions due to **unexcused** absences will receive a WF (Withdraw Failing) grade. This policy will be applied uniformly to all students regardless of course average. Excessive tardy arrivals to class (four or more) will result in a reduction of one letter grade. Remember, *Early is on time and on time - is late.*

A sign-in sheet will be located near the front door of the classroom at the beginning of each class. If the sheet is removed when you enter, *you are tardy and you must see me to sign in after class.* This is your responsibility. If you “forget,” as far as I am concerned, **YOU WERE NOT PRESENT ON THAT DAY.**

Make-up work will not be allowed for an unexcused absence or tardy arrival. You will be allowed to make-up any class work within one week of the date missed if absent with a legitimate written excuse from a physician or other professional or, if I excuse you *prior* to the absence.

Evaluations:

1. Classwork and Homework - Assignments will be given to complete in- and outside of class. *Unless otherwise instructed all assignments are to be TYPED and double spaced in Times New Roman 12-point font.* All submitted work is to be STAPLED (not paper clipped, not ripped and folded). Written assignments will be graded for correct grammar and punctuation as well as accuracy of contents. Number your pages. Work will be collected at the beginning of class. All work not in by the beginning of class is considered late and will be penalized as such. Points will be deducted for late work as determined by my discretion. Unless otherwise directed, I will not accept ANY work that does not have the following information on the FIRST page.
 - a. Your name
 - b. The Course #
 - c. Title of the assignment
 - d. The date

2. Course Readings and Discussion- You are required to read all assigned chapters/articles prior to class and be prepared to discuss such during class time. A reading assessment quiz will usually be given within the first five minutes of each class. Students absent or tardy without PRIOR permission will not be able to make-up a missed quiz grade.

3. **Class Participation-** You are expected to enthusiastically participate in class discussions and group work. A lack of participation will have a very negative effect on your final course grade. Let me be honest here, this grade is completely subjective, and I reserve my right to have it be such. If you are worried about this grade, the solution is simple. Read, come to class on time, participate often, participate enthusiastically, say deep things, and talk until I know your name.
4. **Field Experience Activities-** You will be expected to participate in 10 hours of field experiences, which should provide some insight into diversity and culture. The field experience must be completed in order to pass the course. Specific information about field experiences can be found in Appendix B of this syllabus.
 - a. **Diversity Reflection Forms –** You will take notes during your diversity observation. These notes will be evaluated for your insight as to issues of diversity. Three forms must be completed. Form one is attached to the syllabus (see Appendix C). You will receive form 2 and 3 in your e-mail. Take notes by hand during the observation and transcribe your thoughts on the form.
5. **Final Exam Project - Multicultural Lesson Plan –** You will design a lesson plan that addresses various cultures/learning styles of students who would take a course in pre-selected disciplines.
6. **Culture Quilt -** A quilt is a large covering stitched together from many smaller pieces of cloth. Similarly, a number of different characteristics define an individual's culture. Students will construct their own culture quilt and present it to the class.
7. **Midterm Project - Getting to Know You –** You will learn about and reflect on cultural differences by interviewing someone from a different culture or ethnic group then synthesize their findings in a short paper.
8. **Identity Boxes -** An identity box is a physical box that you will decorate on the outside and inside – your visible and invisible self. You are to visually and symbolically decorate your box. You may also place objects inside of the box or glue objects on the outside of the box. Feel free to use images, words, found objects, artifacts, CD's, photographs, any items that are of significance to you. You will create your identity box and present it to the class.

Course Grading:

Assignments	Total Points
Culture Quilt	75
Getting to Know You <ul style="list-style-type: none"> • Pre-Interview Information – 30 points • Interview Narrative and Reflection – 100 points 	130

Opening the Box	75
Multicultural Lesson Plan	100
Class Participation <ul style="list-style-type: none"> • Pre Mid-Term – 50 • Post Mid Term – 50 	100
Field Experience Reflection Forms <ul style="list-style-type: none"> • Form I – 40 points • Form II - 100 points • Form III - 100 points 	240
Reading Assessments <ul style="list-style-type: none"> • 18 Assessments @ 10 points each 	180
Homework <ol style="list-style-type: none"> 1. HW I - 25 points 2. HW II - 25 points 3. HW III - 25 points 4. HW IV – 25 points 	100
(A 900-1000 pts; B 800-899; C 700-799; D 600-699; F below 600 pts)	Total – 1000pts

Mid Term Grade:

The mid-term grade in this course is worth at least 485 points and will be given on March 3rd. Based on this grade, students may choose to withdraw from the course and receive a grade of “W.” Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on March 3. The last day to withdraw without academic accountability is March 5, 2009.

