TEACHING DIVERSITY: HOW PERSONAL EXPERIENCE WITH DIVERSITY INFORMS PEDAGOGICAL CHOICE AND PRACTICE

A Thesis in
Instructional Systems

by

Valerie Careve Dudley

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The thesis of Valerie Careve Dudley was reviewed and approved* by the following:

Priya Sharma  
Assistant Professor of Education  
Thesis Advisor  
Chair of Committee

Barbara L. Grabowski  
Professor of Education

Jill L. Lane  
Affiliate Assistant Professor of Education

Deborah F. Atwater  
Associate Professor of Communication Arts and Sciences and African and African American Studies

Edgar I. Farmer  
Professor of Education  
Head of the Department of Learning and Performance Systems

*Signatures are on file in the Graduate School
Over the last forty years the demographics of college campuses have changed. Many campuses are a microcosm of the society at large made up of many diverse individuals. As colleges and universities prepare their students to meet the challenges of a more diverse society the question of how we create an environment that encourages diversity for our students is often asked. Diversity education has been the common answer over the years, but how do faculty teach diversity education courses? What are the instructional strategies that help them to affect attitudinal change in students? The purpose of this study is to gain a deeper understanding of how faculty members’ personal experiences with diversity influence their pedagogical choice and practice in diversity courses. While there have been many studies conducted on the effects of diversity education on students, there has been few studies that focus on the experience of the teachers of these courses and how their personal identity and background experience with diversity influences how they teach about these often emotional and controversial topics. This qualitative collective case study explores the experience of diversity teachers at The Pennsylvania State University. The study uses a phenomenological framework in order to allow for an in-depth description of the perceptions and experiences of the faculty participants. The study used multiple sources of evidence including interviews, documents and course records and direct observation. The data collection occurred during the fall of 2004. The findings of this study suggest that personal experiences with diversity do influence faculty members’ pedagogical choice and practices in teaching diversity courses. Exposure to other cultures through travel and living abroad tended to influence the understanding and appreciation of other cultures. The educational experiences of the instructors also explained influences on
pedagogical choice and practices. In all cases, there was a direct relation between pedagogy and background experience. This study did not attempt to answer the question of whether these experiences made the instructors more effective teachers. Instead, it focused on how these experiences affected how they chose to teach their courses.
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Chapter 1

INTRODUCTION

Since our world is ever changing, we need to understand and appreciate our similarities and differences—to live together peacefully and productively in a multicultural world. Since colleges and university campuses represent a microcosm of the larger society, the challenges faced by the larger society are reflected on campuses on a smaller scale. Over the last forty years the demographics of college campuses have changed; with increases in the numbers of faculty and students have come increases in the numbers of women and underrepresented racial and ethnic groups (Palmer, 1999). The new diversity on campus includes diversity in religious practices, customs, nationalities, and sexual orientations.

In light of this changed environment, institutions of higher education have implemented initiatives intended to address concerns about the effects of changing demographics, and the cultural and social changes that will impact the educational context as a whole (Smith, 1997). The aim of these initiatives is to enable the campus community to develop an appreciation of the benefits of diversity by focusing on campus issues such as representation, intergroup relations, pedagogy, curriculum and scholarship as well as institutional practice and mission. These issues are considered the “Dimensions of Campus Diversity”; diversity education as a general education requirement has emerged from this framework (Smith, 1997).
According to Humphreys (2000), “Campus leaders in all regions of the country have come to realize that a high quality college education today should include education about diversity both in the U.S. and around the globe” (p. 1). Strategies to promote this education are based on initiatives such as transforming college curricula to include multicultural content from previously marginalized groups and instituting diversity requirements in general education. In a 1998 national public opinion poll conducted by the Ford Foundation’s Campus Diversity Initiative, it was found that “sixty-three percent of colleges and universities reported that they have in place a diversity requirement or that they are in the process of developing one” (Humphreys, 2000, p.1).

Diversity initiatives have been receiving much attention in institutions of higher education over the past decade. Researchers have conducted a variety of studies on diversity initiatives. These range from research on the integration of multicultural content in the curriculum, to the impact of diversity in the curriculum on student learning (Association of American Colleges and Universities, 1995). Another area of research focuses on teacher education and the facilitation of learning in a multicultural context (Marchesani & Adams, 1992). There are also studies that examine the impact of multicultural education on student attitudes (Henderson-King & Kaleta, 2000; Springer, Palmer, Terenzini, Pascaella, & Nora, 1996), as well as studies of the effectiveness of various pedagogical methods in teaching diverse students (Ladson-Billings, 1995) and various pedagogical methods used in diversity courses (Neville & Cha-Jua, 1998).

What seem to be missing from current research are studies that specifically examine how personal experience with diversity influences an instructor’s pedagogical practices and choices in teaching diversity courses. The intent of this study was to
provide insights into the pedagogical choices made by faculty members who teach diversity courses by examining the impact that personal experience with diversity (e.g., identity) has on their teaching of diversity courses.

Teaching diversity courses differs from other types of teaching. The main goal of diversity education is to help promote attitudinal change by providing information and engaging students in activities that help them understand their own diversity and value the differences of others. Diversity pedagogy causes the teachers of diversity courses to be more involved with the notion of the self, attend to their own feelings and reactions in the present moment, and be able to manage deep emotion (Gallos & Ramsey, 1997).

Diversity teachers tend to lead by example; thus, they fully participate in difficult discussions, they speak authentically and truthfully, and they take risks by sharing their personal experiences (Gallos & Ramsey, 1997). Therefore, their personal experiences with diversity, including their real or perceived identity, have a great influence on their instruction. This is illustrated in a statement by Earl Avery, Special Assistant to the President of Bentley College: “teaching diversity courses has a way of pulling you personally. You can’t be detached or just teach theory. If you are a woman, you are certainly affected by gender discussion. Being a person of color, I am touched personally by racial comments in class and in papers” (Avery, quoted in Gallos & Ramsey, 1997, p. 70). Teaching about diversity is not a value-neutral activity; teachers’ personal experiences become a part of the education/teaching and learning process, according to researchers (Banks & McGee Banks, 1995; Marchesani & Adams, 1992; Weinstein & Obear, 1992).
This study examined how factors such as personal experience with diversity which includes the instructors’ identities (e.g., race, ethnicity, gender, sexual orientation, socio-economic background and spiritual practices) influence pedagogical practices. This chapter contains a description of the historical background and foundation of diversity education, lays out the context, and shows the significance of this study.

**Historical Background on Diversity Education**

Diversity education has its historical roots in the birth of the multicultural education reform movement. This movement began during the early 20th century but gained momentum in the early 1960s when African Americans and other racial and ethnic minorities demanded the equality that had been previously denied to them (Ramsey, Vold, & Williams, 1989). The Civil Rights movement, with its sit-ins, demonstrations and marches, highlighted the racial tensions between blacks and whites and the disparities between the economically disadvantaged and advantaged. This awareness of the inequities experienced by marginalized groups in the areas of employment, housing and education spurred the Civil Rights movement. The passing of the Civil Rights Act of 1964, the Immigration Act of 1965 and the Ethnic Heritage Studies Act of 1965 fueled interest in multicultural education (Ramsey et al., 1989).

Multicultural education has emerged as an umbrella concept that deals with race, culture, language, social class, gender, and handicap. Although many educators still apply it only to race, it is the term most frequently extended to include additional forms of diversity (Sleeter & Grant, 1994). Often, race is one of the foci of multicultural education.
but it also focuses on all human differences and tries to create an educational environment that is accessible to all. Therefore, “a major goal of multicultural education – as stated by specialists in the field- is to reform schools, colleges, and universities so that students from diverse racial, ethnic, and social-class groups will experience educational equality” (Banks & Banks, 1993. p.1).

According to Banks and Banks (1995), “there is a general agreement among most scholars and researchers in multicultural education, that for multicultural education to be implemented successfully, institutional changes must be made, including changes in curriculum; the teaching materials; teaching and learning styles; the attitudes, perceptions, and behaviors of teachers and administrators; and in the goals, norms, and culture of the school” (p. 3, as cited in Banks, 2001).

The field of multicultural education has been broadly defined as being comprised of various dimensions. To enable educators to conceptualize it, Banks formulated a framework called the Five Dimensions of Multicultural Education. These five dimensions focus on how multicultural education is constructed and implemented. The five dimensions are:

1. *Content Integration*
2. *The Knowledge Construction Process*
3. *Prejudice Reduction*
4. *Equity Pedagogy*
5. *Empowering School Culture and Social Structure*
James A. Banks (1995) formulated this framework to enable educators to conceptualize multicultural education and how it can be implemented. In this study I used Banks’ framework to evaluate and analyze the teaching of diversity courses.

The Dimensions of Campus Diversity

From the multicultural education movement emerged dimensions of campus diversity that led to the development of diversity general education requirements. For many colleges and universities the reality was that many of their students came from very homogenously isolated areas (Smith, 1997) and such isolation tended to lead to misconceptions, stereotypes and prejudicial attitudes toward those outside of the student’s own group. Before the 1960s, the majority of U.S. colleges and universities were overwhelmingly white. The cultural traditions of minority students were rarely seen and often entirely excluded from both the formal curriculum and the informal campus culture. Many institutions had admission limits on specific religious groups; some campuses either excluded or subordinated women; and virtually every institution denigrated homosexuality (Ramsey et al., 1989). These histories created the context for contemporary campus diversity efforts. Smith (1997) defined campus diversity as follows: “The term campus diversity has come to refer to the variety of strategies that institutions of higher education have developed to address the consequences and breakdown the boundaries of earlier homogeneity both at a particular institution and in higher education in general” (p. 8).
Diversity education aims to affect students’ attitudes about people who are different from them, creating openness to diversity and an environment suitable for diversity. Campus diversity initiatives initially were created to deal with racial conflict on campuses in order to improve campus climate (Peterson & Spencer, 1990, as cited in Hurtado, Milem, Clayton-Pedersen, & Allen, 1999). However, the complexity of diversity issues has led many campuses to adopt a multi-dimensional approach to dealing with campus diversity.

Smith (1997) identified four distinct dimensions of campus diversity: (1) representation, (2) climate and intergroup relations, (3) education and scholarship, and (4) institutional transformation. Diversity education grew out of the second and third of these dimensions. The focus of this study was on the dimensions of education and scholarship, and was examined through a look at the teaching of diversity general education courses. Specifically, this study examined the impact of personal identity on the pedagogical practices of diversity teachers.

Research on diversity in higher education highlights the importance of educating students for a diverse democracy. Several findings (Astin, 1993; Hurtado, as cited in Orfield & Kurlaender, 2001; Pascarella et al., 1996; Springer et al., 1996) indicate that courses dealing with racial and ethnic diversity, for example, have an impact on student learning, the incorporation of knowledge about diverse groups in society, and the creation of an openness to diversity. According to the American Association of Colleges and Universities:

As educators we must address these basic challenges for American pluralism across the curriculum- in the classroom, in the co-curriculum, in the intersections between campus and community. In short, this diversity
that is part of American Society needs to be reflected in the student body, faculty and staff, approaches to teaching and in the college curriculum (AACU, 1995, p. 8, as cited in Orfield & Kurlaender, 2001).

Attempts by institutions of higher education to meet the challenges of an ever-increasing pluralistic society are focusing on revising the curriculum to meet those needs through courses. A parallel push has also been made to expand the intellectual base with new scholarship on diversity: “The increase in more diverse faculty over the last few decades has led to intellectual and curricular initiatives that capture the dynamic ferment of the new scholarship on diversity” (Gaff, Ratcliff, & Assoc., 1997, p. 198). Gaff et al. also report that:

The impact of the new scholarship has been so powerful that it is no longer necessary that a university have a markedly diverse student body before they make the commitment to incorporate diversity into its courses and policies. In a survey by the Association of American Colleges and universities in 1992, over sixty three percent of institutions surveyed had already included teaching students about diversity as a component of their mission statement. This was true whether the student body itself was particularly diverse or not (p.198).

The Interplay of Social Identity and Teacher Identity in Diversity Education

The environment socially constructs individuals’ identities. As we grow up in specific communities we inherit the values, attitudes, beliefs and traditions of those communities as part of our cultural way of life, and so they influence our perspective of the world. We may not realize the effects that these socially constructed beliefs and attitudes have on our daily actions and practices (Noel, 2000). According to Noel (2000), “Because our identities are embedded within the thinking, patterns, and traditions of
societies, we are often unable to recognize that our identities are socially constructed within these frameworks...if we have not been encouraged to actively examine the social construction of our identities we are not likely to realize the effects they have on our daily actions” (p. vii). For diversity educators, an understanding of how social identity is developed and its effects on teacher identity, such as pedagogical practices and beliefs as they relate to diversity education, is key.

In traditional classrooms the social and cultural identity of teachers normally takes a back seat. It usually is just a part of their background and does not impact the topic of the subject that is being taught. According to Bell (2003), however, “for teachers of diversity their social identity is central to the content. The significance of who we are often takes center stage” (p. 8).

The diversity teacher is a special type of teacher, as noted by Gallos and Ramsey (1997): “Effective diversity education reaches to the core of instructor and students as both work together to probe a wide spectrum of social forces and personal issues. For diversity instructors, teaching diversity engages their heart and soul, their personal experiences and their identity shapes the instruction that they provide” (p. xii). Gallos and Ramsey stated that, “teaching diversity requires a deep personal journey of self-discovery and growth” (p. xii). Gaff and Wilson’s (1971) study of faculty cultures supports the notion that faculty cultures are heuristic ones, and that factors such as lifestyle, values and ideology have an impact on teaching.
**Instructional Strategies and Diversity**

Effective diversity teaching depends on the instructor’s willingness and ability to develop flexible teaching strategies that incorporate acknowledgment of cultural differences with the learning styles of students. Some of these types of strategies include collaborative and cooperative learning, and experiential teaching.

The learning goals for courses that cover diversity issues may be grouped into three general categories: cognitive, affective, and skill development (Kellogg & Moore, 1985, as cited in Mckendall, 1994). Contemporary studies have suggested that exposure to diversity and the use of particular pedagogical techniques promote learning in a diverse environment and play a key role in students’ learning and development during their college years. The emphasis on learning as a social process has been key to diversity teaching, as has the use of pedagogical methods that encourage active learning forms such as cooperative learning, student presentations, group projects, experiential learning, student evaluations of others’ work, independent learning projects, student-designed learning activities and the absence of extensive lecturing as pedagogical techniques in classrooms (Astin, 1993, as cited in Orfield & Kurlaender, 2001, p. 235) has demonstrated value in enhancing the academic achievement of students from all racial and ethnic groups, developing students’ critical thinking skills and reducing prejudice as students improve their interaction skills with students from different backgrounds (Milem, 2001, as cited in Orfield & Kurlaender, 2001).
Statement of the Problem

The purpose of this study was to gain a deeper understanding of how a faculty member’s personal experience with diversity, such as race, ethnicity, gender, religion and sexual orientation, can influence the pedagogical choices made by instructors who teach diversity courses. Additionally, I sought to gain a deeper understanding of these instructors’ experience as instructors of diversity courses, and to uncover what motivates them to teach this often emotional, controversial and ill-structured content. This study intended to gain an understanding of the instructors’ experiences with diversity and how those personal experiences have influenced their teaching and use of teaching strategies in diversity-focused courses. Finally, this study sought to learn more about how faculties’ personal perspectives on their own racial identity, experiences with diversity and interests have influenced their pedagogical choices in instructional materials and instructional strategies used in their classrooms.

The Significance of the Study

The significance of this study is two-fold. First, it will add to the body of research on diversity initiatives by connecting current research that focuses on the integration of multicultural content into the curriculum; preparation of teachers to instruct diverse groups of students; and the pedagogy of multicultural/diversity education. This study will also provide insight into the personal experiences and perceptions of faculty who teach diversity-focused courses, by shedding light on the ways in which personal identity and
experiences with diversity influence the pedagogical choices employed in teaching this often emotional and controversial content.
Chapter 2

LITERATURE REVIEW

Overview

The purpose of this study was to gain a deeper understanding of how a faculty member’s personal experience with diversity may influence his or her pedagogical choices when teaching diversity courses. This study’s aim was to gain a deeper understanding of faculty members’ experiences as instructors of diversity courses, and to uncover what motivates them to teach this often emotional, controversial and ill-structured content. This study delved into how their personal perspectives on their own identity, their experiences with diversity, and interests influenced their pedagogical choices in instructional materials and the instructional strategies used in their classrooms.

In order to provide a context for this study, the review of the literature provides a brief history of multicultural education and its impact on diversity initiatives in higher education, particularly the emergence of diversity education course requirements. This chapter also contains an examination of the literature on the development of teacher identity to describe how the relationship between faculty’s perceived identities based on social group membership and personal experiences influence pedagogical choices and practices in the classroom.
The History of Multicultural Education’s Impact on Diversity Education

Multicultural education emerged from the civil rights movement of the 1960s, as ethnic groups demanded that educational institutions reform the curricula to reflect their experiences, histories, cultures and perspectives. This movement encouraged reform not only in the K-12 school environments but at the higher education levels as well. Many institutions of higher education responded to these demands by developing courses and programs that reflected the experiences of these groups.

According to Banks and Banks (1993):

Holidays and other special days, ethnic celebrations, and courses that focused on one ethnic group were the dominant characteristics of school reforms related to ethnic and cultural diversity during the 1960’s and 1970’s. The ethnic studies courses developed and implemented during this time were usually electives and were taken primarily by students who were members of the group that was the subject of the course (p. 5).

As a response to the demands for change, many institutions developed initiatives without the proper planning needed to ensure that these programs were educationally sound or that they could and would become part of the institutional framework.

When institutions first opened their doors to groups that previously had been excluded from higher education, many campuses were not prepared for the changes that they would have to undergo as a result of the new diversity that was created by the inclusion of more adult students, women, and racial/ethnic minorities in their student bodies. The increase in diverse student enrollments resulted in pressures that led to the development of new academic support programs and student organizations, diversification of faculty and staff, the establishment of ethnic and women's studies
programs, and the revision of educational policies and curricula to reflect the diversity of human experience and perspectives. “Because these issues often required fundamental changes in premises and practices at many levels, few of these changes occurred without institutional or individual resistance, and many institutions continue to confront conflicts over diversity issues today” (Hurtado, 1996, p.1).

Increasingly, diverse student enrollments have presented challenges on the campus and in the classroom. However, many of these challenges are at the core of institutional improvements that enhance student learning and involve faculty development. For example, the emergence of research on diverse learning styles can be attributed in part to increased diversity in the classroom (Hurtado, 1996). The research suggests that no single instructional method may be effective in the multicultural classroom (Hurtado, 1996). Therefore, institutions interested in improving student learning outcomes are devoting greater attention to helping faculty develop a repertoire of instructional methods that foster respect for cultural differences and address variant learning styles (Ladson-Billings, 1995).

Banks and Banks (1993) stated that:

Multicultural education is an idea, an educational reform movement, and a process whose major goal is to change the structure of educational institutions so that male and female students, exceptional students, and students who are members of diverse racial, ethnic and cultural groups will have an equal chance to achieve academically in school. Multicultural education is not, in actual practice one identifiable course or educational program... the term *multicultural* education is used to describe a wide variety of programs and practices related to educational equity, women, ethnic groups, language minorities, low income groups, and people with disabilities (p.1).
Multicultural education has several goals, one of which is the establishment of educational equity and democratic pluralism (Hu-DeHart, 1993). In practice, the implementation of multicultural education by educators has occurred in different ways in different settings. For example, in one school district multicultural education means a curriculum that incorporates experiences of ethnic groups of color. In another district it means not only adding multicultural content to the curriculum but giving equal treatment to diverse groups; therefore, it transforms the curriculum by having respectful conversations about differing cultures; in another school district multicultural education means making classroom and materials accessible to students with disabilities; creating a learning environment that incorporates experiences of women in the curriculum; or by implementing culturally relevant pedagogy (Ladson-Billings, 1995) that incorporates the students’ cultural practices and learning styles into the classroom.

Because of the various ways in which multicultural education is approached, researchers such as Sleeter & Grant (1994) and Banks & Banks (1995) developed frameworks that offer insight into understanding and implementing multicultural education. In this study I used Banks’ (1993) dimensions of multicultural education as the basis for the theoretical framework of this study.

Multicultural education in higher education institutions was generally adopted using two major strategies: curricular transformation and revised general education requirements (Goodstien, 1994). This study concentrated on the latter strategy by examining the process of teaching diversity general education courses.
Multicultural Education’s Impact on Higher Education

As previously mentioned, the multicultural education reform movement also impacted higher education. In higher education the impact focused on what is termed “Campus Diversity”. Campus diversity refers to the variety of strategies that have been developed to address the increase in diversity on campuses and to help rectify the consequences of having a mainly homogeneous campus environment. As Smith (1997) noted in his framework, The Dimensions of Campus Diversity, the earliest efforts focused on providing access to students who were underrepresented because they had been excluded due to their gender, race and or ethnicity, Smith called this representation. Issues of recruitment and access are still concerns today as was evident in the University of Michigan case.

Other dimensions of campus diversity include campus climate and intergroup relations, education and scholarship and institutional transformation. Campus climate and intergroup relations “address the impact of the collegiate environment on institutional and student success. [They include] activities which seek to prevent students form experiencing campuses as alienating, hostile and chilly” (p. 10).

Education and scholarship “involve the inclusion of diverse traditions in the curriculum, the impact of issues of diversity on teaching methods and the influence… on scholarly inquiry” (p. 11). Smith further pointed out that the “core of higher education is made up of: 1) the curriculum-what we teach; 2) pedagogy-how we teach it; and 3) scholarly inquiry- what we value” (p. 11).
In this study the curriculum (what we teach) of focus is Diversity Education, which is based on the framework of historically situated discourse on oppression and social justice education. This content examines the issues of historical oppression, such as bias, prejudice, racism, and bigotry as social phenomena. It looks at the relationships between power and privilege and its effects on various social group memberships.

Diversity Education courses involve the teaching of anti-oppression education in the classroom; it focuses on how oppression impacts individual consciousness and identity development (Hariman & Jackson, 1997).

The research (Antonio, 1999; Astin, 1993; Tinto, 1997) conducted to date looked at the impact of campus climate on students and made, “many campuses turn to the classroom as a place to teach about tolerance, inclusion and structural inequities in society.” (p. 11). My study focused specifically on the implications of pedagogy (how we teach); the study examined the instructional strategies that faculty use in teaching diversity courses.

The final dimension in Smiths’ framework is Institutional Transformation. The guiding question asked in this dimension is, “what would our institution look like if we were truly educating a diverse student body to live and work in a pluralistic society?” (p. 12). Educator and administrator at this dimension are aiming to make changes to continue to build an infrastructure that will promote diversity campus wide. As stated previously, the field of multicultural education has been broadly defined as made up of various dimensions. Banks (1995) formulated a framework called the five dimensions of multicultural education to enable educators to conceptualize what multicultural education
is and how it can be implemented. In this study I used Banks’ framework to analyze the teaching of diversity courses.

Banks’ framework is outlined as follows:

1. **Content Integration**

   Content integration deals with the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline.

2. **The Knowledge Construction Process**

   The knowledge construction process relates to the extent to which teachers help students to understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways in which knowledge is constructed within it.

3. **Prejudice Reduction**

   This dimension focuses on the characteristics of students’ racial attitudes and how they can be modified by teaching methods and materials.

4. **An Equity Pedagogy**

   Equity pedagogy is defined as teaching strategies and classroom environments that help students from diverse racial, ethnic and cultural groups attain the knowledge, skills and attitudes needed to function effectively within, and help create and perpetuate, a just humane, and democratic society.” Equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, and social-class groups.

5. **An Empowering School Culture and Social Structure**

   Grouping and labeling practices, sports participation, disproportional in achievement and the interaction of the staff and the students across ethnic and racial lines are among the components of the school culture that empowers students from diverse racial, ethnic and cultural groups (p. 5).
According to Banks (1995), “the kind of knowledge that teachers examine and master will have a powerful influence on the teaching methods they create… and on how they use students’ cultural knowledge” (p. 153). Students learn to construct knowledge by making connections between their experiences and the information that is presented. During the knowledge construction process, students are encouraged to generate multiple solutions by relating ideas and perspectives and making judgments and evaluations.

The knowledge construction process is student-centered; the instructor helps to facilitate student learning by encouraging students to explore and find the connections that create understanding. Research has determined that diversity education courses help to develop students’ ability to critically analyze information; students learn to view events and situations from a variety of perspectives. Students develop decision-making and social action skills, which help them to construct knowledge.

Throughout the literature, there are studies of the effects of educational programs and courses that aim at the reduction of prejudice. Multi-institutional studies (Astin, 1993; Pascarella, Edison, Nora, & Terenzini, 1996; Springer, Palmer, Terenzini, Pascarella & Nora, 1996) documented the positive impact of racial and cultural awareness workshops on student attitudes about prejudice. In their study, Iasenza and Troutt (Iasenza & Troutt, 1990) looked at the impact of student leaders’ reactions to participating in a training program aimed at reducing prejudice against racism, sexism, anti-Semitism and homophobia. They found that providing students with an opportunity to talk about racial conflict in a respectful way was valuable to students, by helping them to see their similarities and differences.
Courses that aim to reduce prejudice are based upon cognitive and affective learning domain objectives developed to change students’ attitudes about prejudice. Flannery and Vanterpool (1990) noted this in their study: “It is important for educators to identify the cognitive and affective levels of their instruction in order to determine the levels of salience, receptivity, or resistance to concepts of cultural diversity they can expect from students” (p. 165).

Using a schematic based on Bloom’s Taxonomy (Cognitive and Affective domains); cognitive domain concerns intellectual processes and affective domain concerns values, feelings, and attitudes.

Flannery and Vanterpool (1990) assumed:

. . . that one must deliberately focus on processes that influence behavior and attitude in order to bring about change. For example, ‘knowledge’ (cognitive) and ‘receiving’ (affective) levels which are lower levels may be achieved by a student hearing a lecture on cultural diversity. This level does not assume that the student believes in diversity, rather the student has simply received or heard the information (p. 165).

Further,

At the high end of the cognitive and affective domains “evaluation” involves making judgments based on evidence, and “characterization” is when it becomes a living emblem of the values one adopts. An illustration … when a student evaluates different cultural attributes, recognizes the validity of the diversity, and exhibits tolerance for behaviors, values, and lifestyles (p. 166).

This includes using a variety of teaching styles that are consistent with the wide range of learning styles with various cultural and ethnic groups (Banks & Banks, 1993). Equity pedagogy actively involves students in a process of knowledge construction and production. Students are not passive recipients of knowledge but active constructors of
knowledge. Instruction should no longer be considered the transition of facts with teachers being the disseminators. Equity pedagogy assumes a relationship between knowledge and reflective action (Banks, 1995).

In her study of “Culturally Relevant Pedagogy”, Ladson-Billings introduced a theoretical model that addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools perpetuate. She terms this pedagogy, culturally relevant pedagogy.

She found that teachers’ beliefs, family background, education, and pedagogical perspectives allowed the teachers to create environments that provide a way for students to maintain their cultural integrity while succeeding academically. These teachers incorporate a level of cultural competence into their teaching. They utilize their own backgrounds and the cultural backgrounds of their students in order to create a cultural fit between the students’ home culture and school culture. For example, one of the teachers in her study used the lyrics from rap songs to teach elements of poetry. By using rap music to provide relevance to students she was able to move on to more conventional poetry. According to Ladson-Billings, the teachers in her study stated that:

All children were capable of academic success, these teachers see their pedagogy as art- unpredictable, always in the process of becoming they saw themselves as members of the community and they see teaching as a way to give back to the community (p. 478).
**Instructional Strategies for Teaching Diversity Education Courses**

The instructional strategies used to teach diversity education courses emphasize participatory teaching and learning, student–centered instruction and an active learning environment. Strategies included role-playing, experiential learning through simulation, group discussions, reflective journal writing, and problem based learning activities.

Research has shown that educators must create conditions that maximize the potential for learning. One way is creating a classroom environment in which students encounter diverse backgrounds. However, it is also necessary to couple this environment with the use of particular pedagogical techniques to promote the type of interaction necessary of learning about diversity. One of these techniques is to have students engaged in racially/ethnically diverse cooperative learning groups (Hurtado, 2001).

Collaborative learning is an instructional method in which students work in groups toward a common academic goal. Through student interaction, students learn by doing as active participants in their own learning and the learning of their classmates.

Milem (2000) indicated that “students who interact with peers of different backgrounds or who take courses with diversified curricular content show greater growth in their critical thinking skills than those who do not do so” (p.27). They also tend to be more engaged in learning and are more likely to stay enrolled in college, to report greater satisfaction with their college experience, and to seek graduate or professional degrees. Similarly, students educated in racially and ethnically heterogeneous institutions assess their academic, social and interpersonal skills more highly than do students from homogeneous colleges and universities.
Milem (2000) also reported in his article that students from Harvard University and the University of Michigan law schools reported that “interacting with peers of different backgrounds permitted them to engage in discussions they would not otherwise have had and they felt this improved their ability to work and get along with others” (p. 27).

According to Noel (Noel, 2000), “Individuals’ identities are shaped by the cultural, social and historical background of their communities. We grow up in specific communities; we have the values, attitudes, beliefs, and traditions of those communities as part of the fabric of our character” (p. vii). Our identities are socially constructed; the various experiences that we have with people during our lives help to create who we are and those experiences are embedded within the ways we think and they create a framework for our worldview. Teachers’ identities play a critical factor in their profession. Calderhead (1995) stated that:

Teaching, perhaps more that most professions, involves a high level of personal involvement. The act of teaching requires teachers to use their personality to project themselves in particular roles and to establish relationships within the classroom…. The teacher relies on his personality and his abilities to form personal relationships in order to manage the class and to ensure its smooth running (p. 720).

Biographical research on teachers’ lives also led some researchers to identify the conceptions teachers have of themselves as significant factors in affecting the teaching roles and practices adopted by teachers (S. Ball & Goodson, 1985, as cited in Calderhead, 1995).
Racial Identity Theory

“Racial identity theory proposes that people view the world according to how they perceive themselves and others as racial beings” (Thompson & Carter, 1997, p. xvi). According to Tatum (1997), our identity is a very complex concept. The answer to the question, “who am I?”, depends in part on who the world around us says we are. Our identity is based on the images that are reflected back to us by our parents, peers, and others. It is also represented in the cultural images that we see around us or are in fact missing from the picture altogether. We have many identities, “integrating one’s past, present, and future into a cohesive, unified sense of self is a complex task that begins in adolescence and continues for a lifetime” (p. 20).

Racial identity is embedded in one’s consciousness and value systems, which are socially developed. One’s racial identity can affect the development of racial attitudes towards oneself and others. In her study, Tettegah stated: “Educational researchers have shown that many of the problems that occur in classrooms with regard to student achievement and opportunity to learn are due to what is typically called the “cultural mismatch” between teachers and students, a mismatch that can be more accurately tied to racial/ethnic differences” (Tettegah, 1996, p.6)

Tettegah’s study examined the influence of white prospective teachers’ racial consciousness attitudes and identity on their perceptions of the teachability of students from various racial/ethnic backgrounds. The participants in her study were enrolled in a cross-cultural teacher education course and were given 3 surveys: 1) a teacher background survey, 2) the Oklahoma Racial Attitude scale, and 3) the teachable pupil
survey, which measures racial attitudes towards non-whites and their attitudes on the teachability of students from different racial and ethnic backgrounds.

Her findings indicated that white prospective teachers who had varying types of racial consciousness viewed certain racial/ethnic groups as more teachable than others, based solely on racial/ethnic background. According to Tettegah (1996), white teachers may claim or admit to having racist attitudes toward persons in the general population, but profess that their attitudes toward students in their classrooms are different. In this study, the hypothesis was that racial identity and the perceived values and beliefs that individuals hold can impact their pedagogy.

A lot of the literature on the use of racial identity theory focused on the teacher education/teacher preparation literature. The studies focused on creating racial awareness among pre-service teachers to enhance their ability to effectively teach multicultural children. Bollin & Finkel (1995) used Helm’s model of white racial identity development as a framework for describing how curriculum integration of race, class and gender issues can be implemented and evaluated in professional education courses.

Lawrence and Tatum’s (1997) study examined whether the shifts in the thinking of her white students translated into different teaching practices during their practicum, and to what degree did their racial identity impacted their teaching. Other studies (Johnson, 2002; McAllister & Irvine, 2002; Wiest, 1998) looked at the impact of multicultural education on characteristics such as racial identity in creating awareness and/or empathy in teaching practices and pedagogy.

One area of research that seems to have been neglected in the area of diversity in higher education has been how instructors’ identity and personal experiences influence
the development, delivery and impact of the instructional strategies used. According to Gallos and Ramsey (1997), “Effective diversity education reaches to the core of instructor and students as both work together to probe a wide spectrum of social forces and personal issues” (p. xii). For diversity instructors, teaching diversity engages their heart and soul, their personal experiences and their identity in shaping the instruction that they provide. Gallos and Ramsey stated that, “teaching diversity requires a deep personal journey of self- discovery and growth” (p. xii).

I think that Paige (1986, p. 151) as cited in Weinstein and Obear, summarized the personal attributes of the effective cross-cultural educators very well. These characteristics are valuable if the individual is to be an effective teacher of diversity education:

1. Tolerance of ambiguity
2. Cognitive and behavioral flexibility
3. Personal self-awareness, strong personal identity
4. Cultural self-awareness
5. Patience
6. Enthusiasm and commitment
7. Interpersonal sensitivity, relations
8. Tolerance of differences
9. Openness to new experience, peoples
10. Empathy
11. Sense of humility
12. Sense of humor

Another factor for instructors in teaching diversity courses is the need to have knowledge of the content matter for their specific diversity courses. According to Humphreys, (2000), over 63% of colleges and universities reported that they had a diversity requirement in place or that they were in the process of developing one. As more colleges and universities develop diversity courses and general education diversity
requirements, they looked for faculty who had the ability to teach courses that focused on understanding intercultural relations between different groups of people.

**General Education Requirement at Penn State**

The participants in this study were recruited from those taking courses found on Penn State’s list of Intercultural and International Competence General Education courses for fall 2004. “These courses are designed to help students develop the intercultural and international competence required to function effectively in a pluralistic society and an increasingly interdependent international community” (Penn State Faculty Senate, 2001). I selected courses that focused on understanding the relationships between and among cultures through the comprehension of the behaviors and beliefs of particular social groups within a pluralistic society distinguished by characteristics related to their culture, ethnicity, race, class, religion, gender, physical/mental ability, and/or sexual orientation.

Penn State, like many universities, has a Cultural Diversity requirement as part of the baccalaureate degree course requirements. On March 20, 1990, the Penn State Faculty Senate established a Cultural Diversity graduation requirement and in summer 1991 this requirement became effective for all entering undergraduate students. To meet the cultural diversity requirement, undergraduate students had to take either 3 credits of Diversity Focused courses or 12 credits of Diversity Enhanced courses. Eliminating the Diversity Enhanced option later amended this requirement. On December 2, 1997, the University Faculty Senate decided to enlarge the scope of the diversity
education requirement by legislat ing that courses fulfilling this requirement require students to make comparisons, particularly with their own realm of experience and to emphasize student engagement and active learning, they named it the “Intercultural and International Competence Requirement” (Penn State University General Education Implementation Committee, 1999).

According to the Faculty Senate:

The goal of Cultural Diversity courses are to encourage students through their studies in many disciplines to consider the various historical backgrounds, cultural and scientific contributions, economic, psychological, and political situations of a wide range of diverse peoples and to appreciate the impact of the developing global community on American society” (Penn State University General Education Implementation Committee, 1999, p. 12).

With this goal in mind Penn State wished to have its students develop an intercultural understanding of the relationships between and among cultures through focused studies of particular forms or stages of civilization, such as that of certain nations or periods. It also is meant to increase comprehension of the behaviors and beliefs characteristic of particular social groups within a pluralistic society distinguished by characteristics related to their culture, ethnicity, race, class, religion, gender, physical/mental disability, and/or sexual orientation.

Gaining competence refers to the acquisition of skills needed to deal constructively with questions that arise between cultures and within a society consisting of diverse cultural groups.

Gaining an international competence means that students acquire a global perspective by studying the impact of other countries and their peoples on society and
develop skills that enable students to function effectively in a complex and increasingly interdependent global community. Penn State currently offers over 150 diversity general education courses.

Summary

This chapter contained a review of the literature on multicultural education and provided a brief history of its impact on diversity initiatives in higher education, particularly the emergence of diversity education course requirements. This chapter also examined the literature on the development of teacher identity to describe how the relationship between faculty’s perceived identities based on social group membership and personal experiences influence pedagogical choices and practices in the classroom. I also described, through the literature review, the basis of the theoretical framework that was used in this study to evaluate and analyze the influence of experience with diversity on pedagogical choice for diversity education teachers.
Chapter 3

METHODS

Introduction

This chapter contains a description of the research design and methodology used in this study in order to examine how personal experiences with diversity and an instructors’ personal identity, such as race, ethnicity, gender, sexual orientation, socio-economic background, spiritual practices, and personal values and beliefs influence pedagogical choice and practices. In the following sections I describe the rationale for using qualitative research design and the justification for using phenomenological case study methodology. The chapter concludes with a description of the data collection methods, a disclosure of the researcher identity, and the limitations of this study.

In developing the research design, I tried to consider the research process in its entirety in order to determine the appropriate method of study. I used an iterative process, revising the design along the way in order to obtain congruency between the research question and the methods to use for data collection and analysis. According to Yin, this iterative process is necessary to help generate a “logical sequence that connected the empirical data to the study’s initial research questions and ultimately, to its conclusions” (Yin, 1989, p. 28). For example, research questions were redesigned to be more succinct and specific to the research study. Likewise, the order of the semi-structured interview questions was altered to create a comfortable flow during the interview process. As
issues, such as availability of participants, emerged during the study I was forced to modify the data collection process and determine whether these modifications would impact the overall analysis and findings of the study.

**Theoretical Framework**

A question frequently asked in academia as colleges and universities prepare their students to meet the challenges of a more diverse society is, how do we create an environment that encourages our students to learn about, embrace and understand the diversity of the world around them? Diversity education has been the answer over the years, but how do faculty members teach about diversity? What are the instructional strategies that help them to develop understanding and change in their students? Important to this study, is how has a faculty member’s experience with diversity (either their own unique diversity or the experiences they have had during their lives with people that are different from themselves) influenced their pedagogical choices and practices as they develop and teach their courses. In addition, this study looked at the perspectives of diversity educators in relation to teaching diversity courses.

To help answer my overarching research question, *how does faculty’s experience with diversity influence their pedagogical choice and practices in teaching diversity courses*, I developed sub-questions to guide the data collection and analysis process. The questions were as follows:

1. What were the diversity instructor’s experiences with diversity?
2. What instructional strategies were being used in the course?
3. How did the course develop over the years?

4. How does the perceived identity of diversity instructors influence their selection of instructional strategies?

5. What are their perceptions about teaching diversity courses?

6. What is their motivation/justification for teaching diversity courses?

In asking and answering these particular questions, I felt that I would be able to better understand the different facets of the overarching research question.

According to Rossman and Rallis (2003), “qualitative research seeks to answer questions in the real world” (p. 4). Research is done in the “natural setting with the purpose of learning some aspect of the social world and to generate new understandings that can be used” (p. 4). Rossman and Rallis (2003) also noted that “qualitative research has two unique features: (a) the researcher is the means through which the study is conducted, and (b) the purpose is to learn about some facet of the social world” (p. 5). Since this study was concerned with the stories of those whose personal identity and experience with diversity had been translated into practice, it follows that qualitative research is the appropriate method for this research.

**Phenomenological Framework**

Phenomenology is the study of the lived experiences, its “aim is gaining a deeper understanding of the nature or meaning of our everyday experiences” (Van Manen, 1990, p. 7). Phenomenology studies the essence of a phenomenon by systematically uncovering
and describing the structures and the internal meaning of an experience. “People’s behavior becomes meaningful and understandable when placed in the context of their lives and the lives of those around them. Without context, there is little possibility of exploring the meaning of an experience” (Patton, 1989 as cited in Siedman, 1998).

Through life, individuals may experience a given phenomenon uniquely. However, even though the individual experiences may be unique, phenomenology provides the means to uncover and interpret the experiences in order to determine commonalities and core meanings. Since this particular study involves the phenomena of teaching about diversity and the influence of personal experiences with diversity on pedagogical choice and practice, a phenomenological approach was used. This methodological approach is appropriate since a phenomenological case study allows the researcher to gather a rich description from, in this instance, the faculty directly involved with the phenomenon. For the faculty in this study, phenomenology reveals the shared meanings and common practices and thus, the “lived experience” (Van Manen, 1990, p. 7) of teaching about diversity.

This study was conducted within the setting of higher education. I particularly selected a university with a diversity general education requirement in order to study the phenomena of teaching diversity in an environment where the instructors are actively engaged in the process of teaching about diversity to a variety of students through a variety of course offerings. Further, it was important for the participants of this study to be veteran teachers in the field of diversity education since they would be comfortable teaching diversity and would be able to provide a vast array of real and personal experiences. Using a phenomenological approach, I gained a deeper understanding of
how faculty’s personal experiences with diversity influenced their pedagogical choice and practices for the diversity courses that they teach. Through the interview process participants were able to reflect on how their own life experiences have led them to become diversity teachers. They were able to describe how they developed and taught their diversity courses and then reflect on what meaning they attribute to being a diversity instructor. Through the telling of their stories, faculty reflected on the meaning of their experiences. This process of reflection helped them to make connections between their intellectual experiences with diversity and the emotional experiences with diversity they encountered during their lives. Through the classroom observations, I witnessed the interactions with students and the behaviors that reflected the faculty members’ experiences with diversity. By examining the course-related documents I was able to read about how they both communicated diversity to their students and described the different course activities that would help students better understand diversity. All of these techniques (described more fully later in this chapter), helped me gain a better understanding of the phenomenon.

**Case Study Research**

Since the answers to the research questions in this study could only be understood by studying and interacting with those directly involved in diversity education, a case study approach was determined to be the best method to guide the study. By using a collective case study approach to conduct this study, it provided a way to explore how factors such as personal experience and identity influence the design and/or
implementation of instructional strategies by each faculty participant within the context of their academic environment.” Case studies are the preferred strategy when ‘how’ or ‘why’ questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context” (Yin, 2003, p. 1). Creswell, defined a “case study as ‘an exploration of a bounded system’ or a case over time, through detailed, in-depth data collection involving multiple sources of information rich in context” (Creswell, 1998, p. 61).

My study focused on a system bounded by both the institution and time as it described the personal experiences of diversity instructors at Penn State University during the fall semester of 2004. Further, this case study sought to understand how an instructor’s personal experience with diversity, whether it is their own diversity such as race or gender or their experiences gained through travel or education, has led them to become a diversity teacher and influenced their pedagogical choice and practice. Moreover, since this case study aimed to research a phenomenon using several participants, it was determined that the methodology pertaining to a collective case study should be used. According to Stake, “by using a collective case study design more concern for representation is present and the relevant characteristics” (p. 5). Therefore, as a researcher, I examined a number of cases jointly in order to gain a more in-depth understanding of the phenomenon of the impact of personal experiences with diversity on pedagogical choice in diversity courses.

Yin (2003) defines case study research in the following way:

1. A case study is an empirical inquiry that:
Investigates a contemporary phenomenon within a real-life context, especially when,

- The boundaries between phenomenon and context are not clearly evident.

2. The case study inquiry:

- Copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result,

- Relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result,

- Benefits from the prior development of theoretical propositions to guide data collection and analysis (Yin, 2003, p.13).

In keeping with Yin’s definition of a case study, teaching about diversity is a contemporary phenomenon, one that focuses on real-life issues of human difference and where the boundaries and context are not evident. The courses that were taught by the six instructors were situated in different colleges and/or departments and while the focus of the courses was diversity, the subject matter and teaching styles of the instructors varied, providing unique perceptions of and experiences with teaching diversity. Therefore, a variety of variables were discovered in regard to teaching about diversity and the influence of experiences with diversity. This study relied on multiple sources of data (interviews, observations and document analysis) to answer the research question and gain an understanding of the phenomenon, the impact of teacher identity and diversity experience on diversity education.
The Research Site

This study took place at Penn State University, a predominately white institution, with over 40,000 students and over 16,000 employees. In 1990, Penn State established a Diversity Requirement for all students as baccalaureate degree candidates effective summer session 1991. To meet this requirement students take 3 credits of a U.S. Cultures course and 3 credits of an International diversity course. Therefore, it was only logical to select the faculty/instructors who teach courses that are part of the university’s Intercultural and International General Education competence requirement as participants in this study.

Sampling Strategies

A purposeful sampling strategy was utilized to select participants; the participants in this study were recruited using the university’s list of U.S. Cultural and International Competence General Education courses for fall 2004. “These courses are designed to help students develop the intercultural and international competence required to function effectively in a pluralistic society and an increasingly interdependent international community” (Penn State, Faculty Senate, 2001, p. 12).

In particular, I selected courses that represented the U.S. Cultural Competence courses since these courses focus on “understanding the relationships between and among cultures through the comprehension of the behaviors and beliefs of a particular social group within a pluralistic society distinguished by characteristics related to their culture,
ethnicity, race, class, religion, gender, physical/mental disability, and/or sexual orientation” in the United States (Penn State Faculty Senate, 2001, p. 12).

To obtain a more varied sample I took into account four factors: 1) Course topic—I selected courses that were relatively similar that focused on the dynamics of racial, ethnic and gender social groups; 2) Participants’ diversity—I selected participants based on their racial and ethnic diversity and gender; 3) class size—I selected courses with various numbers of students enrolled to examine the various instructional strategies used to teach about diversity; I also wanted to examine the different strategies used in teaching larger classes versus smaller classes; and 4) Academic discipline and/or college—I selected different disciplines and college to provide a variety in content integration. This sampling strategy allowed me to truly understand how faculty members’ experience with diversity influenced their teaching. In particular, I selected courses that focused on intergroup interaction, had a diversity general education course designation, and focused on race and ethnicity, gender and women’s issues. Instructors were selected based on the personal diversity such as race and gender and had to have taught the class at least one time to be considered for this study. Through this sampling strategy I was allowed to examine the diversity of experiences and strategies that were used by the faculty members in this study. I was also able to understand how their own personal experience with diversity influenced their teaching.

Participants were also selected based on their willingness to take part in multiple interviews, direct observations and document analysis. Initially I contacted ten individual instructors via email to invite them to participate in the study. The email invitations briefly explained the purpose of the study and the time requirement for participation. Of
the ten instructors that were originally contacted, three agreed to participate. All three had worked with me previously on another research project in which I had used students from their classes in a study.

One faculty member recommended ten additional potential participants. Since these recommendations all fit the criteria I was using for selection, I contacted them and five agreed to participate. Once the faculty members expressed an interest in participating in the study, I scheduled a meeting with them to go over the research protocol that I would be using. In this meeting, I also discussed the time commitment required on their part, requested permission to observe them teaching in class, requested teaching documents such as the syllabus for the class, and had them read and sign informed consent form (see Appendix A) for this study. Human subjects approval was gained prior to any data collection was done for this study. Originally the study included eight participants; however, two participants were dropped because they were relatively new faculty and had not been teaching long enough to use a variety of teaching methods in their course.

The final participant list and pertinent demographic information is contained in Table 3-1.
Data Collection Methods

As previously mentioned, this research was conducted using the case study methodology as outlined by Yin (2003). According to Yin (2003), three overriding principles are important to any data collection effort when conducting case studies (p. 83). The first is the use of multiple sources of evidence since this allows “an investigator to address a broader range of historical, attitudinal, and behavioral issues. However, the most important advantage is that using multiple sources of evidence is the development of converging lines of inquiry, a process of triangulation…” (p. 98). Yin further prescribes that “using multiple sources of evidence can minimize the potential for construct validity problems by providing multiple measures of the same phenomenon” (p. 99). The multiple sources of data that were collected in this study included interviews, observations and archival records and documents.