CSU Computer Requirements:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student’s academic program. Students will sign a statement attesting to such access. For further information on CSU’s Official Notebook Computer Policy, please go to <http://itpchoice.clayton.edu/policy.htm>.

Computer Skill Prerequisites:

- Able to use Windows operating system
- Able to send and receive e-mail using Outlook or Outlook Express
- Able to attach and retrieve attached files via e-mail
- Able to use Web browser
- Able to create a Power Point presentation
- Able to use Microsoft Word
- Able to use GA View

In-class Use of Student Notebook Computer or Computerized Devices:

Unless required for disability services, students are NOT allowed to utilize notebook computers or computerized devices during class. Students who have to be reminded of this rule more than once will be asked to leave the classroom for the day and will not be allowed to make up work missed. Candidates will be expected to use notebook computers in class ONLY when requested in advance. Student notebook computers can be used to

review specific course Online Learning Center information and materials at www.mhhe.com/cusherner6e. Cell phones are not to be used during class period.

Academic Integrity:

Academic integrity is of paramount importance at Clayton State University. Students are expected to abide by the Student Code of Conduct as outlined in the [Clayton State University Student Handbook](#) and the [Basic Undergraduate Student Responsibilities](#). All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at http://adminservices.clayton.edu/studentlife/judicial_affairs.htm.

Disruption of the Learning Environment

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at:

<http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm>

Disability Services:

For information about Disability Services or to obtain this document in an alternative format, contact: The Director of Disability Services (Office of Disability Services, Student Center) at 678-466-5449.

Professional Standards:

The course will address appropriate professional standards as outlined by the following:

CSU Teacher Education Unit Outcomes and Candidate Proficiencies, National Middle School Association (NMSA), Interstate New Teacher Assessment and Support Consortium (INTASC), GA-International Society for Technology in Education (GA-ISTE), Georgia 2000 Standards, and National Council for the Accreditation of Teacher Education (NCATE). To access professional standards use:

<http://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm>

Teacher Education Unit Outcomes and Candidate Proficiencies

Teacher Education Unit Outcomes	Conceptual Framework Descriptors	Correlation with INTASC Principles	Knowledge, Skills & Dispositions	Assessments
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Teacher Education Unit Outcomes	Conceptual Framework Descriptors	Correlation with INTASC Principles	Knowledge, Skills & Dispositions	Assessments
<i>Outcome 1. Diagnoses Learning Needs</i> Candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed.	Collaborative Reflective Competent	Principles: 1. Knowledge 8. Assessment 9. Reflection & Professional Growth	1a.-1d. Skills	-Class work -Oral Reflections -Group work -Field Experiences -Community Scan
<i>Outcome 2 Plans for Student Learning</i> Candidate integrates knowledge of discipline content, of the nature of diverse learners, of learning theories, of instructional strategies and of state/local curriculum guides to plan instruction.	Reflective Competent Caring	Principles: 1. Knowledge 2. Student Learning 3. Diverse Learners 4. Instructional Strategies 5. Learning Milieu 6. Communication 7. Instructional Planning 9. Reflection & Professional Growth	2a.-2f. Knowledge, Skills	-Class work -Oral Reflections -Group work -Field Experiences -Multicultural Lesson Plan
<i>Outcome 3. Facilitates Student Learning</i> Candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies.	Reflective Competent Caring	Principles: 1. Knowledge 2. Student Learning 3. Diverse Learners 4. Instructional Strategies 5. Learning Milieu 6. Communication 7. Instructional Planning 9. Reflection & Professional Growth 10. Fostering Relationships	3a.-3d. Knowledge, Skills	-Class work -Oral Reflections -Group work -Field Experiences -Textbook Evaluation
<i>Outcome 4. Demonstrates Appropriate Knowledge</i> Candidate has general knowledge across a broad spectrum of liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.	Competent	Principles: 1. Knowledge 7. Instructional Planning	4a.-4e. Knowledge, Skills	-Class work -Oral Reflections -Group work -Multicultural Lesson Plan

Teacher Education Unit Outcomes	Conceptual Framework Descriptors	Correlation with INTASC Principles	Knowledge, Skills & Dispositions	Assessments
<i>Outcome 5. Fosters Student Well being to Support Learning</i> Candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning.	Collaborative Caring Committed	Principles: 5. Learning Milieu 8. Assessment 9. Reflection & Professional Growth 10. Fostering Relationships	5a.-5c. Skills	-Class work -Reflections -Group work -Field Experiences -Community Scan -Observing Cultural Differences Project
<i>Outcome 6. Assumes the Role of Professional Teacher</i> Candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.	Competent Collaborative Caring Committed	Principles: 1. Knowledge 9. Reflection & Professional Growth 10. Fostering Relationships	6a.-6e. Knowledge, Skills, Dispositions -has a professional appearance and attendance -has positive attitude and character -is collaborative and participatory -has strong work ethic -has respect for the profession	-Class work -Reflections -Field Experiences

Teacher Education Unit Diversity Outcomes

Diversity Outcomes	Course Assessments
Candidate uses culturally responsive diagnosis, measurements and assessment tools Smith, P. (1998) (Outcome 1)	Class work, Group work, Field Experiences, Class Discussions, Multicultural Lesson Plan, Textbook Examination
Candidate plans culturally responsive teaching and culturally responsive curriculum development Smith, P. (1998) (Outcome 2)	Class work, Group work Field Experiences, Class Discussions, Multicultural Lesson Plan, Textbook Examination
Candidate facilitates learning that meets the cultural/different learning styles of all learners Smith, P. (1998) (Outcome 3)	Class work, Group work, Field Experiences, Class Discussions, Textbook Examination
Candidate is knowledgeable of multiculturalism (culture, language, race, gender, class, ethnicity, special needs, religion, sex, sexual orientation, region, etc.) and socio-cultural influences on subject-specific learning Smith, P. (1998) (Outcome 4)	Class work, Group work, Field Experiences, Class Discussions, Culture Quilt, Interview, Community Scan
Candidate interacts with appropriate school personnel, parents and agencies for the social and cultural well being of diverse students (Outcome 5)	Field Experiences, Community Scan
Candidate continues to learn about and appreciates all cultural groups (Outcome 6)	Class work, Group work, Field Experiences, Class Discussions, Multicultural Lesson Plan, Textbook Examination, Culture Quilt, Reading Assessments, Homework Assignments