<table>
<thead>
<tr>
<th>Name</th>
<th>Race/ gender</th>
<th>Rank</th>
<th>Course</th>
<th>Class size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oscar</td>
<td>White/ Male</td>
<td>Instructor</td>
<td>Race &amp; Ethnic Relations</td>
<td>500</td>
</tr>
<tr>
<td>Eva</td>
<td>Black/ Female</td>
<td>Instructor</td>
<td>Women of Color: Cross Cultural Perspectives</td>
<td>65</td>
</tr>
<tr>
<td>Hector</td>
<td>Latino/ Male</td>
<td>Instructor</td>
<td>Race, criminal &amp; Justice</td>
<td>60</td>
</tr>
<tr>
<td>Fran</td>
<td>White/ Female</td>
<td>Instructor</td>
<td>Women &amp; Minorities media</td>
<td>60</td>
</tr>
<tr>
<td>Patty</td>
<td>White/ Female</td>
<td>Assistant Professor</td>
<td>Phil of Race &amp; Diversity</td>
<td>105</td>
</tr>
<tr>
<td>Janice</td>
<td>Black/ Female</td>
<td>Assistant Professor</td>
<td>Diversity, Pedagogy and Visual Cultures</td>
<td>60</td>
</tr>
</tbody>
</table>
The second recommended principle is the creation of a case study database to help organize and document data collected (Yin, 2003). This database should contain: 1) Case study notes, 2) Case study documents, 3) Tabular materials, and 4) Narratives. In this study I did not collect tabular materials because the tracking of frequency of an occurrence was not feasible and did not provide information about the phenomenon.

Case Study Notes

According to Yin (2003), “notes are likely to be the most common component of a database. These notes make take various forms but the must be stored in a manner that others may be able to retrieve” (p. 102). Following Yin’s recommendations, a case study database was created using NVivo software; all case study notes from interviews and observations were stored in this database. For an example of a case study note, see Appendix B. The case study notes were the personal observations and reflections that I made during the data collection. I used this information to describe the participants and to confirm what was expressed during interviews and observations and in their documents.

Case Study Documents

Similar to case study notes, these documents must be stored in a fashion that makes them easily retrievable. Yin recommended that the case study protocol be included in the disposition of these documents. The case study documents that were collected were syllabi, course readings, and books collected during the study, and they were grouped by
participant and filed for retrieval during the analysis phase. These documents were kept in a file cabinet by the researcher.

The final principle is to maintain a chain of evidence. This chain should be connected to the case study database and should allow an external observer to be able to cross-reference the methodological procedures that have been used. According to Yin (2003), this will also “increase the reliability of the information in a case study” (p. 105).

In conducting this study, a chain of evidence was developed and maintained throughout the data collection process. Through the use of NVivo software I was able to develop the chain of evidence and maintain original interview transcripts and observation records. Through the use of Endnote I maintained a reference database that connected the literature to the research. Further, I developed guiding questions based on the literature and a matrix to help me determine which data collection method would probably provide the most information to help in answering the questions (see Table 3-2).
Interviews

This study used an in-depth phenomenological interview protocol as outlined by Seidman (1998). Seidman’s interview protocol was used in this study because it is very...
helpful in gaining information about identity. This method combines a series of three 60- to 90 minute interviews with each participant if possible. Of the six faculty members in this study, Oscar and Janice were only able to sit for two 90-minute interviews because of their schedules. However, they answered the same questions that were asked of the other faculty during their three interviews.

The interviews consisted of a combination of open-ended and semi-structured questions. Each interview had a main theme that was the focus of the interview and open-ended questions were used to help promote a more open discussion between the interviewer and the participant. The first interview established the context of the participants’ experience and their life history. The second interview encouraged the participant to reconstruct the details of their experience in teaching their diversity course. In the third interview participants were asked to reflect on the meaning of their experience as diversity teachers.

Interviews were conducted using an in-depth interview protocol, which allows for a somewhat open-ended structure guided by a planned set of questions developed in advance by the researcher (Merton, Fiske, & Kendall, 1990 in Yin, 2003, p. 90). Conducting interviews in this manner allowed participants to share their own perspectives while ensuring that the study’s focus was maintained. According to Seidman, the spacing of the interviews should be no longer than one week from each other. “This allows time for the participants to mull over the preceding interview but not enough time to lose the connection between the two” (Seidman, 1998, p. 15). However, due to the time constraints of faculty participants, most interviews were scheduled two weeks apart. All three interviews interacted as building blocks. The first interview laid
the foundation of the participant’s life history and background to how they became interested in teaching about diversity. The second interview focused on the present experience of teaching a diversity course, discussing the classroom environment, the day-to-day activities and learning goals for the course. The third interview was reflective in nature, asking the participants to talk about what it meant to them to teach about diversity and what it means to be called a diversity teacher. For the actual interview questions, see Appendix C.

I began conducting the interviews in August 2004 and finished in December 2004. The interview sessions were audiotaped. I used two tape recorders to ensure capturing the interview and I also took notes. In scheduling the interviews I contacted the faculty member, asking them to select a time and place that was convenient for them. For the most part interviews were conducted in the faculty’s offices. Oscar, however, for the second interview asked me to meet him outside in one of the courtyards because it was such a beautiful day and too warm to sit inside. The interviews lasted a minimum of an hour. Following the interviews the audiotapes were transcribed and coded in order to determine emerging themes.

**Observations**

Making a field visit to the case study site creates an opportunity to directly observe the phenomena of interest and therefore provides another source of evidence (Yin, 2003). Observations of the instructors were made in their classroom environments
to gain evidence of how the teachers’ identity influenced teaching strategies used in diversity courses.

Specifically, the observations examined how faculty use various instructional methods in their teaching of diversity courses by observing how their personal experience with diversity or identity emerges in the classroom environment. The observations provided descriptive information that helped in the development of follow-up questions for the interviews and provided a context for the study.

I conducted a minimum of two observations per instructor. The first observation was scheduled after the first interview and before the second interview; this allowed me to use observations and ask clarifying questions when conducting the second interview. For example, in observing Oscar’s class of 500 students, the classroom seemed like a circus with dim lights, music, and a PowerPoint slide. The overhead project showed a passage. Based on what I observed, I wanted to know how he managed to engage 500 students on regular basis. In the second interview I asked him, “What is a typical day in your class? Why did he create such a different atmosphere in his class? And how do you get 500 students to start really thinking differently about race?” These questions helped me to gain a better understanding of Oscar as a teacher and how his personal identity influences his teaching.

Document Analysis

Document analysis allowed me to corroborate and augment evidence from other sources. In some cases it also provided specific details in support of the topic (Yin, 2003,
The documents that were collected for the study consisted of course syllabi, reading materials, classroom handouts and activities. After the first interview all faculty members were asked for copies of their course syllabi, assignments, course packets and any other materials that might give me insight into their teaching and their course. For those faculty members who also used ANGEL course software I asked to be given access to the site.

An analysis of the documents provided me with additional information that was used to supplement the questions I asked during the second interview. For example, in Janice’s syllabus she stated that “she will make the course as personal as possible for each participant including herself”. During the second interview I asked if “she ever had to bracket her own beliefs in her classroom?” In keeping with Yin (2003), I treated the documents that I reviewed as “clues worthy of further investigation” (p. 87), clues that provided additional insight into the instructional strategies used by the faculty.

**Trustworthiness**

In qualitative research, trustworthiness can be judged using two interrelated standards, according to Rossman and Rallis (2003). First, “Does the study conform to standards for acceptable and competent practice, [and second,] Does it meet standards for ethical conduct” (p. 63). In conducting this study I conformed to the standards for acceptable and competent practices by developing a research protocol that systematically

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1 ANGEL stands for A New Global Environment for Learning; it is a software application that enables instructors to manage course materials. ANGEL is Penn State’s Course Management System.
guided my research and was grounded in the conceptual framework of Yin (2003). As I collected data I pursued multiple perspectives from the participant through interviews, observations and their course documents that allowed me to gain the participants’ views of teaching about diversity. As the researcher I reflected on my role in this study and presented the methods used in this study in a transparent way to allow other researchers to follow this study.

In addressing ethical issues of this study I presented the participants with an informed consent form that outlined the study purpose and risks. I frequently discussed with the participants the research as it progressed, allowing them to address ethical issues or concerns. Each participant was given and signed an informed consent form prior to their participation in this study.

Accuracy and validity are desirable in qualitative research, according to Stake (2005), “to reduce the likelihood of misinterpretation, various procedures are employed…for qualitative casework these procedures are generally called triangulation” (p. 454).

**Triangulation**

According to Stake (2000 as cited in Denzin & Lincoln), “Triangulation has been generally considered a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation” (p. 443). Further, “Triangulation serves also to clarify meaning by identifying different ways the phenomenon is being seen” (p.444).
“Acknowledging that no observations or interpretations are perfectly repeatable, triangulation serves also to clarify meaning by identifying different ways the case is being seen” (Flick 1998; Silverman, 1993, as cited in Denzin & Lincoln).

Triangulation was achieved in this study through the collection of multiple sources of evidence presented by the faculty members during their interviews, observations and a review of the course documents in order to “minimize the potential for construct validity problems by providing multiple measures of the same phenomenon” (Yin, 2003, p. 99). Through the interviews, I was able gain information regarding the faculty members’ perceptions of their personal identity, their experiences with diversity, how they teach about diversity and what teaching about diversity means to them. Through a review of the course materials I was able to see how they describe the course, laid out the learning experience for students, and verified what they had said during the interview. The observations of their teaching their respective diversity courses reinforced and corroborated the information gathered through interviews and the review of documents.

During the data collection process I achieved triangulation in the following way:

1. The first interview was conducted; I used the interview questions that had been developed as part of the research protocol. During the first interview I obtained a course syllabus, course packets, activities, etc. from all of the instructors.

2. Before conducting the second interview I reviewed the course documents, conducted the 1st observation and listened to their 1st interview tape. I used these sources of data to help develop additional questions about their
teaching strategies based on what I had observed or read in their documents.

3. I conducted additional observations of the faculty teaching.

4. Prior to conducting the third interview I either read the transcript or listened to the previous interviews of that faculty member and reviewed the observation notes from the additional observations.

Member Checks

A common strategy used to verify that the researcher’s interpretations of interviews and observations are accurate is member checks. According to (Merriam, 1988), member checking is taking data and interpretations back to the people from whom they were derived and asking them if the results are plausible (p. 169).

In this study member checking was conducted after the development of participant profiles was complete. The profiles were developed using the data collected from the transcript from the interviews, observations and documents. Member checking then provided a way to confirm the information collected and to gain any information that might have been missed do to researcher error. I sent a copy of their individual profile to each faculty member for their review. In the email that I sent them I asked them to review the material for accuracy and to tell me if there was any information that they wanted removed because the personal content identified them. All of the participants read the profiles and a few made minor changes were made to clarify information given during the interviews.
Data Analysis

According to Yin (2003), “data analysis consist of examining, categorizing, tabulating, testing, or otherwise recombining both quantitative and qualitative evidence to address the initial propositions of a study.” (p.109). In the following section I explain how data analysis was conducted for this study.

Coding the Transcripts

After the interviews were conducted the tape of the interview was then transcribed verbatim into a Word document and then transferred to the software program NVivo. NVivo is a qualitative data analysis management software application. NVivo allowed me to code and retrieve the data during the analysis process. I began the process of open coding using the methods described by Strauss and Corbin (1998). According to Strauss and Corbin, open coding is “the analytic process through which concepts are identified and their properties and dimensions are discovered in data” (p. 101). I started by reading through the transcripts, selecting quotes, phrases, and passages and assigning general codes to the data. As often as possible I tried to code using the words of the participants in order to try to conceptualize the data and link it to the guiding question. In the initial process of open coding using NVivo these open codes were categorized as “free nodes”.

Some samples of free nodes were statements such as: I am 31 years old; I am a 50-year-old retired Marine; I am American; I am Puerto Rican; I am an attorney; I am in an Irish American family (Appendix D). Using open coding for 16 transcripts I had an abundance of free nodes. Through comparative analysis, I looked at the free nodes that I
had created for each participant and realized that some of my codes had been duplicated, so I collapsed them into a general category (which in NVivo became “node” in the tree-structure). Some of the general categories were: Identity; Family History; Experience with diversity; Experience that changed them and Personal values and beliefs.

In developing the categories I looked at the coded passage or statement and asked what it told me about them and their experiences—what meanings were emerging.

After I broke down the data by open coding into meaningful categories, I began to rearrange the data by using axial coding. With axial coding, I began to relate the categories to subcategories, looking for ways in which the data would provide an explanation of the phenomena of personal experience with diversity and its influence on pedagogy. Using the guiding questions, these categories and subcategories began to explain what themes were relevant to the study. These emerging themes aided in the cross-case analysis. The research process concluded with writing up the qualitative data in a narrative form.

**Theoretical Propositions**

In this study I utilized Banks’ (1995) framework for multicultural education as the theoretical bases upon which this study’s original propositions were designed. Banks’ framework conceptualized multicultural education by focusing on content integration, knowledge construction, prejudice reduction, and equity pedagogy. This study’s original objectives, design, and analysis were reflected in this framework.
Pattern-Matching

This study used pattern-matching logic in the analysis; pattern matching is a way of strengthening the internal validity of a case study (Yin, 2003, p. 116). In pattern-matching, the researcher attempts to identify occurrences of a phenomenon across multiple cases. In this study, the personal experience with diversity and the influence of those experiences on pedagogy were linked within and across the cases of faculty. Through this analysis similar patterns among the personal experiences, such as experiencing being an other or learning about cultural differences from travel, emerged for this group of faculty and were reflected in their pedagogy.

Researcher Identity

A characteristic of qualitative research “is that the researcher is the primary instrument for data collection and analysis” (Merriam, 2001, p. 7). Therefore, it is important to understand the identity, interests, perspectives and biases of the researcher with regard to the topic being studied.

The topic of diversity education is of interest to me because of my own identity and experiences as an African American woman. I view myself as African American first and female second. My reason for doing so is that I have found that my race more than my gender has been a key factor in how I have been judged. Also included in my identity is the fact that I am a single 46-years young, full-time Ph.D. student in the Instructional Systems Program at Penn State University. At Penn State, I wear many different hats. I am a Course and Curriculum Consultant for the Schreyer Institute and I am also a
Diversity Trainer for the Diversity Support & Education Center within the Affirmative Action Office at Penn State.

My experiences as a diversity trainer, a curriculum consultant and an INSYS student impacted my interest in conducting this study. As a student and consultant I have spent time looking at learning environments, trying to understand and design effective learning opportunities for students. In the capacity of consultant, I work with faculty members to help the design and use instructional strategies that not only promote problem-based learning but also, maximize and enhance their particular teaching style. The one thing that I have learned from this experience is how much of themselves teachers put into their courses and as a diversity trainer I do the same thing.

As a diversity trainer my racial identity and my experiences with diversity influence the lens through which I view life. As I prepare my content and when I present the materials, my past experiences, my values and beliefs, all become a part of the course, either through the examples that I give or through the instructional strategies that I use. The research on teaching diversity indicates that personal identity and experience are some of the tools that teachers of diversity use and I believe that I am no exception.

My experience in teaching diversity courses aroused my curiosity about how faculty teaching diversity-focused courses over 15 weeks are able to sustain student interest and also deal with all of the issues that can arise when dealing with a sensitive subject. As a diversity educator, I am interested in ways that can help students to become engaged in dialogues about diversity and, as a result I tend to seek out instructional strategies that engage students. I acknowledge that this may have an impact on how I view the different pedagogical methods used by the instructors.
My interest in diversity issues also grew out of personal experiences with discrimination and a desire to try to change things, to try to make a contribution that would increase awareness and help level the playing field for people who have been underrepresented in the past. I also wanted to help educate people about diversity by dispelling the myths. The biggest barriers to diversity are fear and lack of education.

Limitations of the Study

The first limitation is the inability to generalize the findings from this study to other settings. According to Rossman and Rallis (2003), “case study research focuses on the particularities of the specific case, they are context-dependent, as such, what we learn from a case study cannot be generalized” (p. 105). As noted by Stake (2000, cited in Denzin & Lincoln), “Inherent in some case study research, as with this study, is the desire for the researcher to examine the intricacies of the specific case with no intention of further generalization.” Stake (2000, cited in Denzin & Lincoln) identified an intrinsic case study as one that is undertaken because “the researcher wants a better understanding of this particular case” (p. 437).

The second limitation to this study is the potential for bias that I might bring to this study as the researcher. In the disclosure of my researcher identity, I identify myself as a diversity educator and acknowledge that when I teach about diversity, my background and experiences may become a part of my teaching. However, in this study I tried to control for my bias by following Yin’s recommendations for dealing with validity and reliability when conducting case study research (Yin, 2003, p. 34). Through the use
of multiple sources of evidence in order to triangulate the data, I described the steps used
during the data collection process, thereby providing the reader with a chain of evidence
to follow the design of the study. Going through the process of member checking, having
the faculty members read through their profiles and checking for accuracy, was another
measure used to control for limitations in this study. Internal validity was addressed by
using theoretical propositions and pattern-matching during the data analysis phase of the
study. Finally, reliability was addressed through the use of a case study database.

Conclusion

In this chapter I have described the theoretical framework and the case study
methodology that was used in this study. I have described the specific data collection and
analysis methods used in examining the phenomenon of faculty members’ personal
experience with diversity and the influence on their pedagogical choice and practice.
Finally, I have discussed the limitations of this study. In the chapters that follow I will
present the findings of this study and discuss their implications, and offer suggestions for
future research.
Chapter 4

PRESENTATIONS OF FINDINGS

Introduction

This study examined the ways in which faculty members’ experience with diversity influenced their pedagogical choices and practices. This chapter presents the portraits of the six study participants, looking at their life history that led them to teaching about diversity and their pedagogical strategies in teaching diversity courses.

In the portraits provided in this chapter, the participants’ names have been withheld and pseudonyms have been used. However the use of course names and topics have been approved by the participants in this study. The development of portraits was part of the first phase of this study. Information was gathered through interviews. The participants’ life history provides a foundation for who they are and shows how their experiences with diversity have made an impact on their personal identity and their identity as diversity educators. The participants’ own words were used to help paint the portraits. Since this study looked at personal identity and its impact on diversity education, it was very important to understand how these participants described themselves and their life experiences as these contributed to their pedagogical choices and practices in teaching diversity courses, as well as the personal meaning that being a diversity educator holds for them.
This chapter presents the six participant profiles that have been gleaned from data collected in the interviews and through observations and the analysis of documents. Each individual profile is broken into two parts: 1) personal description and history 2) teaching about diversity. In the personal description and history section of each participant profile I will present the participant’s personal description of them, then present their story of how they became a teacher, and what course they teach and the meaning of diversity. In the section teaching about diversity, I will present a general class description, their learning goals and objectives and then their course activities.

In each profile you will learn about how they describe themselves, what experiences with diversity have influenced them, and how they became diversity teachers. You will also learn about how they teach about diversity in their courses, their learning goals and objectives for their students and the types of instructional strategies that they use. Also presented in this chapter, is how they select the course materials and the difference between teaching a non-diversity and a diversity course.

Below is the demographic information of the participants in this study and the order in which their profiles will be presented (see Table 4-1).
<table>
<thead>
<tr>
<th>Instructor</th>
<th>Race</th>
<th>Gender</th>
<th>Age</th>
<th>Region</th>
<th>Rank</th>
<th>Yrs Teaching</th>
<th>Course</th>
<th>Class size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice</td>
<td>Black</td>
<td>Female</td>
<td>40’s</td>
<td>South</td>
<td>Assistant Prof.</td>
<td>20 yrs</td>
<td>Diversity, Pedagogy and Visual Cultures</td>
<td>60</td>
</tr>
<tr>
<td>Oscar</td>
<td>White</td>
<td>Male</td>
<td>40’s</td>
<td>Midwest</td>
<td>Instructor</td>
<td>15 yrs</td>
<td>Race &amp; Ethnic Relations</td>
<td>500</td>
</tr>
<tr>
<td>Patty</td>
<td>White</td>
<td>Female</td>
<td>30’s</td>
<td>South</td>
<td>Assistant Prof.</td>
<td>6 yrs</td>
<td>Phil of Race &amp; Diversity</td>
<td>105</td>
</tr>
<tr>
<td>Eva</td>
<td>Black</td>
<td>Female</td>
<td>40’s</td>
<td>North</td>
<td>Instructor</td>
<td>4 yrs</td>
<td>Women of Color: Cross Cultural Perspectives</td>
<td>65</td>
</tr>
<tr>
<td>Hector</td>
<td>Latino</td>
<td>Male</td>
<td>50’s</td>
<td>North</td>
<td>Instructor</td>
<td>5 yrs</td>
<td>Race, &amp; Criminal Justice</td>
<td>60</td>
</tr>
<tr>
<td>Fran</td>
<td>White</td>
<td>Female</td>
<td>50’s</td>
<td>All Over</td>
<td>Instructor</td>
<td>2 yrs</td>
<td>Women &amp; Minorities Media</td>
<td>60</td>
</tr>
</tbody>
</table>
Janice

I am one who’s deeply empathetic, committed to social justice and equity for all people, and a nurturer and one who tends to be a visionary, who has an ideal or a goal out there and I take incremental steps toward getting that goal, achieving that goal.

Janice’s Personal Description

Janice is an African American female in her late 40’s. She is very reserved, direct and matter of fact in her approach. She also impressed me as being very determined, resourceful and independent. She is a very elegant woman who is always professionally dressed, setting an example for her students who are studying to become future teachers. Janice describes herself:

I am multifaceted individual on a number of levels, one who is highly inquisitive in general. That is what sparks a lot of what I do. I’m always questioning things and often times want to challenge it. I’m very much a go-getter with a lot of intellectual and physical energy.

Janice is a mother of two and she is married to an officer in the military. Janice’s career has been in the field of education where she has been a teacher, a principle and currently as a faculty member at a university. Janice has even taught in Japan when she was living there with her husband.
Janice grew up in the rural South on a farm in a very small, segregated community. One of four children, Janice was the first to go to college in her family and the only one to obtain a Ph.D. As Janice explains, “I had the motivation and the opportunity to go on and achieve at those levels.” As a child, Janice experienced discrimination firsthand and was determined to succeed no matter what. According to Janice: “When someone told me as a little black girl, you can’t do that or that’s not acceptable, I thought, why not? I’m no worse than anybody else. I can do that. I know me.” Janice’s parents did not complete high school. Her father only “received a grade school education and her mother went to the 11th grade in school before she had to drop out because of farming”. Even though the educational opportunities were not available to her parents, they wanted them for their children. This was important to them.

Education has played a very important part in Janice’s life. She attended segregated schools until the age of 10, and then attended integrated, predominantly white schools located in segregated white communities until she graduated from high school. Janice graduated with high honors in the top 5% of her class. She attended a Historically Black College for her undergraduate work because she wanted an environment that was nurturing and would support and valued what she brought to the table, versus making some judgments and conclusions based on her race.
Janice Becomes a Teacher

Janice majored in art education as an undergraduate because it allowed her to combine her artistic talent with her first loves, teaching. She said, “I’ve always loved education and teaching. That’s all I ever wanted to do.” Janice explained how she first developed her interest in teaching:

Every Sunday all the children and grandchildren who were in town would gather at my grandmother’s house for Sunday dinner… Sunday was also the time that I taught all of the children. I would be the teacher and they would want me to sit down and tell them stories, so I’d read stories. We would do math. I didn’t have the necessary accoutrements but there were ways to do it. Everybody kept saying, “Oh you’re a great teacher. Will you tell us another story? Will you teach us about this?” I would say, “Okay what do you want to learn about?” ‘Teach us about the planets. Well we want to know science now.’ It was just so exciting to me, so I would look forward to what I was going to teach the next week. That’s what led me to; really want to teach I think early on.

The Course That She Teaches

Janice currently teaches a course, “Diversity, Visual Culture and Pedagogy,” which deals with various aspects of diversity defined in the broadest terms, and relates to gender, race, sexual preference and ageism as represented in visual culture. Visual culture focuses primarily on that which is visual and on the mass media and its implications for people’s lives and the way in which the mass media has influenced culture. In her class, students look at representations of female-male stereotypes and related aspects that help them understand who they are in relations to the culture. This course also focuses on pedagogy, looking at diversity’s effect on teaching and learning.
The Meaning of Diversity

Growing up in the South and observing and experiencing racial strife led Janice to an early understanding of diversity: “I don’t think I was ever not interested in it, because we all are different people. I’ve always known that we’re unique.” For Janice, diversity means “that which makes one different.” This definition covers many areas for her. Janice realized her own diversity early in her life. Her intelligence and abilities led people to always treat her differently. According to Janice:

I’ve always thought I was different. I knew that I thought differently from many people. And, I didn’t necessarily think of myself being different in a physical way, as much because initially most of the students were people of color.

Those who knew Janice also recognized her difference, which led her to a process of self-reflection: “what are they saying? Why am I different?” This process was the beginning of her examination of difference and diversity. While Janice took her own diversity in stride, she was aware of how those outside her segregated community viewed her difference. Janice recalls an experience she had the first year of her school’s integration:

I had a 5th grade teacher… He was the only white teacher they brought in… he came in and… I had been making straight A’s in school. And he gave me my first A- and his comment was, ‘you couldn’t be that smart. You have to be cheating.’ That devastated me and I’ll never forget.
The life experiences that Janice has had, lead her to become an educator of future teachers. How she teaches about diversity is a reflection of her personal experiences with diversity. This next section focuses on how she teaches about diversity in her classroom.

Teaching About Diversity

*I try to ignite a fire in them so that they will be more investigatory, more critical in what they do...*

Janice’s teaching philosophy is to engage her students, help them become critical thinkers, she wants them to be excited about what they are learning and she does this by creating an active learning environment. In this next section you will learn about how Janice teaches about diversity her in classroom, what are her learning goals and the various course activities she uses. You will also find out what motivates her selection of classroom materials and what she feels are the differences in teaching diversity vs. non-diversity courses.

General Class Description

Janice teaches a Diversity, Visual Culture and Pedagogy course that enrolls a total of 60 students in two sections—30 in each section. The classes meet twice a week for an hour and fifteen minutes. One class meets in the morning and the other meets in the afternoon. I observed both classes. Her course is an interdisciplinary course, for students in her discipline, it is a required course but it also meets the diversity general education requirement for other students.
This course is relatively new—at the time of the interview this was only the third occasion on which it had been offered and the second semester in which Janice had been teaching this course. Although Janice is relatively new to higher education as a faculty member, her experience as a teacher and a principal provides her with the background to teach this course. Although this was Janice’s second semester teaching. She said that she felt comfortable teaching the course because she had taught various aspects of this course in other contexts.

Janice always began the class on time and ended it on time. She told me that she does this to set an example about proper professional behavior for her students. She takes attendance and in her syllabus she tells students that she expects them to be on time and in attendance because this is an active learning environment, so class participation is important. Students may be late on three occasions; after that, lateness is counted as an absence. She is always professionally dressed—no jeans or other casual attire.

Learning Goals/Objectives

One of Janice’s learning goals is to have her students learn about and understand themselves, their own attitudes, beliefs and prejudices in order to better work with diverse students. In her syllabus Janice states that the:

Primary goal of this course is to promote a critical understanding of one’s self as a social being through reflection and examination of one’s immediate reality, and by asking critical questions about existing social arrangements and relationship between diverse groups.
In her syllabus, Janice explains to her students that her classroom is an active learning environment where students are actively involved with the materials and each other. She also explains that she will:

Try to make the course as personal as possible for her students and herself, that they might gain a greater understanding of ourselves as persons who have been socialized and acculturated in a very particular way that affects the way we think about ourselves, future careers and relationships with other people and institutions.

Janice’s aim is to structure the course so that the experiences offered in it enable the students to begin to:

- Develop a theoretical framework from education and cultural studies
- Reflect upon their life history so as to become aware of the forces shaping their personal perspectives on various issues
- Critically examine the creative works of persons from cultures different from their own
- Investigate the role of visual culture as a means of communicating and perpetuating cultural values
- Examine contemporary cross-cultural examples of visual culture as an agent of social/cultural change and stability
- “Decode” and “encode” the symbols that dominate society
- Analyze media, images of women and men, advertisements, photographs, alternative media, signs and codes as sources of power
- Use theories of representation to analyze visual culture for representation of difference and social relations, ideology, and relationship to the institutional context in which it is produced and/or used
- Understand how issues of diversity—Culture, ethnicity, gender, and special education needs, etc.—affect learners and learning
As she structures her course, Janice determines the learner characteristics of her students. These characteristics are based on her previous experience at this university, and her personal experiences as an educator and as a principal in school districts throughout this country. The assumptions that she makes about her students’ prior knowledge and experience is that they have had limited exposure to diverse students and have not been prepared to work with students from diverse backgrounds. As a result, her students have not had to confront the issues of their own identity and how it might impact their teaching of diverse students. Therefore, one of her learning goals is for students to develop knowledge of self, and to challenge themselves and their beliefs.

During the interview Janice noted most of her students come to this university never having had an African American teacher or classes with students from different cultural or racial backgrounds. They view this campus as more diverse than where they came from. Therefore, they come to the class thinking that diversity is not a significant issue and that they have no prejudices. Janice says, “Often it’s just their emotions or their feelings; it is not really based on any concrete experience”. With this in mind she wants to help them gain a greater knowledge of self by developing activities that help them accomplish this. Then she helps them to see the implications for their pedagogy.

Janice believes in keeping her course flexible based on the students’ needs. As they broach certain subjects, if the students seem to have grasped the concept more rapidly, she is then willing to adjust the learning outcomes. Janice explains:
... in general, without looking at the topics ... I try to look at the needs of that group versus saying that this is what they need and this is easier for me. But on every course syllabus I put tentative, subject to change because it will change if it needs to and they understand that. And so then I’ll ask students, what do you think? ...

Janice is truly focused on helping her students to become critical thinkers. Rather than have her class be a repository of information, she facilitates the learning process. Janice believes that the creation of knowledge is a collaborative process between the students and her.

**Course Activities**

Janice uses a variety of methods to teach about diversity. She uses different activities to facilitate critical thinking and collaboration. In class, she uses discussion, group work, a variety of in-class activities, and videos to encourage dialogue and reflection. In addition, students engage in projects such as interviewing culturally different people, creating a final presentation, and writing journals.

**Discussion**

Instructor-led discussion is one of the main instructional strategies used in Janice’s class. She begins by asking students various questions aimed at starting a discussion. Janice says, “I try to ignite a fire in them so that they will be more investigatory, more critical in what they do.” Janice does not like to just provide
answers—she wants her students to think about the possible answers and talk about them. She feels that students can learn from each other as well as from her, so instead of lecturing she uses discussion to facilitate learning. She wants to put ideas into their heads and very often she does this by being provocative or shocking in class. Janice explains, “I’ll say something shocking and it will jolt them, and sometimes before they know it they’ll become impetuously speaking and the line of questioning can continue.”

Janice used this tactic by starting the class by talking about the final presentations that the students had to make. After having answered students’ questions, Janice announced, “I don’t like the question Erin just asked me, I think that I will slug her.” Then she asked students what happened this weekend in sports. Students responded by saying that there were two fights—one at the NBA basketball game and a fight during the football game at Clemson. She then asked, “Is this behavior becoming the norm?” and then asked, “How did the media portray both incidents?” Janice’s approach got the students talking.

While Janice does start a lot of discussions by asking questions, she also shares her personal experiences as a teacher with the students, using these experiences as examples to help student contextualize situations.

Group work/in-class activities

Janice provides her students with lots opportunities for shared learning experience. Her aim is to enable students not only to learn from her but from each other and in the process build relationships and develop a learning community.
I observed an activity in which Janice worked with her students on the concept of change. She asked her students to cross their arms and legs. She then had the students look around the room at classmates. Janice asked them if they were comfortable and the students replied yes. She then had them unfold their arms and legs, and then told them to cross them in the opposite direction. For example, if your right arm was on top, now put it on the bottom. She said, “Now how does that feel? Did it feel uncomfortable? It felt strange, didn’t it. Well, that is how change feels, people by nature do not like change. The only person that likes change is a wet baby.”

Janice related the activity to comments students had made in class and in their journals. Students had expressed the difficulty they were having in talking about being white and their whiteness. These conversations were difficult and made them feel uncomfortable. But then she asked them, “How many of you have talked about other cultures?” Her implication was that it is easier to talk about people students don’t know than it is to talk about someone they should know best. The implication is that you must know yourself if you are going to be effective.

Janice expects the same things of herself that she expects of her students. Janice wants her students to step outside of their comfort zone, which is what she does everyday as a teacher. Janice knows that it can be awkward but views it is an opportunity for growth for her. Janice said during the interview:

I don’t have all the answers, don’t expect to, won’t ever. But I even open myself up to being challenged by the students and to offer criticism…I wouldn’t do it if I didn’t think I could take it, and some of it is painful if you look at it…but are we not in a position to do that? Or do we just say well no that’s outside my comfort zone. I’m not going to go there, you know, I believe builds the character and the endurance and the strength.
In another activity Janice challenged the class to see what they have learned about the concept of self. She passed out index cards and told them to write on the card what they had learned about themselves, what transformations they had made, what assumptions they had now made and what knowledge of self they had gained this semester.

On the blackboard she wrote:

“Knowledge of Self

Transformation – (thinking, behavior, etc.)

She then asked them to write on the back of the card the implications of these insights for teaching and learning. When they were finished, she had every other person take a chair and move it to the inside of the circle across from someone else. She told them to share what they had written with the other person. After they shared she asked the person inside the circle to move clockwise to the next person and share again.

Janice said that a lot of her activities are geared to helping students understand their own biases and attitudes and to helping them to think about their beliefs about certain things and themselves. She is constantly asking them, “Why is it? Is it because of your investigation of these issues and facts and how they impact your life? Or is it because you were raised this way?” She gets them to start looking at the ways in which they have grown up and the influences on their lives.

The influence of Janice’s background as a K–12 teachers and principal is evident in the collaborative learning activities that she uses such as “Think-Pair-Share and “Turn-
to-your–Neighbor”. Her activities are designed for active participation and include processes and procedures that increase understanding.

Interview a culturally different person

One project helps students focus on the assumptions they make about people based on some distinguishing characteristic such as skin color, age, and gender, style of dress, physical ability or where they live. Her aim is to help her students realize that these assumptions or stereotypes can limit their ability to see people as individuals.

In this project students conduct a series of interviews with someone who is culturally different. Then the students must write two narratives—a cultural narrative in which they discuss how they came to know that person and why they consider them culturally different, and then describe the individual and their interactions during the interview, and how they see the person as being culturally different than they are; and a narrative based on questions that Janice has asked of the students to get them to reflect on what they discovered. What were their beliefs about that individual; did they have some preconceived notions of who they were? Were those notions affirmed or denied? Did they find out something different? And what were the implications of that for teaching?

The aim of this assignment is help students confront their assumptions and biases about people that they view as culturally different. Hopefully, students will make the connection between their responses to their interviewee and how perceptions and treatment of future students and the implications for their teaching.
During the interview Janice expressed satisfaction with the assignments results. She explained:

I had a student tell me, ‘I would have never went up to this student on campus had I not had this as an assignment. This would not have been a person that I would even associate with cause all my friends are white. And now I’ve met this person that’s very special and I spend more time with that individual now.’ So you hear those kinds of stories and not that that is necessarily my goal. But inevitably it is a byproduct.

Final presentation

In their final presentation students are asked to challenge some notion of racism, sexism, ageism, Classism, violence, etc., in the mass media and visual culture. Students often use their interviews as a starting point for this final project. During my class observations Janice told the students, “This presentation is your opportunity to express yourself so make it powerful”.

Video

Because this course focuses on visual imagery and the representation of diversity through the use of media Janice shows her students 14 videos during the semester. Janice uses videos because they see visual images most frequently, almost on a daily basis. Students are asked to deconstruct what they have just seen and to talk about the implications for diversity and on teaching.
Again, Janice is always asking her students to talk about how what they see affects them. When she shows a video afterwards she asks students a question, and then has them think about the question, turn to a neighbor and discuss their opinions.

Journals

Students are required to keep a journal of personal and critical reflections during the course. They are to reflect on issues of diversity, visual culture and mass media and link their thoughts to the readings, lectures, discussions, videos, etc., and talk about what they learned and how they felt, and analyze the materials that they have been shown and relate it to the implications for teaching.

Students are expected to start writing on the first day. There are no page limits. Janice wants “substantive comments.” She tells the students, “whether you agree, disagree or whatever through those readings you’ve read, then you’re going to react to that one way or the other.” She wants to read what students are feeling and learning about themselves, the class, and the materials. She tries to look at each individual student’s needs. And she says that even though reading the journals has proven to be a daunting task, she reads every single one and comments on what the students have said. Sometimes she asks them questions that they need to go back and think about, but she gives them feedback to get them thinking.
Selection of Classroom Materials

As a child Janice experienced first-hand teachers’ power over children and the way that they can unwittingly destroy children through their bias, prejudice or general lack of awareness of issues of diversity. Janice selects materials that will give her students a greater understanding of diversity as the concept is broadly defined in relation to visual culture. She selects materials that allow her students to examine and explore the various ways in which diversity is visually represented, and its influence on learning. She selects materials that will lead them to think about their own diversity, the diversity of their students and their practice as teachers.

Differences in Teaching Diversity vs. Non-Diversity Courses

Janice does not teach diversity courses differently than non-diversity courses. Her teaching philosophy is that all students are valued. Her teaching is based on content focusing on creating knowledge of self in her students and igniting them to become critical thinkers. What Janice does in her diversity course she also does in a non-diversity course, she infuses diversity into her courses because it is part of her philosophy as a teacher. As Janice says, “teaching in general has allowed me to see things on a broader scale, I really feel like I can’t teach what I don’t know”.
Oscar

*I would describe myself as a white guy. I wouldn’t have always done that. I suppose at different places in my life I would. So I wouldn’t have always thought of myself as a white guy but now I would. I mean that’s how I would identify myself. Yeah.*

Oscar’s Personal Description

Oscar is in his 40’s, married with no children. One of the most important people in his life is his wife, who also teaches at the university. He is slim with an athletic build; his hair is medium length, slightly graying. His ears are pierced; on one ear he has multiple earrings and an ear cuff. Oscar is a free spirit, a non-conformist. He is a very direct and expressive talker with a passion for life that is evident in his style and way of communicating. I asked Oscar to explain the comment (above) about thinking about himself as a white man. He explained:

Well I think a couple things. It’s kind of interesting, in the ‘80s when I was traveling a lot overseas, probably a third or a half of you know my time overseas and then I thought of myself really as an American. It was something that was really thrown up in my face a lot, especially when I was living in Ecuador and you know rarely around other Americans or Europeans. I was often in situations where…I would go days and days and days without being around another white person at all. And then it was really thrown back at me that I’m an American. And not even a white American. It didn’t really matter, that wasn’t the point. But I think after I came to this university and started teaching about race, then I was really confronted with being white in a way that I hadn’t been confronted in the past. Now in spite of the fact that in the ‘80s I spent four years living in a black and, and largely Puerto Rican and Dominican neighborhood. I was one of the very few white people around at all. So I mean, I knew I was white in a way but it’s just I wasn’t confronted with it on a daily basis. But it’s just different now I think.
Oscar grew up in the Midwest in a largely white working-class neighborhood. His father, a dominant figure in his life, died when he was nine and a half: With his passing, his mother raised him by herself. “My mother was completely hands-off. Her way of parenting was just to kind of let me go my own way…so I would explore …all my life I just found ways to explore.” Through exploration, he developed an enjoyment of people.

Oscar told me:

I really enjoy interacting with people. I enjoy learning about folks. I really enjoy new situations. I love being in new cultures and different cultures and meeting people from different cultures and parts of the world or rather experiences simply that are maybe are from this culture but have experiences that are very different from my own. I, thrive on that. I enjoy my teaching of this course because I meet students from so many different places. And I can live vicariously through them and, have that experience of wonder and awe. And that’s a huge part of who I am.

Oscar was always aware of different races. Although his neighborhood was largely white it was right on the border of Latino and Mexican neighborhoods. There were also black and Asian families. In High School, Oscar’s classroom was the first to have students that were bused to the school. Oscar explained that he had always been exposed to diversity, “but never on-going experiences.”

In addition to the passing of his father, Oscar experienced other very significant events that changed his life. The first was when he was 18—he began dating a young lady who was a very serious student. Over the next few years he became a more serious student himself. When Oscar was 19 he traveled abroad for the first time, which he said “totally changed me, I knew I would never not travel.” Oscar’s study of Spanish led him to travel and live in Spanish-speaking countries
Oscar went on to complete his bachelor’s, masters and doctorate. During his studies, three professors were mentors to him. As he puts it, “all three of them were foreigners and they really connected to the world in their own way.” This left a lasting impression on him. At the Ph.D. level, Oscar had mentors who were doing research in foreign countries, and drew him in that direction. Educationally, Oscar was drawn to the field of sociology because, “I was always kind of searching for something that would allow me to have culturally, diverse experiences.” As a result of his study of Latin America, he became involved in global race and ethnicity issues via political issues.

**Oscar Becomes a Teacher**

Oscar first taught at a local community college that needed an instructor to teach a class for $600; his graduate department had referred him to the college. The course was Cybernetics and Human Ecology, a course that he had neither taught nor was familiar with. Oscar recalls:

> I had never taught but I knew I had enough confidence in myself…First off I was humble enough to know that it’s all just a game. And secondly I had enough confidence in my ability to weave a, a yarn or a story or whatever that we could use.”

That experience fostered his love of teaching. Currently Oscar teaches a course called, “Race and Ethnic Relations in the United States.” He has taught it for 14 years; it has one of the largest enrollments at the university. The course helps students to develop a better understanding of people from different racial and ethnic groups. They also
become aware of their own racial identity and how it influences their interactions with others. Oscar’s preparation for teaching this course came from his own experiences:

I never actually studied race in the United States. Now, mind you I, I dealt with race ‘cause I always taught about social problems and social inequality and so on. So I dealt with race but I hadn’t fully dealt with race, especially internally like race identity. I had never actually had a course on race or ethnicity. I mean I just had lived it in different ways. But once I got into the classroom I realized that you know unlike a lot of other classes, a class on race is a class from which I can learn a great deal about myself. class on race is a class from which I can learn a great deal about myself.

The Course That He Teaches

Oscar currently teaches a course, Race and Ethnic Relations, which deals with issues of race and ethnicity in the United States. In this course Oscar tries to get students to talk about issues of diversity in an effort to help students build bridges and to develop a wider understanding of people of different racial and ethnic groups. Oscar explains, “it’s organized so that students can learn something from a larger of metal framework so that they can learn something about themselves.”

The Meaning of Diversity

For Oscar diversity is “multifaceted, people or experiences, a collectivity with very divergent and different experiences of the world. Owing in part to what they’ve been through and owing in part to who they are culturally and race wise”.

Through his travels Oscar has come to realize his own diversity. He experienced being in communities in Ecuador where they had never seen a white man or being in the
Amazon jungle. Oscar realized how phenomenal these experiences were and how privileged he was to have lived and learned about the cultures of these different people first hand. Oscar exuberantly said, “I just could never fully . . . articulate the feelings, that I would have had these experiences. And it just brought me to life. I felt so privileged and honored to be able to experience these things”.

Oscar’s experiences with diversity have influenced his identity as a white man. The significant experiences are reflected in what he teaches and have had an influence on the pedagogy he uses in teaching about diversity. The next section provides the reader with a further explanation of how he teaches about diversity in his course.

**Teaching About Diversity**

*I try to undermine or question traditionally held beliefs things that people hold dearly. If you hold something dear to you then I’m going to go after it. And not in a mean spirited way but I’m going to try to get you to, cause I’m a teacher at heart, so I’m going to try to get you to question that.*

Oscar’s teaching philosophy is to challenge his students’ beliefs; he wants his students to question what they have been told, what they have read everything. His aim is to make them think critically about everything that they learn. In this next section you will learn about how Oscar teaches about diversity in his classroom, what are his learning goals and the various course activities he uses. You will also find out what motivates his selection of classroom materials and what he feels are the differences in teaching diversity vs. non-diversity courses.
General Class Description

Oscar teaches a race relations course that enrolls over 500 students. The class meets twice a week for an hour and fifteen minutes, and students also have a weekly small-group discussion. To facilitate the small-group discussions, Oscar uses 32 group facilitators. His classroom is in a very large lecture hall that is media equipped, with two big screens—one for the overhead projector and another for the computer. The seating is stadium-style seating.

When I first stepped into Oscar’s classroom the lights were dim and music was playing (I think it was Steely Dan’s “Aja”). Oscar likes to play music because he feels that it helps to create an atmosphere. He explained that he always has music playing: “that’s important ‘cause it just kind of settles people down. And you, walk in and you feel like okay this is a different kind of place.”

Oscar also has a PowerPoint on the screen that contains some kind of information pertaining to the class that day. For example, during one of my observations he showed a PowerPoint presentation that listed states in the United States that have Native American names. This list ran in an endless looping fashion. Sometimes there are announcements on an overhead about a student activity; Oscar gives students time to publicize events of interest. He explains that: “students come into class and all of their senses bombarded with the music, with some kind of slide show, people talking kind of filtering around, you know, lots of movement up in the front of the classroom.”

Because the classroom is so large, Oscar wears a personal microphone and students use handheld microphones to ask questions. This is important from an
instructional design perspective because he is creating an active learning environment by engaging students in dialogue and by making himself accessible to the students as he walks around the classroom.

*Learning Goals/Objectives*

In the syllabus provided to students Oscar outlined the following course objectives:

- To help you think critically about the world—in particular, the ways in which social life, politics, the economy, culture, personal identity, and the spiritual life relate to understanding race and ethnicity.
- To help you develop a more advanced understanding of yourself. What I have found is that relatively few people fully grasp why they think, act and feel the way they do. As a result, most of us live our lives according to the rules and desires of others.
- To help free you from the ethnocentric chains that binds you by developing a more complex understanding of the world. All that is ‘true,’ ‘good’ and right is multifaceted and an enlightened mind cannot truly perceive the world through black and white thinking. When you accept that ‘truth’ exists only in shades of gray, you open yourself to the world and become more flexible and open to new ideas. My ultimate wish would be that we could all develop the ability to live with paradox, which is the capacity to hold two opposed ideas in mind at the same time and yet still retain the ability to function.
- To challenge you to think differently. This doesn’t mean that you should think like me or the authors’ books or the TA’s. Just think *differently* as a result as a result of what you experience in the class- and ‘education’ will happen.
One of the learning goals that Oscar exhibits through his instructional method is that he wants to build bridges between students, to have students learn more about racial and ethnic differences and their own differences and to encourage coalitions. Oscar says he thinks, “It’s very, difficult to go through the class and not learn something about yourself. …I want them to understand themselves differently. If I can get people to talk to one another across the race and ethnic divide they will become less prejudiced.”

The learning goals that Oscar set for his course are very much based on his own life lessons and personal development. As the researcher and as a diversity educator I realize that these goals are very similar to the steps in my own development as well. First, you develop sensitivity around diversity and then start to critically think about the issues of equality and inequality, particularly around issues of individual difference. You begin to look at the influence of power from political and economic points-of-view—from a macro vision of life to a micro vision where you look at your own culture and identity.

Course Activities

Oscar uses a variety of methods to teach about diversity. He uses different activities to help initiate a dialogue, because Oscar’s main goal is to get students to talk. In class, he uses lecture; discussion; journal and experiential learning activities to encourage dialogue and reflection. Due to class size, Oscar has very strict guidelines that students must adhere to, such as mandatory attendance.
Lecture

One of the first things Oscar tries to do on the first day of his lectures is to make the students feel at ease. He starts by being himself: “the first thing I do is try to just be myself in my most kind of freakish way, my really kind of nutty Oscar side.” From the very beginning Oscar wants to disarm students because he knows that people get very nervous talking about race. To do this he starts by doing a prior knowledge quiz he calls, “what do you know?”

Oscar also talks about himself, telling students where he came from, why he teaches and a few funny stories about his life, and what it means to him to be white.

In such a large class Oscar tries to engage students in dialogue by walking around the room and talking to students. Since he wears a microphone he lectures as he walks. Often he uses humor, joking with students, sharing personal stories or providing historical background.

He uses PowerPoint slides as an advance organizer to give students an idea of what he is going to talk about. He does not read from the slides but they serve as a guide for his lecture. Oscar also likes to break up the lecture by using short video clips and films. He does this to keep students engaged in the classroom with the materials.