NMSA, INTASC and ITSE Standards

Objectives	Unit Outcomes	NMSA	INTASC	GA-ITSE	Assessments	Text/Resources
Examine the development of his/her own cultural identity and learning styles.	4, 5, 6	2.1, 2.2	1, 2	I., I.a, I.i	Successful completion of readings and workbook Activities Culture Quilt Class discussion	Chapters 2, 3, 5 (8/20,27,9/3) Human Diversity in Action Possible Activities 1, 2, 5, 15 OLC www.mhhe.com/cushner3e www.mhhe.com/cushner6e
Examine the nature and function of culture. Explore how history and culture shape world views.	4, 5, 6	5.2, 5.4, 5.2, 5.6	1, 2, 3, 10	I., I.a, I.i	Successful completion of readings and workbook activities Class discussion Group presentations Observations notes Test/Exam	Chapters 1, 2, 3, 9-11 (9/3,10,17,24,10/17) Human Diversity in Action Possible Activities 7, 9, 10, 15, 16, 17, 21, 22, 26 Guest Speakers OLC www.mhhe.com/cushner3e www.mhhe.com/cushner6e www.diversitypark.com Video Lesson
Develop and apply strategies for observing, analyzing, and comparing differences related to family structures, socioeconomic status, abilities/disabilities and culture.	4	5.4, 5.2, 5.6	1, 10	I., I.a, I.i	Group presentations Successful completion of reading and workbook activities Test/Exam	Chapters 12, 13 (9/24,10/1) Possible Activities 20, 23, 25, 29 OLC www.mhhe.com/cushner3e www.mhhe.com/cushner6e www.diversitypark.com
Articulate strategies for teaching culturally diverse students in the classroom.	4, 5, 6	5.4, 5.2, 5.6	3, 4, 5, 7, 10	I., I.a, I.i, II.b	Successful completion of reading and workbook activities Class discussion Group Presentations Test/Exam	Chapters 6-9 (10/8,15,22) Possible Activities 7, 8, 19, 26, 31, 32 OLC www.mhhe.com/cushner3e www.mhhe.com/cushner6e www.diversitypark.com Social Studies Ga Performance Standards for 4-8 Grades & Understanding by Design Model
Identify school practices and policies that perpetuate and maintain achievement gaps, including negative stereotypes, related to race, class, persons with disabilities, gender, sexual orientation, and other forms of prejudice and discrimination. Identify educators' cultural practices and	1-5	3.1, 4.6, 5.2, 5.3,	2, 3,4, 5,6	II.m, III.a, III.e-g	Successful completion of readings and activities Class discussion Group presentations Test/Exam Observation Notes	Chapters 11, 12, 13, 14, (10/29,11/5,11/12,11/19) Possible Activities 20, 27 OLC www.mhhe.com/cushner3e www.mhhe.com/cushner6e www.diversitypark.com Social Studies Ga Performance Standards for 4-8 Grades & Understanding by Design Model

expectations that perpetuate and maintain achievement gaps.						
Identify strategies that creatively deal with challenges and differences between the cultures of educators and students.	1, 2, 3, 5	3.1, 4.6, 5.2, 5.3, 3.3	2, 3, 4, 5, 6, 7, 8	II.m, III.a, III.e-g	Group presentation Class discussion Successful completion of readings and workbook activities Test/Exam Observation notes	Chapters 4, 13 (12/3) Possible Activities 5, 11, 12, 19 OLC www.mhhe.com/cushner3e www.mhhe.com/cushner6e www.diversitypark.com Social Studies Ga Performance Standards & Understanding by Design Model
Identify assets and values of diverse populations to bring student learning to higher levels.	1, 2, 3	3.1, 4.6, 5.3, 3.3, 5.8	2, 3, 8	II.j III.h	Successful completion of readings Class discussion	Chapter 7 OLC www.mhhe.com/cushner3e www.mhhe.com/cushner6e www.diversitypark.com

NCATE and Georgia 2000 Standards

NCATE AND GEORGIA 2000 STANDARDS	BOARD OF REGENTS' PRINCIPLES	INTASC	COURSE OBJECTIVES AND EXPERIENCES
<p>Standard 1: Candidate Knowledge, Skills, and Dispositions Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</p>	<p>IIA (2). Teacher candidates et high learning standards for all students in a school classroom and organize curriculum, instruction, and assessment around the standards. IIA (3). Teacher candidates differentiate instruction for individual P-12 students or groups of students that reflects students' own experiences, learning styles, interests, cultures, and special needs. IIA (5). Teacher candidates use data on P-12 student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement.</p>	<ul style="list-style-type: none"> • The teacher respects students as individuals with differing personal and family background and various skills, talents, and interests. • The teacher is sensitive to community and cultural norms. • The teacher believes that <i>all</i> children can learn at high levels and persists in helping all children achieve success. • The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence." 	<p>Student will</p> <ol style="list-style-type: none"> 1. Examine the nature and function of culture. 2. Examine the development of personal cultural identity. 4. Explore how culture shapes worldviews. 6. Identify school practices and policies that perpetuate and maintain documented achievement gaps, including negative stereotypes, racism, classism, sexism, and other forms of prejudice and discrimination. 7. Identify teachers' cultural practices and expectations that perpetuate and maintain documented achievement gaps. 8. Identify strategies that creatively deal with challenges and differences between teachers' and students' cultures. <hr style="width: 20%; margin-left: 0;"/> <ul style="list-style-type: none"> • Course readings and discussion • Class participation • Reading Assessments • Homework • Multicultural Lesson Plan • Culture Quilt • Interview