Discussion groups

Discussion is one of Oscar’s key goals in his class. During the interview he explains: “we just want them to talk…my wife and I firmly believe that if people are given the opportunity they will discover their own prejudices and their own racism and
their own sexism and their own homophobia.” On his syllabus Oscar describes the weekly discussion group as:

The weekly discussions are an important (and provocative) component of the class…. During this time you will explore and experience race and ethnic relations by interacting with a small number of your classmates in an informal setting. Here you will put aside your notebooks and learn with both your mind and your heart.

Oscar’s wife is the discussion group supervisor. She is responsible for training the group facilitators.

In order for students to engage in a dialogue and become more familiar with each other, Oscar takes the larger class of 500 students and breaks it down into small groups of 15 students and 2 facilitators. In these sessions, students talk about the complex and delicate issues of race and ethnic relations. Oscar encourages them to be open and honest with each other so that they can learn to develop ways to build alliances. In the discussion groups students also participate in group activities such as role-plays and other activities geared to enhancing dialogue.

Journals

Oscar uses reflective journaling to help students “discover the voice within”. The journals are the most important assignment. Students must complete ten journals throughout the course. Eight journals are based on questions, such as, how do you identify yourself racially and ethnically, how does this identity affect [or not affect] your
day-to-day life, or what is one question that you’d like to ask someone from a different racial or ethnic group, and why?

The two other journals are a television (TV) journal and a photo journal. The TV journal requires students to view television programming with a critical eye. The photo journal requires students to take a picture with someone from a different racial or ethnic group and create a story that would explore responses from family and friends. Oscar explains that:

The picture is of someone that they would struggle with in some way. You know they could say it’s my friend, it’s my roommate, it’s my, this friend from my class, it could be, they can play around and say it’s my boyfriend.

While Oscar does not encourage students to lie, students are encouraged to be as creative as possible. Oscar believes that this activity is one of the most enriching ones for students. Students have often learned about their own prejudices and those of family and friends. Also, the act of getting students together to take the picture has a way of breaking down the barriers. He says with joy: “it’s fun to watch that whole process. So the whole thing is built, is designed to break down those barriers and get people to come together….”

Experiential learning activities

One of Oscar’s primary goals is to help students experience something different during their college experience and so a few of his assignments ask students to participate in cultural events and to perform civic duties such as voting. Students are required to
attend two out-of-class campus events that highlight a cultural group that is outside of their own. If the Filipino student association is putting on a film festival, students are encouraged to go if they are not Filipino, not dating someone who is Filipino, or have no ties to Filipino culture.

During the fall semester, Oscar asks his students to vote. On the day that I observed the class he had on one screen is a sample voter registration card. Teaching Assistants pass out voter registration cards to students. Oscar is committed to having his students participate in the political process through voting. During the interview he explains: “I’m giving points out for voting, doesn’t matter how people vote you know. I don’t care whom they vote for but I want them to go out there and vote.” He then says:

I think a lot of people feel that they can’t be balanced in their classroom, that they can’t keep their ideology out of the classroom…I don’t really worry about that ‘cause I despise the democrats more than I despise the republicans. So I feel like I can make people vote you know. Or give . . . I can’t make them vote. I just give them points for it.

Selection of Classroom Materials

As a teacher, Oscar wants to take his students on a journey of exploration, which is the way that he views his life and is his mantra. He selects materials that will give his students the opportunity to experience other points of view about racial and ethnic differences. Oscar’s personal identity and interests are reflected in the materials that he selects to use in his course. When I asked him about the criteria he uses in selecting his materials Oscar explained he selects books, articles, videos and films that are of interest to him. He explains:
You know if I watch a film and it’s interesting to me then I, I will, if I’m excited by it I’ll think that other people are excited by it, and they generally are. I read that some five years ago or whenever it was, that’s the first time I really engaged in the race identity stuff. Like I really entered that literature in that, in that way and, and I was so fascinated by it that I said okay, well if I’m this fascinated by it other people will be also…I pick things like that…it’s just what, what really moves me. I think part of it is, and this includes lecture topics, if I’m not moved by something then I can’t get my energy up. If I can say look you’ve got to watch this film; this is an amazing film…I can demonstrate I’m visibly moved by it... so I know that will move other people to think. Like wow why is Oscar, why does he really feel this so much?

Oscar is always searching for interesting, obscure information that people would not think is true, but is verifiable. In class Oscar uses these tidbits to challenge his students to not take anything for granted and to question every thing read or heard.

Course Evolution Over time

Oscar has been teaching this course for more than 13 years. When he first began to teach the course the focus was on racial and ethnic inequalities for almost the entire semester. Over the years the course has changed to focus on inequality as a foundation for talking about race. Oscar explains: “if people don’t accept a certain level of inequality you can’t get to any kind of dialogue about race. So that’s fundamental to getting us into a different place.” The rest of the course now focuses on seeking answers to several questions—what is race, what is ethnicity, and how does racial identity develop. Answers to these questions help students to understand their racial self or their cultural self and how it influences their relationship with others.
As I interviewed Oscar he explained how he has changed over the years and as a result has changed the course. For Oscar, to be a diversity teacher has made him a more well-rounded human being. He said: “I feel really well rounded: culturally, personally, psychologically. I can go into any situation and feel comfortable with other human beings.” My impression of Oscar’s personal experiences is that they have influenced his teaching of his course. As he has developed over the years his experiences have caused him to refocus on how he teaches about diversity.

I really do like all people and I’m really comfortable in a lot of situations. Being a diversity teacher so to speak means that it helps to really ground me. I just feel really grounded in humanity as a whole. It, it’s meant that there are very, very few borders around me and other people that I can’t break through, or don’t’ want to break through certainly. I mean it doesn’t matter where I am or what the situation is.

**Differences in Teaching Diversity vs. Non-Diversity Courses**

As a researcher, I observed and talked to Oscar about his pedagogical practices in teaching his diversity course. I became curious about how he would teach a non-diversity course, and whether he thought that course development for non-diversity courses is a different process. I asked him what he would do differently if he was teaching a non-diversity course. Initially, he said that he did not think it would be a different process but then he thought about it again and said:

Well I think I’m softer with race… I’m more aware that people are on edge and I want people to get to a new place psychologically. If I’m teaching social institutions or something on the drug war I don’t really even care if they change psychologically and emotionally or if it adds to their maturation in some positive way. But when I’m doing race I feel that I really want, I want to help develop a well-rounded human being.
I should note that Oscar has only recently begun to teach non-diversity courses in his discipline. Oscar was initially hired to teach a course on diversity. Over the years he has taught one general education undergraduate course and a graduate-level course on diversity.

As Oscar continued to talk about teaching diversity courses, my perception of him was that he is doing what he would normally be doing as a person. His values and beliefs about diversity are what he teaches about. Oscar described what it means to him to teach about diversity:

I don’t walk around here thinking about race at all. I don’t really . . . surprisingly I don’t walk around a lot thinking about race. I mean thinking about the fact that I’m, that this is what I do cause I just do what I do. You know I don’t think about the fact that well I teach classes on race relations or diversity… I’m just a knucklehead who teaches, you know. So, I think about it a lot but, but to the extent to which I do it feels very comforting.

Patty

One of the most important things is the number of generations in my mother’s family whom they have been educating. I am a typical product of my mother’s family women in college and wanting the advanced degrees...I spent as many years in school after high school as I spent K–12, 26 continuous years of matriculation in one form or another.

Patty’s Personal Description

Patty is a married white female in her early 30’s. Her husband is also a faculty member at the university. She is tall and slender. Patty has a very energetic personality, full of life and emotion. Patty has a law degree and a Ph.D. According to Patty:
I’ve been in school my entire life, except recently as an employee but before that obviously. Education is sort of the first thought in the middle of my experiences and a big part of my background. I’m teaching and I take it very seriously. Three of those thirteen years of higher education were spent in law school. That’s an important detail about me.

Patty grew up in the South in a middle-class family. Her younger brother is also a lawyer. Her mother’s family was Quaker and believed in the pursuit of higher education not only for men but for women. Patty says that her father’s family was not “uneducated but were more working class”. When I asked Patty about the most significant events in her life that made her the person she is now, she mentioned two things: going to law school and growing up in the South. Law school was for Patty a very formative experience because she learned there about the history of education and the history of race in the United States. According to Patty, “In law school, particularly in my American history, legal history and constitutional law classes, I got a history of race in this country that I had never seen or heard of before. It was tremendous.”

Patty also took a seminar on the phenomenon of representation that focused on representation in the various districts and on juries, which is particularly important to the political process, the judicial process and all other types of conflicts of representations.

Patty recalls:

This was the single most influential class for me and the influential experience for me because it was sort of permeating the rest of the contacts with this sense that real history they keep, if they’re going to go ahead and socialize you into being a lawyer and someone who has a certain position in this society, then it’s okay to tell you all the dirt… that they kept from you, at least for me as a child in South Texas in the 1970’s.
For Patty the real history to which she refers here is the development of a
classification of people in the United States, extending back to the “colonial statutes of
Virginia where they regulated indentured servants and even, we’re not even calling
people white or Negro yet.” This had a significant impact on her transformation as she
sought to understand the culture in which she grew up in as well as to make sense of her
parents’ cultures.

Patty’s parents came from two very different cultural perspectives. According to
Patty:

My paternal grandfather was born in 1880 and told the story before he
died about chasing runaway slaves through the swamps in Southern
Louisiana as a 10 year old boy well after the emancipation proclamation
and well after the Civil War. And my father grew up in a deeply and
overtly racist family and his father and his other siblings and he himself as
a small boy did horrible things to non-white members of the population in
Southern Louisiana where they were living.

However, Patty’s mother’s side of the family was Quaker, and had been actively
involved in social justice causes for many generations. Patty’s great-grandmother spent a
night in jail for shipping birth control materials in the U.S. mail and was actively
involved in social justice causes for many years.

Patty’s experiences of the South were affected significantly by the stories she was
told by her father when she was older. He told stories about his life growing up in
southern Louisiana. One story in particular focused on a transformative experience of her
father’s as he went off to college. Patty recalls her father telling her the story:

His father was putting him on the bus to go to Louisiana State University
for his engineering degree and there was an African American man in,
front, ahead of him in line waiting to get on the bus and his father walked
up to that young man and struck him with his stick and said get out of the line and make way for your betters.

This experience caused Patty’s father to “fall out with his family culture. When this happened, he was repulsed and he became unlike the rest of his family.” Patty said: “My father can’t tell this story without being very moved by it.” Patty’s father told this story to her when he felt that she was old enough to understand but still young enough for this to make an impact on her. When Patty was telling me this story she was visibly upset. There were tears in her eyes.

**Patty Becomes a Teacher**

Patty got her first job teaching three months out of law school. She knew immediately what she wanted to do with one of her courses: “I would teach it as a history of equal protection class… I developed it and it was . . . in the beginning a class on race and sex, these two attributes regulated under the equal protection clause.” What Patty discovered while teaching this course was that she was able to dodge resistance to the subject matter by the largely white student population by teaching them about legal matters, because everyone was in awe of statutes, judges and cases. According to Patty: “No one is arguing with me about whether it’s real or not ‘cause it’s the law. I never have to defend or stand up and substantiate it. This is our history. I just teach it as a matter of fact and they don’t argue with me.”

While Patty also has a law degree and could have become a lawyer she decided that she really wanted to teach. But she also realized while she was in law school that law
students are mainly interested in learning what is going to be on the bar exam, so with her Ph.D. in hand she decided to teach undergraduates in philosophy because:

Undergraduates are, going all over the place. They’re going all a bunch of different directions. They’re interested in lots of different things and I like the space. I like the space. Teaching for me, teaching for me is learning and thinking and growing, which is what I love to do anyway.

Course That She Teaches

Patty currently teaches a course called “Philosophy of Race and Diversity” that focuses on the history of the equal protection clause and the 14th Amendment to the U.S. Constitution. This course looks at legal materials from before the Revolution and Constitution and thereafter, serving as a history for and subsequently an interpretation of the equal protection clause.

The Meaning of Diversity

I asked Patty how she defined diversity. She laughed and said: “I just spent 15 weeks telling my students that there is no way to define diversity.” However, personally, Patty realized her own diversity in two different ways. As a young girl in the 1st grade she realized that she was different because girls were not allowed to wear pants to school.

I realized that I couldn’t fall down, I couldn’t hang upside down on the jungle gym, I couldn’t play kickball and kick really hard without somebody seeing my underwear and bursting out into, ‘Teacher, teacher I declare I see someone’s underwear.’
Early on, then, she understood her difference based on gender; the realization about her racial difference did not occur until much later. As Patty explained: “you don’t find out that you’re white in Texas in the right neighborhoods forever…I was like almost completely hermetically sealed until 7th grade.” In 7th grade, Patty experienced racial diversity by attending a school district that was 33% Hispanic. “I had daily interactions with people who didn’t look like me…they speak a different language when they speak to each other”

Patty told me about one particular experience:

There was one time in the 8th grade where these two other girls who were 8th graders, I think, turn out to have made a mistake. They really were concerned about someone else, but they threatened to beat me up in the girls’ restroom at one point. They were both Mexican Americans and I had an experience where I identified their willingness and their interest in beating me up as at least . . . not that they wanted to beat me up because I was white, but they wouldn’t have gone there if they had been white. And I remember definitely being very upset about that. And like boy is that awful. And so I would think that, that would be like a moment of like bigotry on my part. There was no interaction, nothing said but in my mind I have a very clear memory of thinking well that you know these, these Mexican girls want to beat me up. Ooh! Awful.

Through her legal education Patty learned about a history of the United States that transformed her. The impact of a legal system that promoted racial discrimination and the inequality of that system has motivated Patty and has lead her to become an diversity educator. How she teaches about diversity is a reflection of her personal experiences with diversity. This next section focuses on how she teaches about diversity in her classroom.
Teaching About Diversity

*I want them to be sophisticated members of the society that, where race is real and it’s an issue. I want them to be complicated. I want them to have to stumble around in there own heads before they respond to somebody...*

Patty’s teaching philosophy is to challenge her students with information about race. She wants her students to question what they have learned about race in this society. Her aim is to make her students into critical thinkers. In this next section you will learn about how Patty teaches about diversity in her classroom, what are her learning goals and the various course activities she uses. You will also find out what motivates her selection of classroom materials and what she feels are the differences in teaching a diversity vs. non-diversity courses.

**General class description**

Patty teaches a class that has about 115 students. The class meets twice a week for an hour and fifteen minutes in a large lecture hall, which has graduated seating. Patty does not use technology in her classroom, she does not use videos or PowerPoint presentations and she does not use a microphone. Patty is very energetic and animated in class, using her hands and writing on the blackboard to illustrate or provide notes for students. Patty has two teaching assistants who help her in the classroom.

One of Patty’s challenges is to get the attention of all of the students. During my observation of her class and others, students were often not focused on the class lecture. During the interview Patty expressed some frustration with having a large class:
A day in the class is my getting the attention of over 100 people on a late afternoon, which in itself is like moving earth. I tease them a little bit to get them focused on me and laughing at themselves.

When Patty enters the class she goes to the front of the room and begins to write on the blackboard the topics that she will cover that day. She also makes announcements about the exam and takes questions from students. She asks students questions that come from the readings. She uses a Socratic method that is reminiscent of her legal background. Patty uses history and legal facts to talk about race. Her teaching style is based on her own personal and educational experience.

During the interview Patty expressed her outrage that there were laws created and maintained for long periods of time that defined humans based on their race (phenotype) and this U.S. history had never been taught to her. This particular history and philosophy of race have led Patty to teach her students a history that most have never heard about. Patty uses examples, often-personal examples, when appropriate to prove a point.

Patty says that her lectures are:

focused on the readings ‘cause from my perspective this is material they didn’t get in their American history classes, they did not get in high school, a tiny handful of them are beginning to [get it in their courses]. But for most people this is brand new. They had no idea. Shock is the one of the most prevalent reactions that I get in…the class. They cannot believe it.

In order to help students make connections between history and current events, she uses metaphors and humor to help lighten the class atmosphere.
Learning Goals/Objectives

During my interview with Patty I asked her to describe the learning goals she has for students taking her course? Patty replied:

I want them to be sophisticated citizens and discussants in relation to the issue and issues around race in this country. And I want, to trip them up in terms of their racial certainties. I want them to spend the rest of their lives stumbling around… There have been all kinds of obstacle courses between them and the reactions so that when they leave my classroom they are never going to be simple about race again. That’s my instructional goal....

Patty wants her students to understand the concept of race and what it has meant in the American sociolegal culture. One of the realities for Patty is that her students are predominantly white; she knows that they will be hearing things in this class for the first time and that they will be resistant to hearing about race issues. Patty explains:

Students feeling threatened... I try to dodge that as much as I possibly can because if they feel threatened they stop learning. So what I try to do is… take some of the pressure off while keeping the, lesson intact. Whatever is pressuring them, whatever is making them feel threatened... What I try to do is keep the, keep the thing that’s making them uncomfortable intact and make room for them to grow in the direction of not being so uncomfortable…I have had very conservative, very much race in denial white people sit in my classroom and get really, really uncomfortable.

One of her teaching goals is to reduce that resistance, so she has structured the course by using legal statutes, which tend to take the fight out of students so that she can get to the substance of the course. Students are presented with various materials that represent an “authority that they don’t question.” Patty explains: “If it comes in a statute
or if it comes in a legal case, they don’t argue about whether it’s there or whether it means something or whether it’s real.”

While the main sources are legal, the overarching question that dominates the class is, “what does race mean? “We look for the meaning of the concept and how we abuse the concept,” says Patty. In helping her students to understand the meaning, Patty seeks to develop critical thinkers. She accomplishes this in several ways. One of them is to get students to talk about race and analyze the U.S. sociolegal history of race.

**Course Activities**

One of Patty’s main goals is to develop her students into sophisticated citizens and discussants in relation to issues of race in the U.S. To attain her goals students need to gain an understanding of the historical and legal perspectives relating to the meaning of race. To gain that understanding, students must read the materials. Patty explains: “I want them to read”—so she gives them incentives to read. In fact, the exams reward reading. Patty explains:

I’m very much focused on this population in particular that doesn’t read as much as other populations and for whom this notion of authority and text based authority that actually is kind of slipping away in some respects…I’ve been making them read text and think about text and the meaning of text where they’re not just words on a page because they’re statutes and law cases and so on.

Patty course is very content-driven however she uses a variety of methods to teach about diversity. She uses different activities to facilitate critical thinking. In class,
she uses lecture to disseminate information, a Socratic method to stimulate discussion, and group work,

Lecture

Patty uses a modified lecture format in her classroom: I sort of run the lecture, I guess it works out as a lecture but it’s not very expository. There are expository set pieces every now and then but the gist of it, is sort of unfolding an exploration of ideas. It’s almost like I take different dialogic positions in a discussion that I stimulate for them in a class this size.

During my observation I found that there were occasions in which Patty lectured to the class, presenting students with information. More frequently, she led an instructor-led discussion. She used the reading materials to start dialogues with the students. In watching Patty and talking with her I learned that her own experience was not really that different from that of her students. She grew up not really knowing about the history of discrimination based on race in this country. It was not until she went to law school that she was faced with the reality that she could no longer deny race. Patty is very passionate about sharing this knowledge with others, mainly her students, most of whom are white.

Patty relates to her students’ experience of denial, saying:

Whether we’re on the side of what you might call original denial, an original post Civil War denial that race is a problem, or a modern denial in a sense that it’s no longer a problem. You can counter both attitudes on the part of whites in this country that as a white person I know what it feels like to discover this…to discover the problem and I try to induce that in my students.
Patty also acknowledges that she is teaching a lot of different types of people simultaneously and realizes that she might make a comment in class that her students of color understand and that her white student may not. She says to that extent: “it might mean enlisting my non-white students’ patience with my larger white population. This is real…It’s just the discovery process.”

Discussion

In a class of 115 students, a genuine discussion is a little difficult, but Patty simulates a class discussion. She says that she holds up more than one end of the discussion; the pedagogical structure that Patty uses is informed substantially by a mild version of the Socratic Method that is typically used in law school. Patty asks the class questions, but she does not put anyone on the spot like they do in law school. She encourages them to think like law students by asking them to elaborate in their responses, making them feel like they are producing materials and making sense of the information.

Another observation is that Patty tries to make her students feel at ease by joking with them. For example, I expect that you have spent the last 24 hours avidly reading every word of the assigned reading and absorbing it with, every attention and dropping the rest of your social life” She like to tease them because it gets their attention.

Patty also told me that on the first day she went around the room and shook hands with all of her students. In doing so she took away the impersonality that a class that size can bring with it. She did say that she does not learn all of their names, but she tries to
develop a sense of commitment to discussing difficult subjects and dealing with racial
issues but she attempts to do so in a “completely humanizing context.”

Group work

Patty occasionally breaks students into groups and gives them a task to complete
during class time. In one such project students developed a descriptive taxonomy of a
Penn State student. This activity was based on readings on the naturist theory of race.

Selection of Classroom Materials

The course was conceived according to three law courses that Patty took when in
law school. One of her main sources of materials was her American legal history class,
the theme of which was race. This class affected her decisions about course materials.

Patty formulated this course in concept about nine years ago at a time when she
says the “philosophical impressions to race and race theory were spotty, sporadic and not
very well developed”, making it difficult for her to find good, usable materials for an
undergraduate course. Therefore, as she explains, this course is “home grown”. When she
first taught the course at another university she was faced with a similar student
population, predominantly white and resistant to hearing about race. For Patty, part of the
motivation and rationale in selecting the subject matter and in structuring the course was
to overcome resistance by having students read materials on the equal protection clause
and the 14th Amendment. These materials provide students with first-hand information on
the racism in the statute and how the concept of race was implied during that time, ultimately historically institutionalizing racism in the U.S. She also includes in her course packet newspaper articles, law review articles and book chapters that help to define and answer the question, what is race?

**Differences in Teaching Diversity vs. Non-Diversity Courses**

Patty viewed the differences in teaching diversity and non-diversity courses as follows:

In the diversity classes I’m a slightly more advanced member of a very seriously joint project. When I’m teaching philosophy classes I’m an expert—that is probably the biggest divide.

For Patty, teaching a diversity course requires her to spend more time thinking about the topic and the issues around race, and how she will present the materials to her students, than does a non-diversity course.

Another difference has to do with how much harder she has to work to get her diversity students to work cooperatively with her. Where her philosophy students work more cooperatively with her in class, Patty explains:

I’m imposing the cooperative project on my diversity students. I don’t have to impose it on my philosophy students. I think that’s because my diversity students are scared and my philosophy students generally, they just aren’t. I mean philosophy is scary. It’s not as scary as race. Race is really, really scary for everybody.
In Patty’s classes, the issues that surround race make the topic more difficult to talk about due to the students’ personal values. Patty says, “with race you find yourself sitting there thinking am I a bad person or a good person. It’s much more existentially threatening to people I think than my philosophy class is.”

Eva

*I am a black woman who enjoys life, who does not like stress, and whose purpose is to be good and not evil to anyone. I think that’s how I would describe myself.*

Eva’s Personal Description

Eva is in her 40’s, married with no children. Her husband is in the Army. During the time of this interview he was getting ready to go to Iraq. Her religious background is an integral part of who she is. Eva explains:

I grew up in a Christian home and I do my best to live a Christian life. And I mean the specific definition of the word Christian, which is Christ-like. I attempt that. Not what the world says a Christian is. So I guess that ties into being a person that is after good or tries to pursue good as opposed to evil.

In fact when I asked Eva to tell me the most important thing to know about her, she told me, “I am a caring person. Whatever I pursue with an individual it’s always, you know, with their best interest at heart, unless they’re totally crazy. Then it’s time to take care of me. Protect me.”
Eva was raised in an urban city in the Northeast. Eva’s neighborhood was somewhat “mixed”. While there were more blacks on her block, she said that her next-door neighbor was white. “My next door neighbor was white and we never had any problems with racism or you know acts of prejudice that I knew about. But they had sense. They were kind.”

Even though her elementary school was integrated Eva did not have any teachers of color. In the 9th grade she had her first black teacher. At that point she realized that she could become a teacher. Prior to this epiphany she had told her mother that she was going to be an executive secretary. While Eva was in school she was in the accelerated classes, which prepared her for college.

Initially Eva attended college on a full-time basis majoring in psychology but for financial reasons she needed to work full-time and attend school part-time. To continue her education Eva took a full-time job on campus as a hostess. She then moved to a position in purchasing and then the financial aid office as a staff assistant and finally became a counselor in international programs. During this time she continued to work on her degree. Currently Eva is an academic advisor. She has worked at Penn State for over 20 years.

Like many other people of color at Penn State she started as a student and stayed. She met her husband here and has found a church that she likes and a job that she enjoys. She has even moved her mother closer to her as her mother grows older. Eva has adapted very well to this predominantly white community. As Eva reminds me:

In elementary school you know, I had blacks in my class but we were still like 50-50. I got invited to bar mitzvahs. I went because my classmates invited me. You know we played in the playground. Why am I not going
to experience something different? Why am I not going to go to my friends’ bar mitzvah? But kids down in the totally black neighborhoods I knew nothing about.

I had these white teachers and I was in accelerated classes. Who’s in the accelerated classes? If they’re not white kids they’re the black kids who were growing up in the same areas, types of environments as me. So there’s a whole lot more in common that way. And it wasn’t until my early 30’s that I’m learning about diversity you know myself.

When I asked Eva to recount the most significant event to change her life she told me the experience of getting her master’s degree. Eva received her master’s degree from a Historically Black College or University:

I learned more than just that I could do it. But I saw, I had an interaction with people that I normally would not have. I mean they were primarily African American but they were coming from different areas. Some people came from New York. And they had different backgrounds. Some were well off; some were not so well off. And so there were different perspectives that I heard in the classroom, different experiences. And we would eat lunch together. You know I’d listen to them. I said man, their world is different from mine, you know, I learned a lot just from listening.

**Eva Becomes a Teacher**

In addition to being an academic advisor, Eva also teaches a course called “Women of Color: A Cross-cultural Perspective.” Eva started teaching because once she’d completed her master’s degree she began to feel restless and wanted to do something else. She said, “I think there’s more out there for me.” One day she received an e-mail from a staff assistant in the African and African American Studies Department, looking for someone to teach a course because they had a desperate need for instructors.

Eva recalls thinking:
Oh there’s somebody here who just graduated from Penn State. I wonder if she would be interested? I sent the e-mail to her, again not thinking about myself at all. She read it and she sent it back . . . came in and talked to me the next day and said I think this is more up your alley. I’m sure you would be interested in doing this. Besides you have a master’s. I’m like, okay. So then I read it carefully and said, ‘oh this does sound like fun.’

**The Course She Teaches**

The department hired Eva to teach a course on African American women and then a course on “Women of Color: A Cross-Cultural Perspective.” She is currently teaching the course on “Women of Color”, which covers European American, African American, Asian American, Latin American and Native American women, specifically, and then touches a little on women in other countries.

Eva says:

The primary focus of this course is on the United States, because in my opinion that’s where students’ minds are. But, then I will try to get them to see, you know, what’s going on in other countries and how those women experience situations similar to women in the United States. Basically that nobody is…we’re not that different when we get past the skin colors and some of the cultural traits. We’re not that different. That was the point or that was my goal.

**The Meaning of Diversity**

When asking for a definition of diversity, Eva describes it as follows:

In my heart, diversity means different. And that encompasses a lot. It’s difference in culture, difference in race, difference in gender, difference in sexual preference, difference in physical ability, meaning those who are physically challenged, mental challenges, just difference period.
As an African American, Eva has spent most of her life in either predominantly white or integrated environments. She experienced her own diversity early on as a 1st grader. She tells a story about an occasion when she first experienced prejudice:

In the first grade I experienced my first level of prejudice from my first grade school teacher. And you know some people tell me oh you didn’t know at the age of 6. But I knew. One of my close friends, she’s very fair skinned and she had ‘good hair.’ You know her hair was curly. It’s funny. People called it good hair but I never thought it was good hair. We hung out all the time. We were in the same class. And one day the two of us were standing up front talking with . . . well actually the teacher was talking to my friend and I was trying to communicate… I thought I’d give my little two cents. And I realized she was paying me no attention. And I just kind of took that inwardly, stepped back and watched and thought ah, ha. Okay. She likes her better. It’s got, to be because of our skin color.

Eva’s experiences with diversity ultimately lead her into teaching and those experiences have had an influence on the pedagogy she uses in teaching about diversity. The next section further explains how she teaches about diversity in his course.

Teaching About Diversity

*I try to create a good safe class environment so that they can feel comfortable speaking out.*

Eva’s teaching philosophy is to create a safe and comforting environment that encourages her students to explore, learn and be able to talk about what they are experiencing. In this next section you will learn about how Eva teaches about diversity in her classroom, what are her learning goals and the various course activities she uses. You
will also find out what motivates her selection of classroom materials and what she feels are the differences in teaching diversity vs. non-diversity courses.

**General Class Description**

Eva teaches women of color: a cross cultural perspectives course that has more than 60 students. The class meets for an hour and fifteen minutes. Her classroom is in one of the older buildings and had desks that are bolted to the floor, which physically makes group activities difficult. The room does have technology equipment, such as a computer, projector and TV and VCR. In the front of the classroom there is a platform with a podium for the instructor.

This course is a required course for women studies and African, African American studies majors, but is also a diversity general education requirement course. While this is a 100 level course, she has a lot of students that are junior and seniors.

In comparison to the other courses being taught in this study, Eva’s student demographics is much more diverse percentage wise based on total number of students in the class. Eva explained that this class is always pretty diverse and she is always surprised how many men enroll.

**Learning Goals/Objectives**

In the class syllabus Eva outlines the course objectives as follows:
• Gain understanding and appreciation for various cultures represented in the United State through the examination of their similarities and difference among the groups.
• Explore the history of the identified cultural groups
• Examine how these cultural groups are portrayed in the media and assigned classroom readings
• Evaluate the effects these cultures and stereotypes have on women.

Even though this course is called “Women of Color”, one of Eva’s main goals is for her students to recognize that they really are not that different from each other. In her course she looks at women but she goes across the board looking at issues that involve men and women. As Eva says, “we might look different, but we are not as different as you might think, so let’s find out how we’re similar”.

Another of Eva’s goal is to enable her students to understand their stereotypes and perceptions of different cultures. She wants her students to learn about various cultures and to compare them to their own to realize the similarities. Lastly, she wants her students to realize that we all deserve to be respected. One of the things that I observed in Eva’s class is that as she teaches she tries to help her student understand the nuances of different cultures, such as why Black women might appear so tough or why a Native American woman might seem so angry. She teaches them the history of these cultures through various readings and activities.

Eva creates an open and safe classroom environment in which people can hear each other and feel comfortable speaking out. She encourages respect by setting ground rules in the classroom such as listening to each other, no cursing and no cell phones.
Eva is very flexible with her course schedule, allowing things to unfold in her class. For example if a really good discussion has begun and class time runs out, then she will finish it when they meet the next time—she will try to pick up where they left off. As she pointed out, “you’ll notice on the syllabus, it says tentative schedule.” It is more important to Eva that her students understand what has been presented in class than it is to complete the syllabus. If a topic seems to require more time, then she makes changes to the pace of the class so that students get what they need.

Sometimes an unforeseen situation occurs that may require a departure from the planned syllabus. For example, a death in her family required her to be out when an exam was scheduled. Eva took this situation and made it into a great experiential learning opportunity for her students and her, proving that being flexible and creative as a teacher can produce substantial learning gains for all involved. I will explain the experiential activity when I talk about how she teaches her course.

Course Activities

Eva’s main goal is to have her students’ gain an understanding of and appreciation for various cultures by examining their similarities and differences. This is considered to be a self-directed learning environment. Eva uses various instructional strategies to help her students become self-directed in attaining the learning goals that she has set for her class. Eva uses a variety of methods to teach about diversity such as instructor-led discussion, group work, videos and experiential activity.
Discussion

One of the first things that Eva does in her class is to explain how she teaches. She tells them at the beginning of the semester, “this is a self-directed course. I’m here to facilitate the learning. I provide you with some information, but we’re all going to be learning from each other.” In keeping with her desire to facilitate learning, Eva conducts instructor-led discussions.

Eva finds that discussions are the best way to “get the material across” to her students. Through discussions she is able to find out exactly what the students know and what they are having a hard time understanding. Discussions also give the students an opportunity to voice their opinions and to ask questions. Eva says, “it also lets them learn from each other.” Eva will occasionally switch from a discussion to a lecture if it is needed to provide more detailed information but it is not one of her preferred teaching methods. Discussion topics are from assigned readings and videos presented in class. This course is very reading-intensive, according to Eva—she tells her students this up front. The discussions are also done in small groups.

Group work

When she first began to teach the course Eva decided to put her students into small discussion groups in which students would periodically be given questions to answer in preparation for class discussions.

Observations of the groups revealed that they were fairly well mixed racially and gender-wise [there are some men in the class]. I asked Eva how the groups were formed.
She explained, “at the beginning of the Semester, I just had them count off... like one to seven or one to six ...I did change people around once I saw who was in the groups but usually not because there was...enough diversity into a group.

Although Eva had students work in groups, she said that the group work did not occur as often as she had originally planned. She discovered in watching and listening to the groups that this particular class did better in larger group discussions. She explained that this was very different from her previous classes. Her feeling is that whatever seems to work best is what she works with.

Videos

Videos are used in Eva’s class to provide information and to fuel the discussions.

Eva often uses movies as opposed to documentaries from the university library, because:

Number one, it tends to hold the student’s interests a lot better. For some reason, I think because of their age, it helps them, believe it or not, it helps them relate a little bit better. I think that...they receive the information easier than perhaps a documentary. And, it just kind of helps them put things into context a little more. I also use movies because I want to show how the media depicts a particular culture so that they can see,...look at what you’re being fed and look at the control that the media has over you and look at what you are accepting.

Experiential activity

As I mentioned earlier, a death in Eva’s family led her to cancel a scheduled exam. To make up for it, she decided to try an activity that she had been thinking about creating based on a sentence in an essay written by bell hooks. Eva explained:
We were having a discussion; I read one sentence in an essay written by bell hooks that said basic…I’m paraphrasing the sentence, …if all of the minority groups would have come together as one collective unit, it’s possible that they would have been able to overthrow the white supremacy that…that’s still rampant in United States.

Eva thought about that statement and wondered what society would be like if this sort of scenario were attained one day. She thought that could be an interesting activity, and she wanted to test it to see if it would work. Eva realized that she would never have the time in class to do something like that; at the time she had not really developed it as an activity. When faced with the emergency, however, she decided to go ahead and try it. As she told me, “it just dawned on me, you’re the teacher! You can do whatever you want to do.”

I was fortunate that our first interview was a few days before she was going to present this project to her students and I had an opportunity to observe the class from the beginning of the project. In the next class period Eva announced to the students that she had a project for them that would be replacing the exam, which was canceled. She then passed out the instructions for the project and explained what was expected of the students to complete this project. The project is a simulation activity that I will call “Creating a Society” (Eva had not given the project a name). In this simulation there is one dominant culture and six subcultures. Eva used the term subcultures because she did not want to say minorities because of the negative connotation.

The object of the simulation is for the dominant culture to create a society with laws, societal norms, stereotypes, etc., and then impose those characteristics on the other subcultures. The subcultures are to develop their own perceptions and stereotypes about
the dominant culture. Then they are to determine how as a group they can overthrow the dominant culture in a non-violent manner.

The deliverables that the students had to hand in to complete this project were:

- A presentation
- An abstract on the presentation
- An outline of the presentation
- A sealed assessment of each student in the group.

The students were given two weeks to put together their projects.

As a researcher I wanted to observe Eva’s introduction of this project to her students and the students’ presentations to see how in fact the students handle the experiential activity. What I observed was that Eva had set a challenge for her students—she believed that they could handle the project. She worked very hard to make sure that they understood what was expected of them. She met with groups as they had questions or concerns. Even on the day that she introduced the project one student really had difficulty understanding it and was extremely concerned about it, not realizing that it could be fun. Eva reassured the student that it would be okay and that she and the rest of her group should think out of the box and have fun.

Eva was concerned initially because she had only given students two weeks to complete the project. She said, “I was worried about the time but that’s all the time I had.”

The students stepped up to the challenge of the assignment, they did a very nice job on presenting the information about dominant cultures and diverse cultures. What stood out for me was when the project was over, the students commented that the project
really made them have to work together and that because of it they now talk outside of class and have made some new friends.

Essay exams

Eva utilizes exams and quizzes to evaluate students’ performance in the classroom. Her exams are six essay questions that she gives to the students a week before the exam. Eva tells her students, “The best way for you to prepare for the exam is to answer all six questions.” Her students are permitted to bring note points on 3 x 5 cards with citations. They must use citations so she knows that they are not “talking off the top of their heads”. On the exam day she will use four out of the six questions but the students will not know that until they take the exam.

Course Evolution Over time

Eva has been teaching this course for over three years but she made a few changes in the course during the semester of my observation. This year the focus was European American women, African American, Asian American, Latin American and Native American women, specifically, with a few looks at women in other countries. Previously she had as the primary focus women of color in the United States but she wanted her students to see how women in other countries find themselves facing very similar situations to those faced by women in the United States.
Selection of Classroom Materials

Eva requires a lot of reading and expects people to do their best. She is always searching for new materials to use in class that pulls from a lot of different areas. She uses a textbook called “Women Across Cultures: A Global Perspective.” Eva also uses articles and novels that she has collected over the years. She has collected articles and essays from bell hooks, Julia Alvarez…and the other articles to represent the different cultures.

Eva also likes to show movie videos as oppose to documentaries, she says, Many times I’ll use movies as opposed to the documentaries…it tends to hold the student’s interests a lot better…it helps them relate a little bit better…I also use movies because I want to show how the media depicts a particular culture so that they can see, you know, look at what you’re being fed and look at the control that the media has over you and look at what you are accepting.

Differences in Teaching Diversity vs. Non-Diversity Courses

For Eva most of the courses that she has taught over the years have been diversity courses. However, last year she taught an internship for a faculty member that had taken ill. Eva explained that she had been asked to teach this course at the last minute and therefore had to use the other teacher’s materials. In comparing her diversity course to this non-diversity course Eva said, “For me, it’s not as much fun… In teaching diversity courses, you’re really teaching them life lessons. You’re teaching them how to exist in this world… I want to be able to challenge somebody to do their best and to excel.
Hector

Blacks, whites, Hispanics, all together as Marines. We always considered ourselves one color green. Okay. That’s the way; we got over the prejudice in the military. We all considered ourselves green.

Hector’s Personal Description

Hector is a 50-year-old Puerto Rican retired Marine who is a senior instructor. Hector was born and raised in New York City. He attended private parochial schools. His parents had to work three or four jobs to pay for his education. Hector’s mother and father were born in Puerto Rico and did not complete high school. “I’m the first one that actually went to college in my immediate family”, Hector tells me. Hector also went on to receive a doctorate in Jurisprudence. Hector retired after serving 20 years and 7 months in the Marine Corps and obtained all of his education while on active duty. While in the Marines, Hector became a Judge Advocate General and served as a trial attorney. Since retiring from the Marines, Hector has disassociated himself from the courtroom but still uses his legal knowledge to provide college students with legal advice.

Hector is divorced and has two children—a daughter who is a nurse living in California and a son who is 13 years old, of whom he has joint custody. “I’m having a ball with him,” Hector says about his son. Hector really loves his son and plays an active role in his life. Hector knows that he could make more money as an attorney if he moved to a big city. That is not important to him. He wants to be near his son. That is why he continues to work at the university. He says that he will stay here until his son is 18 and then he will retire to Japan, where he will study martial arts.
Hector’s religious faith is very important to him. He says:

I’m a religious guy you know. I just happen to be that way. My faith has jumped leaps and bounds in the last five years. I have an appreciation of the fact that in my 20 years in the Marine Corps, I never had a bullet pointed at me or shot at me. I had more bullets before I went into the Marine Corps shot at me than I had in the Marine Corps cause of the neighborhood I came from. During the interview Hector showed me the two books that he always carries with him, his Bible and a book called the Precious Present, which is a story that reminds him to stay in the present and value the blessings that you already have.

One of the most significant events in Hector’s life happened when he was in the 8th grade. Hector had been a very talented student, with high reading and writing levels.

In 8th grade Hector wrote a 50-page term paper on political, socioeconomic and cultural circumstances that led to the First World War. His teacher was very impressed with Hector but told him that he was wasting his talent and needed to move forward. Hector explained that his teacher wanted him to apply to a particular school that would have given him the opportunity to develop himself educationally.

I would have gotten into the school by way of an affirmative action program. All I had to do was take the test [that was a prerequisite]. They (teachers) were convinced that I had the talent to survive in the school. It was a scholarship school program. I forgot to take the test on that Saturday morning.

Hector’s teacher, who was a Christian brother, was so upset that Hector missed the test that he literally chewed him out. Hector explains how this situation affected him:

This Christian brother had such an impact on me that the importance of what he was saying didn’t become apparent to me until I joined the Marine Corps. And when I joined the Marine Corps I was given structure. You know before that time I was going in all kinds of different directions… But now when the Marine Corps came into the scene I got
structure and . . . my study habits improved 1,000 percent. And, I got new focus and I achieved my associate’s, my bachelor’s and my jurist doctorate in less than 10 years in the Marine Corps.

One of Hector’s most prominent characteristics, and certainly important in gaining an understanding of him, is his candor: “I’m very candid, and I believe that in order to survive as an attorney, you have to be a very thick-skinned person.” Being a thick-skinned person helped Hector to deal with prejudice in the military.

Hector’s father taught him while he was growing up that ignorant people might treat him differently because of who or what they think about a person. So he told Hector, “Well you, you can just prove them wrong, and he always told me to ‘avoid any confrontation. There’s no reason for a confrontation.’ But he taught me to fight. He said, ‘some people just don’t stop so when you have to defend yourself, you defend yourself.’”

Although being a Puerto Rican in the military was sometimes tough, Hector never related his treatment to his color. Even when another soldier accused him of using marijuana he took the high road and kept doing his job to be a good soldier. He tells me:

You know it didn’t bother me. I just said well you know I’ll just knock my head on the wall and say well here’s another person, ignorant person that I have to show that I did not get ahead because of who I am. I got ahead because of what I do. I know that people are like that because they just don’t know. And so my attitude is that you know you prove them wrong. And if you don’t prove them wrong, well so be it.
**Hector Becomes a Teacher**

Hector became interested in diversity issues while he was in law school. He took a law and racism course in which he wrote a paper on legislative and judicial failure to stop the chill of the Ku Klux Klan. He focused on a murder that occurred in the 1980’s, in Greensboro, North Carolina. An all-white jury acquitted men who had shot people in cold blood on national television. Hector recalls, “I just couldn’t believe what was happening, okay. I said my goodness, if they can get away with this.” Hector compared this situation with what happened to people of color in the 1950’s and said, “it makes you wonder, how much change has occurred?” Hector felt there was an obvious need for an awareness of these kinds of incidents and for preventing them from future occurrences: “The best way to do that is to give people a general understanding of history and the law”.

Hector began teaching while he was in the Marine Corps, when he substituted as a teacher for a friend. Hector says: “it was great; it was fascinating because I had so much to tell them about this area of law and criminal justice.”

**The Course That He Teaches**

He currently teaches courses in criminal law. One course is a semi-diversity course on minorities in the criminal justice system. “I enjoy that course,” says Hector, who has been teaching it for five years. It focuses on the treatment of minorities in the criminal justice system. He takes a very historical approach to teaching the development of legal cases and laws that have had a great impact on diversity as it stands today.
The Meaning of Diversity

I asked Hector for his definition of diversity. He said: “Diversity is not a goal. Diversity is a unique set of circumstances, which make a determination that is designed to hire and promote by energy and talent. That’s the objective definition of diversity.”

During my conversations with Hector, he explained that on the first day of class students try to explain what a minority is. By the end of class the blackboard was filled with people that could be considered as minorities. Hector said, “It could be a religious minority, an ethnic minority, it would be a sexual orientation minority, it could be a, a color minority”. For Hector all of these different types of minorities would represent the meaning of diversity.

Hector’s life history and his experiences with diversity have led him to stand on his own abilities, to realize no matter how others perceive you, “you have to prove them wrong”. This perspective is how he lives his life and his experiences have influenced they way that he teaches about diversity. In the next section I present how Hector teaches about diversity.

Teaching About Diversity

*I think teaching diversity is, is trying to open up the heart and soul of all the students... But diversity is, by design it’s not for the instructor. It’s for the students.*

Hector’s teaching philosophy is to open the minds of his students’. He wants his students to question what they have been told, what they have read. His aim is to make
them think critically about everything that they learn. In this next section you will learn about how Hector teaches about diversity in his classroom, what are his learning goals and the various course activities he uses. You will also find out what motivates his selection of classroom materials and what he feels are the differences in teaching diversity vs. non-diversity courses.

**General Class Description**

Hector teaches minorities and the criminal justice system. This is an upper-level undergraduate course. While it qualifies as a diversity general education course, it is also a prerequisite in administrative justice. This class meets twice a week for an hour and fifteen minutes; Hector’s class has about 40 students. The class meets in an older class room that does not use a lot of technology; he does bring in a TV and VCR when he shows videos. This course examines the significance of race, class and ethnicity to crime perpetration and criminal justice processing.

When Hector arrives in class ten minutes or so before students and he will write on the black board questions that he wants to cover in the class that day. He begins his class on time by making announcements and then he begins asking students about the readings for the class.
**Learning Goals/Objectives**

As I interview Hector he tells me what his course learning goals and objectives are:

The goals I want them to walk away with a, a good understanding of, of why things are the way they were with respect to why minorities have a genuine distrust of the American justice system. That there are significant events throughout history that have occurred that caused this and that injustices were so great that it ingrained in the minds of many minorities that there is a genuine distrust in the ‘American justice system. ‘So you, in essence you can’t blame them for feeling the way they do’. How can you blame them for feeling this way if you had for example government-condoned segregation?

Hector makes an assumption that his students have not been exposed to the, enormity and the support of the government in the kinds travesties that occurred in our history. Hector also wants his students to understand that there have been corrections along the way in our justice system. He explains, “Some of them have been cosmetic. Some of them have been actual you know hard-core corrections that have changed the course of history”.

The information that Hector presents is often shocking to students who have never heard of some of these legal cases. Hector says:

I’m trying to shock them into you know some of the events that were occurring and, and they were so, I mean, they’re, eye opening type events that were on the screen and really didn’t come to mind until television was invented. Most of this event went unknown until the invention of the television. Until then no one knew how bad it was until it came to the screen. There are generations that had no respect for authority or the law and, and rightfully so because the law was not protecting them.
One of Hector’s goals is for students to obtain a background about the justice system and to learn and experience other people from different backgrounds. He wants his students to be able to analyze the justice system critically within its historical context. Hector feels that in his class students tend to be more candid about what was happening during the time periods covered because they are not dealing with their personal feelings about a particular era. Hector gives his students a factual and historical accounting of history. He personally benefits from teaching in this manner because he likes history.

Hector says:

I like to explain things in a historical sense and, and I don’t mind relaying atrocities that have been created. But they have to have a clear understanding that these atrocities were committed and we’re a very forgiving nation. And in time we’ll, we’ll correct the policy; we are correcting the policy. And I show them how we’re correcting the policy. So that for me is extremely fulfilling.

Course Activities

Hector’s course is very content driven, to facilitate critical thinking he uses a variety of methods to teach about diversity. In class he uses lecture and discussion, he also shows video’s to provide factual information related to the course and has assigned readings.

Lecture

Hector’s course is very content-driven, and the lecture is his main instructional strategy. Hector believes that it is important to lay a foundation based on the historical
facts of hate crime and discrimination cases. He wants his students to understand legal decisions and their impact on our society.

He uses a lecture presentation style in his class. When he comes into class, he goes to the black board and begins writing the questions or statements that he plans to teach on the board; these are the questions that he wants students to think about that day.

Hector is always was dressed in business attire when he lectures. He explains: “you know when you're teaching you have to be totally professional and you cannot display that unless you’re in a suit. That’s just, that’s just me personally. And every class I teach, I’m dressed up in a suit because I’m trying to set an example for the students that this what it’s all about you know you, you really have to, you really have to dress to impress. You really have to get your message across.”