			<ul style="list-style-type: none"> • Textbook Examination • Community Scan • Field Experience
<p>Standard 3: Field Experiences and Clinical Practice The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students.</p>	<p>III F, III G, III H Teacher candidates complete at least 900 (full academic year) clock hours of field experiences in schools in one or more programs.</p>	<ul style="list-style-type: none"> • The teacher appreciates multiple perspectives and conveys how knowledge is developed from the vantage point of the knower. 	<p>Student will</p> <p>3. Develop and apply strategies for observing, analyzing, and comparing cultures.</p> <hr/> <ul style="list-style-type: none"> • Field experience activities • Interview • Textbook Examination • Community Scan
<p>Standard 4: Diversity The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.</p>	<p>I.A. Teacher candidates are accomplished in bringing P-12 students from diverse groups to high levels of learning and achievement at point of initial recommendation for certification.</p>	<ul style="list-style-type: none"> • The teacher makes students feel valued for their potential as people and helps them learn to value each other. 	<p>Student will</p> <p>5. Articulate strategies for teaching culturally diverse students in the classroom.</p> <p>8. Identify strategies that creatively deal with challenges and differences between teachers' and students' cultures.</p> <p>9. Identify assets and values of various cultural groups that can bring student learning to higher levels and bridge the achievement gap.</p> <ul style="list-style-type: none"> • Case studies • Field experience activities • Multicultural Lesson Plan • Community Scan

Additional Resources:

Akron Beacon Journal (2000). *Ah, but the mystery*: p. A12

Bellah, R., Madsen, R., Sullivan, W.; Swindler, A., and Tipton, S. *Habits of the Heart: Individualism and Commitment in American Life*. (New York: Harper and Row, 1985).

Berger, P. L. and Berger, B. *Sociology: A Biographical Approach*. (New York: Basic Books, 1972).

Brislin R. *Understanding Culture's Influence on Behavior, 2nd ed.* (Forth Worth, TX: Harcourt Brace Jovanovich, 2000).

Chomsky, N. *Cartesian Linguistics*. (New York: Harper and Row, 1966).

Cushner, K. and Brislin, R. *Intercultural Interaction: A Practical Guide, 2nd ed.* (Thousand Oaks, CA: SAGE Publications, 1996).

Cushner, K.; McClelland, A. and Safford, P. *Human Diversity in Education: An Integrative Approach, 5th ed.* (New York: McGraw-Hill, 2006).

Davidman L. and Davidman P.T. *Teaching with a Multicultural Perspective: A practical Guide*. (New York: Longman, 1994).

Drum, J.; Hughes, S.; and Otero, G. *Global Winners: 74 Learning Activities for Inside and Outside the Classroom*. (Yarmouth, ME: Intercultural Press, 1994).

Gilligan, C. *In a Different Voice*. (Cambridge, MA: Harvard University Press, 1983).

Gollnick, D. and Chinn, P.C. *Multicultural Education in a Pluralistic Society, 3rd ed.* (New York: Macmillan, 1990).

- Herek, G. M. "On Heterosexual Masculinity: Some Psychical Consequences of the Social Construction of Gender and Sexuality." *American Behavioral Scientist*, 1986, 29(5), p.5.
- Hughes, P. and More, A.J. *Learning Styles/Patterns and Aboriginal Students*. Presentation to the World Conference on Indigenous People's Education. (Wollongong, Australia, December 1993).
- International Bureau of Education. *Educational Innovation and Information*. (Geneva, Switzerland, September 1994).
- LeVay, S. and Hunter, D.H. "Evidence for a Biological Influence in Male Homosexuality." *Scientific American*, 1994, 270, pp.44-49.
- McIntosh, P. *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies*. Working Paper No. 189. Wellesley, MA: Wellesley College Center for Research on Women, 1988).
- Pedersen, P.A. *Handbook for Developing Multicultural Awareness, 3rd ed.* (Alexandria, VA: American Association for Counseling and Development, 2000).
- Ponterotto, J. and Pedersen, P. *Preventing Prejudice: A Guide for Counselors and Educators*. (Newbury Park, CA: SAGE Publications, 1993).
- Summerfield, E. *Survival Kit for Multicultural Living*. (Yarmouth, ME: Intercultural Press, 1997).