Discussion

Most of the class is conducted according to the Socratic method, which comes from Hector’s background as a lawyer. Because there’s a focus on a lot of cases, Hector says, “you have to try to just get the information out of them, so that there’s some discussion as to an understanding, a critical understanding of the case, it’s decision, how it was decided, and fitting the decision into its historical perspective.” Hector will start a discussion by asking students questions about the readings or video that they have recently seen. He uses the blackboard extensively because he wants capture what is mentioned during the class and make a note of it. As I mentioned before he also like to
pose question to the students and he writes these questions on the board to start the discussions.

Hector tells me:

A lot of times I offer questions to think about. You know why things are the way they are in this particular era and, and show how the reason why those things are the way they are and relate it to the, the readings that, that are on that particular day.

For Hector being an attorney helps him look at issues objectively. He says:

That’s probably the best part of my experience, the fact that I can argue both sides of an issue and, and I can present both sides of an issue in a manner which, which allows the students to make rational decision. But I leave it to them to try and come up with the argumentation both sides.

Hector likes to present information to students that is factual and not based on emotions. In order to do this, he uses cases to show how laws can make an impact. Hector does share his opinion and tells personal stories. He cites examples of what he has experienced over his lifetime. He believes that since he is considered a minority, sometime students want to know more about his experiences. However, he also believes that if teachers provide that sort of information constantly, they are doing a disservice to students.

I observed his class just before the presidential election. Students asked him how he was going to vote. Hector told the students that he votes with honesty and integrity, and that voting is personal. He looks at the world and local leaders and does an evaluation. He looks at the impact on him personally. That is how he votes. Hector also
feels that those teaching diversity courses need to be extremely objective, impartial, and neutral in their viewpoints.

Reading

Reading is very important to Hector and this course because it is through the reading of the court cases and decisions that students become more literate, which is one of Hector’s learning goals for his students. For Hector, the basis of the course is reading and analyzing cases. Hector explains that the final exam has two parts and is literally a open book summary of everything they’ve done throughout the year. Students also write a two-page summary on the films seen in class. He says, “this proves to me that you were awake during the film.”

Hector also tries to get students to see different perspectives on minorities’ mistrust or distrust of the American justice system. To gain this understanding, he has them read books written by various authors that focus on experiences with discrimination or hate based on race. Many of the books are by black authors. He has about 40 or 50 books that are “minority related type books”—he distributes them through a lottery in which students randomly select a book that they read and then write a five- to ten-page paper on whether there is a genuine connection to the general theme of the course and their analysis of the reasons for minorities’ distrust of the American justice system, based on information in their particular book.
Videos

Hector uses a lot of films because the films give students a good understanding of the system and how people have developed distrust of it. Some of the films are graphic in nature and are real footage of court cases such as the Greensboro case where people were shot and killed on national television.

Selection of Classroom Materials

Hector does not use a standard text book. He has created a course packet of readings for students. His materials include chapters from textbooks, and specifically chapters from a history book that talks about reconstruction. He also uses major U.S. Supreme Court decisions from 1850–2000. He uses current U.S. Supreme Court decisions as well as other court opinions that pertain to minorities. He tries to enrich the course by including audiovisual cases, factual readings and current newspaper articles.

Differences in Teaching Diversity vs. Non-Diversity Courses

Hector teaches both diversity and non-diversity courses and feels that his teaching in each course is similar in that what he teaches is fact-sensitive. He usually presents information that is highly supported by other material. Perhaps the major difference in teaching a diversity course is that it is highly emotional because it relates to trends within history that have negatively impacted minorities.
Hector says that as a history buff, his courses are a good opportunity to trace events and to genuinely look at a people who have been deprived of experiences. In his presentation of information he can help his students understand the extent of the depravity that has existed in the U.S. justice system. He says, “what I do is I try to place them, the students, in situations as they occur and relate it to its historical significance”.

For Hector, being a diversity teacher means opening up students to ideas, people, and situations that they may not have been exposed to in the past. Hector says, “I try to remove that stigma that some may have that . . . but probably the biggest thing is to hopefully allow students to share ideas and experiences. And I think that when I go back to my basic theme of the course, I think just accomplishing the theme of the course of educating students to why is there a general distrust in our American justice system by minorities is key.”

Fran

I was raised with a sense of community. Part of it was with a large family there’s a built in community there. And to me my membership in that community was always a very important part of who I was.
Fran’s Personal Description

Fran is a white female in her 50’s. She is very warm, friendly, loves to talk, tells very good stories and is very charismatic. Fran grew up in a large Irish Catholic family with two sisters and five brothers. According to Fran:

We traveled a lot through my years going up. I…lived in many different places and went to many different schools…I sometimes call myself a, a nomad. I grew up in a nomadic family.

Fran’s father and grandfather were in the military so Fran traveled from the time she was five or six, and spent time in and out of the United States. Fran lived in North Carolina, Georgia, Kentucky, Virginia, Washington, DC, Germany and France while growing up.

As a result of her travels Fran experienced the world and the realities of other people inside and outside of this country. She experienced their cultures and later on when she was older became aware of their political realities. Because Fran’s family traveled so much her outside community was always changing so she valued her family community.

Among the many cultures Fran came to know, she gained a significant awareness of Japanese culture when her grandparents lived there. Fran’s first memories of her grandparents were during their time in Japan. Her grandmother spoke a few Japanese words and she liked to wear Japanese clothes. “For a little while I thought they were Japanese because I associated being of another culture with the accoutrements of that culture,” says Fran. “So from the early part of my growing up was a sense that there is a
culture that I identify with...primarily American but I knew that there were other cultures
and other peoples and that it was primarily a source of beauty”.

While Fran had opportunities to experience different cultures and people, she also
witnessed segregation, discrimination and poverty in military communities. According to
Fran, “There was certainly segregation; there was certainly power and...differences in
who had the officer’s positions and who didn’t.” Fran also experienced the diversity of
race as a part of her extended family. Fran’s husband is African American and they had
two daughters, one died recently and adopted nieces and nephews. She states that:

In spite of the fact that I am in an African American and Irish family there
are still issues of the African American experience that I do not know. I do
not know the experience of dealing with racism. I am not racially
oppressed by other people because I am a member of the dominant group
because I have descended primarily from European people, if you consider
Ireland part of Europe. But I will never know the kind of racism . . . it is
not done to me.

Fran is always trying to learn more about people’s experiences. For example,
when Fran’s daughter was being fitted for her wedding gown she felt that her requests
were not being heard by the salesperson because she was African American. A learning
moment happened for Fran when her daughter asked her to leave the fitting room. Later
her daughter explained that she felt Fran had been too accommodating to the salesperson,
who was not dealing with what she needed. She felt this was due to the fact that she was
African American and the other person was white. Fran said it was painful for her in that
instance to experience racism vicariously through her daughter.

Family is very important to Fran—especially her relationship with her husband.
Fran met her husband while she was in college. One summer she had a job working to
register voters. Her husband also was working as a team leader to register voters. He had been a freedom rider in 1964, having gone down to Mississippi to take blacks to the polls to vote and she felt that he had such goodness about him. Fran and her husband raised two daughters. At the time of the interview their eldest daughter had just passed away due to complications from surgery and their youngest had just gotten married. Fran said, “It was a time in our life where we really had experienced great pain and joy together.”

Professionally, Fran worked as an electrical and computer systems design engineer in the computer and television industry. Fran’s husband also worked in international and corporate law. They both made career changes to pursue a life of artistry through acting, writing and producing plays and films. Fran went back to school to learn how to make films and then decided to get her master’s and Ph.D. in mass communication studies.

Fran and her husband are very committed to political action. Having met while activists for voters rights, Fran explains: “Political action is very much a part of our coming together as a family, starting off as a couple but eventually as a family.” Their efforts in taking political action are intended to help create “the political reality that we envision, not utopia per se but a vision of a political reality.” Their shared activism is very core to who they are, how they live their lives and how they relate to people. Fran says, “It is all about being, bringing into being a political reality, a social reality and a spiritual reality that’s consistent with the way we envision God means us to live…therefore we work to try and bring peace out of conflict.”

Another important part of Fran’s life is her religious faith: “Our faith is a very, very important part of our life…our relationship with God is very, very important in our
life…Numero uno to us and who we are to each other is integrally related with our relationship with God.”

**Fran Becomes a Teacher**

Fran and her husband are not only husband and wife but life partners. They have truly pursued life goals together. They are both currently professors at this university. Fran came to the university shortly after her husband. He came to become a professor and she decided to go back to school to get her doctorate. Having completed her degree and having taught as a graduate assistant began her journey in teaching about diversity.

**The course that she teaches**

She teaches a course on women and minorities in the media, which examines the role of the media in helping to construct the social reality that people experience. It also looks at the role of the media in helping individuals define their identity; how social groups define their identity and interrelationships with people by examining the many ways that the media influences our ideas about ourselves and our ideologies. She began teaching this course in graduate school, and explains: “I think maybe I was obvious to them as somebody to teach it because my research work . . . my master’s thesis was based on a research study that I did looking at race and perception of film characters.”
The Meaning of Diversity

I asked Fran for her definition of diversity. She replied:

The rich difference that exists in many communities that we live in, the spiritual, cultural, linguistic knowledge system, capabilities and capacities are another form of diversity. How everybody can see, how everybody can walk or hear. And you know our spiritual practices and spiritual beliefs you know is a form of our diversity. But certainly our cultural diversity and our economic diversity, which is often very connected to the cultural diversity that we live in.

One of the many times that Fran experienced her own diversity was when she lived in the South. She was four or five years of age and remembers seeing signs on the bathroom doors that said White and Colored. Fran said:

I remember my first thought was it meant one was painted white and another was painted with color. And I asked my mother…she said you know the white people are supposed to go in that one and the Negroes are supposed to go in that one. And I didn’t even know which one I went into because I asked her after I had already gone. That was right around the same time that I was beginning school and there was all this talk about desegregation.

Fran’s experiences of traveling abroad as a member of a military family and her relationship in an interracial marriage has influenced her identity. The significance of these experiences are reflected in the pedagogy she uses to teach about diversity. The next section provides the reader with a further explanation of how she teaches about diversity in her course.
Teaching About Diversity

My gender, my ethnicity in the context of the African American family that I am an Irish American within. I, I am in an Irish American family that is very real to me though it is not observable to the students. But it is a very . . . I have a very personal experience whenever I’m in the classroom. And therefore, I work very hard I think to try and, and be as objective as possible.

Fran’s teaching philosophy is to create a safe and comforting environment that encourages her students to explore, learn and be able to talk about what they are experiencing. In this next section you will learn about how Fran teaches about diversity in her classroom, what are her learning goals and the various course activities she uses. You will also find out what motivates her selection of classroom materials and what she feels are the differences in teaching diversity vs. non-diversity courses.

General Class Description

Fran teaches a Women and Minorities in Media course that enrolls about 40–60 students in her class. She teaches two sections of this course. The class meets twice a week for an hour and fifteen minutes. The classrooms that she teaches in are really not conducive for group work because the desks are bolted to the floor.

Fran starts her class with announcements about assignments and extra credit opportunities for students. Fran encourages students to go to hear speakers on campus that are related to the course topic. Showing respect is very important in the classroom to Fran; so on the first day of class she sets the ground rules by telling the students:
. . . we are in this classroom an environment of mutual respect where we respect and honor the dignity of each other no matter what ideas are expressed in the classroom. And we will express those ideas in, the format that honors and respects the dignity of each and every member of the class and no bad words.

Learning Goals/Objectives

In the syllabus that Fran provides to her students she explains that the course objective is:

To help students build critical thinking skills and use them to achieve a deeper understanding of historical, political, economic and cultural influences that shape media representations of gender, race, ethnicity, ability, sexual orientation and class and their effects. Selected readings and course work are designed to explore media as a part of culture. Students are encouraged to apply relevant media theory and theories of representation in critical analysis of media content and practice in order to develop social understanding of human representation in media and its impact on relationships in society. Students will work in groups to develop semester projects that identify, analyze and propose solution strategies for challenging problems of human representation of gender and race in media content and practice.

Another objective of Fran’s is to have her students approach their subject not just from an American perspective, but from a global perspective, and also particularly from the perspective of the pluralistic nature of the United States.

Fran’s desire is to have her students become more literate and gain an understanding of the methodologies and the interrelated economics, politics and social realities that are used by the media. She believes that students should have a greater knowledge and understanding of how the media develops information and how this information affects their own understanding of themselves in relation to society
In developing her students’ ability to think critically, Fran encourages them to examine the ideas that she presents to them in the class notes—to question and critique the ideas that are presented to them in each of the texts and videos that they examine, as well as any of the outside lectures that they see for extra credit. Fran advises them to be “critically aware of all media that’s presented to them, including the course materials.” By the end of the course Fran hopes that her students will become more empowered in exercising critical thinking to some degree.

Fran attempts not to present to her students much about her own thinking. She said, “I will share my own ideas on a subject if they ask me. But I’m primarily not trying to be on a soapbox presenting my own ideas, scholarly though many of them may be, to them.”

**Course Activities**

Fran realizes that students have different styles of learning and that there are different ways in which students excel at presenting the knowledge that they have developed based on the course material. Therefore she uses a variety of methods to teach about diversity. She uses different activities to facilitate critical thinking and collaboration. In class, she uses discussion, group work, and videos to encourage dialogue and reflection. She assigns the students reaction papers on course readings and videos that were presented in class. The reaction papers are graded pass/fail. She also gives three exams during the semester; the exams cover all of the material covered in the
course. The exams are based on multiple-choice questions. Their ability to do essays is reflected in their research project and reaction papers.

Discussion

According to Fran, she wants her students to engage in a critical analysis of what is being presented. She wants to know, “what ideas meshed with what you’ve learned and understand? What ideas conflict with what you understand?” In order to find out what students are gaining from the course she leads students in discussions about the materials that are being presented.

Fran uses an instructor-led discussions model to engage her students. The discussions are based on either the readings or the videos. Fran is clearly excited about the topics that she is teaching and it shows in the way that she ask students questions. Even though in the interview Fran says that she does not express her opinions, she would tell students stories about her personal experiences as they related to the topics. During one observation the topic of the day was pornography and violence; Fran related an experience she had relating to pornography. She had worked in the television industry and worked for a satellite company. She talked about watching footage in which Ted Bundy talked about pornography’s impact on his life. This was footage that the public never saw. Fran pulls in information from her background in TV and mass media, current events and history to show how women and minorities have been represented in the media.
Reaction papers

In an effort to get students to participate in different experiences Fran asks them to attend activities for extra credit and requires a reaction paper. Fran announces in class and on the course web site when events that she is assigning extra credit for are coming so that students can attend. The speakers’ topics address issues that are being covered in the course but she also lets students go to a non-course-assigned events and hear people who are related to the course, presenting on something related to the course material but students must be able to link the ideas in the coursework to what they heard the speaker say or if they’ve read work of the speaker and make linkages on which they can write a reaction paper for extra credit.

Fran tries to be fair and give everyone an opportunity for extra credit. She realizes that many of the students work now or have classes at the time that would conflict, so they also can read something that the presenter wrote and do a reaction paper on it. This assignment also assesses their knowledge, so she encourages them to critically think and examine the people they go to see. She tells them that in the reaction paper she does not want it to be a summary of what they presented.

One extra credit assignment was not to go see a speaker but to participate in the voting process. Fran explained her feelings about this assignment:

I’ve had debates with other professors who say that’s their social responsibility. That’s their political responsibility as citizens. Yes it is. It is their responsibility and it is their right; it is a privilege in a country that has struggled for many, many years to become a full democracy…. There’s been 200 years of very important… struggles to ensure that right for all adult citizens and to preserve that right for all adult citizens. … I talk to the students about that and certainly it is a right and responsibility.
But I’m somebody who believes in gold stars. And I don’t have any problem with that discussion you know with the students.

Students who are unable to vote because they’re not citizens or who choose not to vote can write a reaction paper on why they are not voting and then reflect on the process of voting. For Fran this assignment hearkens back to her background as an activist and is influenced by her strong commitment to social activism and participation. According to Fran, this project also helps them to examine their roles as citizens because it is directly related to developing who they are as communications analyzers and communications researchers.

Readings

Fran has her students do text readings and analysis, assigned every week to help prepare them for class discussions. She has selected materials from some of the leading scholars in the field of communications and other areas related to the course. She particularly focused on their research and their scholarly writings on the media as an image-based culture system and the importance of image in that culture system.

She believes that it is important to expose the students to scholarship not only in the print area but also in visual media so she also uses videos and films.
Videos

The use of videos and films helps to supplement the readings. Fran looks at several scholars who examine the methods used by the media. This includes methodologies that the media uses as well as those used by researchers and others who examine and analyze media for its social impact, and those used by researchers to develop a deeper understanding of increasing media literacy.

Group work

Fran has tried to make some changes with regard to group work for her class. Due to the physical constraints with the architecture of the rooms, it is very difficult to have students get into groups; it’s difficult even for them to turn around in their desk. Therefore, she has not assigned them to group work in class this semester. She does have them do group discussion, but it’s primarily on a class basis. In the group discussions, groups debate current issues. One group represents a particular position on a problem and another group takes another position on the problem and they’ll actually explore the existing arguments in the communications realm for and against a particular stance on an issue as it relates to women and minorities in the media, dealing with the impact of media representations on the social reality of what is going on in society.

During the semester, students engage in a group project that involves the design of a research question. Each student collaborates on an examination of a problem having to do with the human representation of race and gender in media. The group develops a research question about the problem. Each group member researches and compiles an
annotated bibliography on the problem, and uses it in problem analysis and in possible solution strategy development. Research projects focus on media representation policy and practice and examine the problems in applying the communications theories of public relations, advertising journalism, ethics, democracy and political economy. Along with working on the research project together, the groups do an in-class presentation on their ideas and discoveries.

Selection of Classroom Materials

Fran is always looking for new material to help illustrate in a more vivid and more articulate fashion the ideas that she is attempting to share with her students.

Fran is a particularly big fan of the Media Education Foundation. Suet Jolie is the head of that organization and one of the directors of the films that she shows in class. Fran is continually examining the library and outside resources. She is also a filmmaker herself, so she has many different venues of access to examine available resources. She is also directly involved in advising the media communications liaison in the university library about media acquisitions for the library and for her class.

Differences in Teaching Diversity vs. Non-Diversity Courses

The courses that Fran currently teaches are considered diversity courses with the exception of the first-year seminar, which she just started teaching. When I asked Fran in
what way does her teaching philosophy differ in teaching a non-diversity course versus a diversity course? She expressed that there was not a difference. She told me, “I find ways to incorporate diversity . . . my teaching philosophy is such that I will find a way to incorporate appropriate issues of diversity in any, any course that I teach”.

When I asked Fran how her experience with diversity has influenced her life, she told me:

I think it affects it quite a bit. Who I am and what my life has been, what I’ve experience in life, has a profound impact. One of the reasons I enjoy teaching this course is because I think it’s a very important course. I’ve experienced a, a, a great deal of the value of diversity of our population here in America in my own personal life. You know the value and the richness of our cultural, racial, ethnic, sexual orientation, ability and disability, diversity in my own life and seeing the value of that diversity and embracing that diversity.

**Summary**

For the participants in this study their life history and the experiences with diversity have shaped who they are today, Weather it was through the experience of living and traveling abroad, learning and understanding the history of this country in regards to diversity or experiencing discrimination first hand, these faculty members all experienced diversity in ways that led them to become diversity teachers.

For these instructors, teaching about diversity is more than just teaching content to students—it is about creating attitudinal change in students, getting them to challenge their beliefs and values. When teaching with the goal of changing a student’s attitude, instructors realize that the change will not be achieved by the end of the semester. The changes are often long-term goals. Dick and Carey (1996) state, “the only way to
determine if a learner has achieved an attitude is by having them do something that indicates that they have made a choice” (p.6). To teach about diversity is about to teach students to think critically about diversity issues that impact their lives and the lives of others. There are various teaching styles and strategies, but identity is what shapes the way these individuals teach their classes. There is no right or wrong way to teach about diversity, as evidenced by the faculty in this study. What is important is how they share their knowledge as they inform students and help them to develop into critical thinkers.

This chapter contained a description of their experiences with diversity and how study participants taught about diversity. The participant profiles were developed using the data I obtained through interviews, observation, and document analysis. The focus of this chapter was to present to the reader a profile of the participants on which on the learning goals that faculty/study participants envisioned for their students, the instructional strategies used to teach diversity content and the influence of their personal identity on those strategies. I describe my observations in the classrooms of faculty members, attempt to paint a picture of what it was like for students, and show how the faculty’s identity and experience influenced their use of instructional strategies. Also, I weave into the profiles what it means to study participants to be considered diversity teachers and the influence of diversity instruction on their perceived identity.
Chapter 5
DISCUSSION OF FINDINGS

Introduction

The way that diversity education informs students is through content integration, knowledge construction, prejudice reduction, and equity pedagogy (Banks, 1992). The faculty members in this study incorporate these dimensions into their teaching of diversity based on both the course topic and discipline. The teachers in this study also incorporate aspects of their personal experiences with diversity into their teaching. The purpose of this study was to describe, interpret and analyze how faculty’s experience with diversity influences their pedagogical choice and practices in teaching diversity courses. This study began with an examination of the life history and experiences that influenced these instructors and led them to become diversity teachers. Next, it focused on the instructional strategies used in the classroom, including: how they describe the learning goals, the methods of presentation, activities selected, and materials used in their course.

To answer the research question, “How does personal experience with diversity influence pedagogical choice and practice,” I used a cross case analysis, focusing on the pedagogy employed by the participants in this study. I examined the commonalities and differences among the six instructors. In this chapter, I discuss the most prevalent themes that arose for faculty members based on personal experience with diversity and its related influence on teacher identity. These themes can be considered as overall or general
frameworks that guide participants’ approaches to teaching, their students, and their classes. I then discuss findings about the influence of personal experience with diversity on pedagogical choice and practice. As opposed to the earlier themes, which are broader and more holistic, these themes are specific and strategic, and are visible in the day-to-day teaching activities of participants.

Eric and ERL WebSPIRS 5 searches yielded 263 articles when I used the search terms ‘multicultural education’, ’diversity education’, and ‘teacher education and research’. Of these articles, I discarded 167 because they were not related to the study, or focused on professional development and student impact. Of the remaining, 30 were related to research but focused on the diversity education of pre-service teachers. For example, many studies addressed teaching, teachers working with diverse groups of students, or campus climate and diversity in higher education but did not directly address the influence of identity on pedagogy. Of the remaining studies, 30 were related to theory and 15 were conceptual papers on the impact of multicultural education on higher education.

While it is customary for a researcher to compare their study findings to existing research on the topic, a review of the literature surrounding the teaching of diversity in higher education yielded few studies that were relevant. As a result, the discussion of findings in this chapter relies on theoretical and conceptual work to give you, the reader, a clearer picture of how my findings agree or disagree with others who have written on this topic.

To assist the reader I present in Table 5-1 the order in which I will present the findings.
Definition of Personal Experience with Diversity

Diversity is defined as differences among people with respect to: age, class, income, educational level, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice and other human differences. Personal experience with diversity means all of the occurrences, encounters, incidents and events that they have had in relationship to diversity. This definition is gleaned from the perceptions of faculty participants and is based on either their own diversity (such as their race, gender,
ethnicity or religion) or the diversity of people whom they have encountered whose backgrounds differ from their own.

The experiences of these participants have contributed to a developing awareness, understanding, and appreciation of diversity. These experiences have also helped to develop their sense of identity, the way in which they view themselves in relation to a specific social group, and the way in which their social group affiliations influence their beliefs, values and attitudes. For the teachers in this study, their personal experiences with diversity helped to form their identities both prior to becoming teachers and as they became teachers. Further, their personal experience contributed to their decision to become a diversity teacher, as did their ongoing experience in teaching within a diversity curriculum, which continues to shape their identities.

**Experiences with Diversity**

As I talked with the faculty about their life history, becoming a teacher, and teaching about diversity, what emerged as a significant finding was the fact that they all experienced a sense of what it’s like to be a minority, whether in regard to others or themselves, in various ways. For some of the faculty their awareness of diversity occurred as an epiphany, a moment of enlightenment based on a significant personal experience. Through the stories they told, it became evident that there were many areas in which experience shaped their personal development and made them more aware of the impact of diversity. The experiences that emerged from the stories centered around travel,
education, and racial identity. These experiences created a level of openness towards diversity that they feel must be shared with their students.

**Travel**

The opportunity to travel and live abroad exposed faculty to experiences that made a lasting impact on their lives and contributed to their attitudes, values and beliefs. Travel experiences helped to develop an understanding of diversity that clearly has affected their pedagogy. During their interviews Oscar and Janice recalled experiences that allowed them to know what it feels like to be considered “othered”—being seen as different in some way from the “mainstream” (Gallos & Ramsey, 1997, p. 45).

For Oscar, living in different communities and different countries exposed him not only to various people, cultures and customs but also made him realize that he was the minority. He explained that when he lived in Ecuador, being an American had more significance than being white. As he told his story about living in a country as the only American or the only white, my perception was that this experience enriched his life and made him understand diversity because for once he was the minority. He was able to evaluate his cultural beliefs as a White American against the culture in which he was currently living in. His experiences led him to acknowledge the similarities and differences that he shares with people from other cultures and races and also helped him to acknowledge the privileges that he has as a white man and as an American. These experiences are evident in his teaching as he constantly tried to convey to his students the impact of race and ethnicity based on personal experience.
Janice also conveyed similar experiences as a result of traveling with her military husband. Living in Japan, Janice was the only African American in her community. During her stay, Janice served as a teacher and lived in a Japanese community instead of on the military base with her husband. Her living arrangement and teaching assignment required her to immerse herself within the community and the culture. While I believe that Janice already knew what it was like to be a minority in America and thought she was prepared for a potentially similar experience in Japan, the time abroad was still a personal learning experience. During the interview, she acknowledged that although at times the experience of being an outsider was scary it had an influence on her self-awareness and helped her to better understand people from other cultures.

Oscar and Janice both experienced being outsiders of the dominant culture and being a minority. According to Gallos and Ramsey (1997), the experience of being “othered” is often one of the ways in which diversity teachers gain more knowledge about diversity. That is, the personal experiences of being a member of a socially defined group causes you to become “sorted, clustered or labeled as a person of a certain kind” (p. 45), something that directly impacts and broadens your view of what it means to be a minority.

Fran’s experience of traveling enabled her to witness the differences in society. Constant traveling with her family, because her father was in the military, exposed her to various cultures at a very young age. As a young Irish Catholic Caucasian American girl, she witnessed the effects of segregation and poverty on people of other races and cultures. Since she remained within the ‘military world’, she experienced a sense of privilege instead of minority status, a direct result of the culture to which she
belonged. However, the experience did afford her the opportunity to witness the effects of being “othered” and has made a significant impact on her views of diversity.

For Oscar, Fran, and Janice, their experiences while traveling and living abroad in some way shaped their views and made an impact on their identity. Through travel they all had the opportunity to experience other people and their cultures and are now better able to understand the differences and similarities among humans. As teachers, this is what they try to pass on to their students by encouraging them to interact and explore. They also encourage their students to mentally travel and picture themselves in another culture in order to gain a better understanding of diversity and their own identities.

Education

For the participants in this study, past experience as learners has helped to shape their beliefs and attitudes as teachers. For some, the experience with diversity that occurred during their educational process was a salient point in their lives. Through their stories I was able to see the significance that both positive and negative experiences with education played both in shaping their identity and in their development as diversity teachers.

For Patty, the impact of education in shaping her identity as a teacher occurred in law school. It was then that she learned how the history of race and discrimination had been incorporated into the country’s legal system. When Patty recalled learning of this history, her expression was one of shock and dismay. She felt that she had been lied to most of her life about American history and the legal treatment of African Americans.
She very passionately talked about knowing that her family had valued education very highly and that she had been to the best schools. She began to ask how she had not learned about this history before going to law school. This experience taught Patty that education is a powerful tool, and that teachers have power and influence over what students learn. Patty also talked about how she does not want this experience to repeat itself with the students in her courses.

For Oscar, education became a way to explore the world and learn more about himself. In talking with Oscar I gained an understanding of how the effects of losing his father at a young age and having a mother who worked hard to make ends meet caused him to pursue education as a way of gaining structure and direction in his life. In particular, studying sociology allowed him to gain an understanding of people in their environments and gave him the opportunity to “take journeys into other people’s lives,” lives that were different from his own. In college he continued to have educational experiences relating to race and racial identity. As a result, he chose to live as one of the few whites in a Puerto Rican and Black community. This experience became an education in itself since he was able to learn about different cultures and observe the inequality directed toward people of color.

Hector’s education came by way of a 20-year career in the Marines. As a Marine, Hector learned structure, organization, motivation, and enthusiasm, gained physical and spiritual training, and received the opportunity to obtain an education as a lawyer while on duty. He uses his knowledge as a lawyer to provide legal services to students and teaches them about the judicial system and the cases that have had an impact on minorities.
Janice’s experiences with education were twofold. She had always wanted to become a teacher, her first love was education and she sought it out at a very early age. As a child, on Sundays she would teach her sisters and cousins at her grandparents’ home. Throughout my conversation with Janice it was very evident that she had excelled at school and, unlike many children, she loved learning and school. Education provided Janice with a strong sense of self-esteem that shaped her as a child and made her prominent in her segregated community. This experience has been a major influence on her teaching. However, Janice had a less positive experience with education when she started attending integrated schools. She told me a story about a white teacher whose racial bias toward black students significantly affected her. She explained that this teacher called a young black boy in her class stupid in front of other students. She remembered feeling bad for that student and thinking how insensitive the teacher was. Janice also had a personal experience with this same teacher when he accused her of cheating in 5th grade, an accusation that stemmed from his belief that no black student could achieve the score she had. Janice realizes that her high level of self-esteem made her strong and able to get past the accusation, but wondered about other children and what impact he may have had on them. The implications of these experiences with education have shaped the way that Janice teaches. As a K-12 teacher, Janice has been motivated to create a nurturing learning environment for all students. In her capacity as an administrator/principal she trained other teachers to create inclusive classrooms and to empower students through learning. In the classes she now teaches, she tries to prepare future educators for societal diversity and show how an understanding of this diversity is an essential part of becoming a teacher.
As I analyzed the participant comments about their experiences with travel and education my impressions were that these experiences opened up opportunities to shape their identity and become more enlightened about diversity. Through travel faculty experienced positive interactions with culturally different people, a prime method for overcoming stereotypical beliefs and prejudice (Gallos & Ramsey, 1999; McAllister & Irvine, 2000) These first-hand experiences with travel and education have played a significant part in shaping who they are, contributed to their knowledge and understanding of different lifestyles, and helped to shape their views about the necessity of having future students learn about and better understand diversity.

Another finding that emerged was the experience with diversity that emerged from their personal identity. Their racial, ethnic and gender diversity affects their personal identity, which influences their teaching of diversity.

**Personal Identity**

As I interviewed these six faculty members, a finding that was of particular interest was how their personal experiences with diversity were so closely tied to their personal identities. Race, gender, religion, family make-up, marital status and socioeconomic background have all played a part in the development of identity for these faculty members, influenced their decision to become diversity teachers and subsequently affected their choice of a type of pedagogy to use in their courses. Further, I was struck by the realization that the ongoing experience of teaching diversity continues to shape their identities.
Teaching diversity, as I have come to understand it, can be one of the most vulnerable topics and experiences for teachers, because your personal identity in many ways is on display. Bell, Washington et al. (2003) explained this as follows:

We as instructors are also in many ways texts for our students. Our social group identities, behavior in the classroom, openness about our own process of learning can all be important and challenging aspects of course content. Who we are affects student perceptions of the issues we raise. In some respects we are both the messenger and the message. (p. 474)

Identity is what makes us who we are; it is the combination of our physical characteristics, social group identification, our personal experiences, our beliefs, values and attitudes. It is the way we view ourselves in relationship to the groups with which we identify (i.e., race, and gender and orientation). Instructors must be aware of their own identity and subsequently their own biases and emotional triggers when contemplating their course content and preparation. According to Weinstein and Obear (1992), “an instructor’s ability and willingness to anticipate and monitor his or her interpersonal dynamics about this teaching situation is a necessary component of classroom preparation” (p. 39).

Experiences with Racial Identity

For some of the teachers in this study, racial identity plays a major factor in their beliefs as teachers. For example, Janice comes to the classroom with a bias because of her background. She wants her students to understand diversity because most of them are white and this may be their first experience with a teacher of color. Janice is concerned
that her students will not be positive or receptive to information from her because of her race and gender. In the interview, she alluded to the notion that her past experience (as a fifth grader) is reflected in her beliefs that her students will not be able to see her as being as qualified as other faculty. Timpson et al. (2003) explained that often “teaching about human diversity without having individual social privilege (such as white skin) can be dangerous” (p. 280). Janice echoed that sentiment as she talked to me. Often faculty of color worry that students will reject the message because they feel that the individual is pushing an agenda and therefore discount what is being taught. Janice, who is the only tenure-track faculty of color in this study, expressed the feeling that students, and occasionally some faculty members, do not acknowledge her credentials. Students address her as Mrs. instead of Dr., while sometimes faculty question the rigor of her research and/or her worth within the academic environment. Of the three faculty of color in this study, Janice was the only one who talked about having a significant experience with racism and discrimination. Eva mentioned having an occasional feeling that she was being treated differently because of her race but the treatment was not negative in her description. Hector’s belief about his racial identity was to not let people judge him because of his race. He was raised to lift himself above the stereotypes and not “live down” to others’ expectations of him because of being Puerto Rican.

The three white faculty members in this study (Fran, Oscar and Patty) told stories about acknowledging their whiteness as a source of power and privilege. They expressed feeling guilt at times about how they were treated in relation to people of color. Over a period of time their experiences with diversity helped them to develop a new consciousness about being white and encouraged them to take action against racial
injustice. During our interviews, Fran expressed understanding about her racial identity in the context of an interracial relationship, her marriage, and through raising interracial children. She told me that while she would never be able to experience what her husband and children experience by being African American, she could still understand the impact of race and social injustice. As a result, she is actively engaged in civil rights and social justice issues. When it comes to racial identity, Oscar said that he has come to terms with his whiteness in large part because of his experiences traveling abroad and through his teaching about diversity. He stated, “I don’t feel guilt anymore, I gave that up.” He now uses the perceived power of being white to help his students of color navigate the system. For Patty, awareness of her racial identity has grown. She stated, “I definitely have a much clearer sense about what it is to be a white person and what it means to be a white person in American culture and western culture, than I did before I started teaching this class.” This awareness has made it important to Patty to present this new information to her students so that they also can have a greater understanding of race.

A review of the literature on racial identity revealed some very recent studies that describe the phrase, *racial justice allies.* As I read through these studies, I began to realize that the white faculty in my study all fit the description of what it means to be a racial justice ally. According to researchers, these persons are whites who are actively working to end racism and racial oppression (Reason, Millar et al., 2005). Reason, Scales and Millar (2005) further described these allies as whites who “(1) understand racism, power and privilege both intellectually and affectively; (2) they develop a new white consciousness; and (3) encourage racial action” (p. 56). Acting as racial justice allies, these instructors, through their teaching, are helping to enlighten predominately white
students about their own racial identity and helping students to become conscious of
racism and prejudice with the goal of ending racial inequality.

**Beliefs and the Impact on What and How they teach**

Another component of identity consists of the beliefs, attitudes, and values that
faculty bring with them into the classroom. Each has an influence on what is taught and
how it is taught. That is, their perceived identity influences the content (often based on
personal knowledge and interest) that they teach as well as what they share of their
experiences and how they share their experiences with students. Their identity also
impacts their comfort level in teaching this complex and often emotional topic.

Since teachers are often perceived as role models, their attitudes, beliefs and
behaviors can have a lasting effect on students and can alter their perceptions of
themselves. Either faculty beliefs can become weapons, or their knowledge can become a
treasure that only a few could share. Through their experiences with education, Patty and
Janice witnessed teachers’ power in different ways. Patty came to realize in law school
that teachers have the power to withhold information from students, which affects their
acquisition of information. Janice’s experience in education helped her to understand how
biases can have a lasting impact on a student, which can be detrimental if students are not
strong enough to work through those biases.

In his research, Pohan, (as cited in, Jones, 2004) maintained that teachers’ beliefs
influence student outcomes. He noted that “differential expectations lead to differential
treatment, which results in differential student outcomes” (p. 5). Teacher beliefs influence
the type of activities that engage students, the feedback students receive, and the degree of interaction that takes place between teachers and students (Pohan, as cited in Jones, 2004). Janice illustrated this when she told the story about her teacher’s belief that she lacked ability. The differential treatment that she received as a child has reinforced her commitment to continually encourage and empower students and she does this through her teaching of pre-service teachers.

During the interviews, some of the faculty members did believe that their identity influenced their teaching. In discussions with them, they shared the different ways that their identity and beliefs influence what and how they teach, often in very significant ways. Such was the case for Eva. Eva’s personal convictions and religious beliefs influenced the way that she taught when it came to a certain topic. She admitted that she would not talk about this subject or teach it in her class. Her beliefs affect what she teaches about diversity in her course; as a result, Eva does not teach all aspects of diversity. Eva acknowledges only being challenged once on the topic. A student asked why the topic was not being covered in the context of the course. Eva explained to the student that she had made a choice not to include it, already had a lot of material to cover in the course, and was running out of time, but she encouraged the student to read up on the topic on her own if she was interested. I believe that this example illustrates how personal beliefs can often cause a teacher to limit the learning process for their students because they either do not believe a topic should be taught or because they may not be comfortable teaching a particular topic.

The experiences Janice had as a child with the white teacher who gave her the A- on her test and who spoke so negatively about students definitely influenced Janice’s
pedagogical choice and practice in her teaching of diversity. She spoke of her belief that teachers can and do unwittingly destroy the self-esteem of children and she uses her past experience as part of what she teaches future instructors about diversity. Thus, her pedagogy creates a mechanism through which her students may learn about their own biases and their implications in the classroom when they teach diverse students. Janice tries to make an effort to never have her experience repeated with another student.

During my interview with Oscar, he proudly announced that, “I’m an iconoclast in that I try to undermine or question traditionally held beliefs… things that people hold dearly.” This personal belief of Oscar’s has been evident in the way he teaches. He challenges his students to take risks by sharing their ideas and thoughts. He encourages them to go and experience something new and different with the aim of helping them to start talking about race and ethnicity in ways that are more positive.

For Hector, identity influences his teaching because he believes that his personal experience as a lawyer makes it possible for him to look at things objectively and present both sides of an issue in a manner that allows the students to make rational decisions. He believes that being able to argue both sides as an attorney gives him a distinct advantage. When I observed Hector, I noted that he presents himself as a role model to his students. Not only does he set a professional tone for the class, but students can observe how an understanding of the issues surrounding diversity allows you to look at “both sides” equally.

Teachers’ beliefs about how they should teach, in combination with their beliefs about themselves, often impact how, what, and why they share personal information with their students. “Teaching about human diversity… issues inevitably leads to personal
reflections on one’s experiences with diversity. Thus teachers and students of diversity have to contend with personal meanings and emotions” (Timpson et al., 2003 p.189).

**What They Share About Themselves**

“I come into the classroom as a professional teacher; I do not leave my social identities at the door. I am a blend of such identities” (Weinstein & Obear, 1992, p.39). Some of the faculty in this study had varying opinions on whether they should share their views or personal experiences with students. Janice and Oscar believed that sharing your experiences is a part of teaching your course. They agreed that if you want the students to be open and willing to share, you have to model that behavior. In my opinion, Oscar and Janice see themselves as participants in the learning process and believe that they can learn just as much from their students’ experiences as their students can learn from them. For example, Oscar is a very open person and shares his personal beliefs, views and values with his class on regular basis. Having observed his class many times and having talked to him frequently, I believe that his course has been designed around his personal experiences and he, in turn, attempts to recreate those experiences for his students. However, Hector, Fran and Eva have different views with respect to this issue. Hector tries to keep his personal feelings and viewpoints private. He says, “Students don’t really want to hear it”; therefore, he only cites his experiences as examples of what he is teaching or as a tool for comic relief. Hector felt that “students do not pay to hear his personal opinion”; if you present the event that occurred in a factual way rather than in an emotional way, both white and black students will be much more receptive. Fran believed
that she should try not to express her opinion unless students ask for it. She felt that in voicing her opinion, students might be swayed to one side of an issue rather than looking at the facts and making up their own minds. Eva said that she tries to keep her personal life out of the class, although she admitted that “sometimes they come out of my mouth and I think, ‘Oh Gosh, that’s me talking, why did I say that?’ But I find…I have to really…do my best to be guarded or to really keep myself in check.” The view about sharing personal experiences in the classroom may be attributed in part to the personal experiences of the teachers and how they were taught. It also reflects the level of comfort that they feel with teaching about diversity, a notion discussed further in the next section.

Level of Comfort with Teaching

My impression of the faculty’s level of comfort with teaching was gleaned from my observations and conversations with them. I observed different levels of comfort with teaching that seemed to be reflected in their personal identity, their racial identity and their teaching experience. There seemed to be a higher level of comfort for those with a stronger sense of personal identity and more teaching experience (Oscar and Janice).

Janice has been an educator in some way since she was a child, but her professional background is rooted in her training as a teacher. Her experience in the K-12 academic environment and now her work in higher education have provided her with the background needed, particularly since she is teaching pre-service teachers how to work with more diverse students, which is her passion. Janice has more experience with various pedagogical strategies because of her training as a teacher. Therefore, she is able
to encourage students through her pedagogy to experience what she has learned and experienced through her background.

Oscar’s level of comfort comes also from his identity and experiences. Over the years, through different experiences, he has become grounded in his racial identity. His training as a sociologist has prepared him to study cultures and people, which is what he has his students doing in his course. The fact that he teaches the largest diversity course at this institution shows that he has a high level of comfort. He said during the interview, “I could not teach a class as large as this if I was not comfortable with my self”.

What I observed in Fran, Eva, Patty and Hector was a level of comfort based to a smaller degree on personal experiences and primarily on professional training and the type of course taught. Fran and Eva were both professionally trained in other fields and came to teaching as a second career. Fran worked for 20 years as an engineer and then decided to go to graduate school to get a Ph.D. Her background in the television industry prepared her to teach about mass media. This background, combined with the fact that she is a minority (female), lends itself to the teaching of her course. However, her teaching comfort level clearly derives from teaching a course in the discipline that she has studied. This course just so happens to be categorized as a diversity course. Fran has only been teaching this course for five semesters and admits that she is still growing as a teacher. She is constantly revising how she teaches, looking for and trying new pedagogical methods. The same is also true of Eva and her professional training as an academic advisor. Her comfort in teaching the subject matter comes from her personal experience as a woman of color. Eva readily expresses her discomfort with teaching certain topics. However, during the semester in which I interviewed her she took a
pedagogical risk by introducing a new activity in the course. This risk may be considered evidence that she is developing a level of comfort that she did not have previously.

Patty’s level of comfort teaching about diversity is somewhat evident in this statement, which she made during our interview:

I’ve been able to be more aware as my comfort level with the discomfort has grown and that’s another effect of teaching a diversity class. My comfort level with discomfort, I’m much more comfortable being uncomfortable about this. I am not seeing it as fatal, which I think many white people do.

Patty is still working on her comfort level in teaching this content; this is evident in the way in which she has structured the course content. She uses legal material partly because of her background as a lawyer and partly because she is able to “dodge students’ resistance”. She feels that if her material is fact-based, it should not create conflict.

Hector’s level of comfort also stems from the fact that he is teaching something that he was professionally trained to do—criminal justice. During the interview, he mentioned that the course just happens to be cross-listed as a general education diversity course but that 75% of the students are majors in the program. Hector’s way of teaching is to present just the facts on both sides of the issue and to stay away from personal opinion. This reflects his comfort as a lawyer.

Overall, I believe that, regardless of the role that personal identity and experience play in terms of how much is shared with the students in diversity courses, each of the faculty members in this study are focused on helping their students better understand and relate to their own diversity and the diversity of others. Like most of us, the comfort level that we experience in teaching our courses is directly related to our backgrounds and the
strengths we garner from those backgrounds. Each of the faculty members in this study shares a common goal—to enhance student learning. To achieve this goal, they recreate learning experiences that they have had, which made an impact on their identity in terms of realizing their diversity. To do this, they utilize various pedagogical strategies in their classrooms and encourage student participation. In the next section, I discuss the findings surrounding those pedagogical choices and practices.

**Pedagogy**

In the context of Penn State University and undergraduate education, the goal of diversity education is to help prepare students to participate in a multicultural pluralistic society, a society that for most of our students is very different from where they are coming (Penn State Office of the Vice President for Educational Equity, 2004). Numerous studies have looked at the effects of courses that aim at the reduction of prejudice, (Astin, 1993; Pascarella, Edison, Nora, & Terenzini, 1996; Springer, Palmer, Terenzini, Pascarella & Nora, 1996). Overall, the pedagogy for the instructors in this study aims at reducing prejudice. For students to understand and become more open to diversity they must be able to analyze, and interpret the new information they are receiving and therefore, pedagogy refers to “how they perceive the nature of learning and what they do to create conditions that motivate students to learn and to become critical thinkers” (Nieto, 2000, p.101).

The following table (5-2) provides a summary of the specific strategies that are used by the faculty in this study.
The diversity education courses that Oscar, Janice, Patty, Hector, Eva and Fran teach focus on topics such as Philosophy on Race; Race and Ethnic Relations; and Women, Minority and the Media. These courses work toward developing awareness of identity, difference, and inclusion. They also help to address issues of bias, racism, and sexism, and talk about power and privilege in this society. In this section, I examine the ways in which faculty perceive learning and create conditions to motivate students to learn and understand the issues of diversity. This is done to develop critical thinkers. Two

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themes emerged relating to how teachers address the purpose of diversity education in the classrooms – encourage student interaction and introduce new concepts.

Encourage Student Interaction

In this study, student interaction referred to the different ways in which students have the opportunity to communicate, meet, learn, react and share ideas, concepts and experiences with other people. During my interview with Oscar he said, “My goal for students is I want them to talk, talk, talk…. I firmly believe that if people are given the opportunity they will discover their own prejudices, their own racism, their own sexism, and their own homophobia.” There have been studies, (Astin 1993; Nora, Hagedorn et al. 1994; Pascarella, Whitt et al. 1996) that suggest that serious engagement of diversity in the curriculum, along with linking classroom and out-of-class opportunities, positively affect students’ attitudes and awareness about diversity. To that end the instructors in this study work to engage students in dialogues about diversity in and out of class.

Students were encouraged to talk to each other in class through a variety of methods, including discussion, asking provocative questions, and conducting group activities. Discussion was the main method of interaction used by the faculty in this study. “A discussion is the act of talking or writing in which the pros or cons or various aspects of a subject are considered” (Webster's, 2000). The most common learning goal expressed by faculty was that they want students to talk to each other, to discuss the issues around diversity, and to become actively engaged with the instructor, each other and the content in order to become sophisticated discussants about diversity (McKee &
Schor, 1994; McKendall, 1994). In separate studies emphasizing differentiated teaching strategies, Ortiz (1995) and Smith (1997) concluded that students found instructor-led discussions and activities to be most effective in their learning and they supported and preferred instructors who played a large role in the learning agenda. This finding, consistent with other studies, seems to indicate that discussions allow students and teachers to collectively examine issues, and help students develop problem-solving skills and develop higher-order reasoning skills, such as analysis, synthesis and evaluation (Kasulis as cited in Gultette, 1982; Timpson, Canetto, et al., 2003; Wlodkowski & Ginsberg, 1995).

According to Cannon (1990), discussion is an approach to developing critical thinking skills in students by helping them to appreciate multiple realities and perspectives (p. 130). By using this pedagogical strategy, faculty members encourage students to talk to each other and provide them with an opportunity for interaction. “Discussion in class is one of the most common strategies promoting active learning…and long-term retention of information. It also motivates students toward further learning, allows students to apply information in new settings and develop thinking skills” (Bonwell & Eison, 1991, p. iv).

Through my observations I saw Oscar, Fran, Janice, Patty, Eva, Janice and Hector employ instructor-led discussions, mostly by describing the goals of the discussion, the topic and purpose, and then initiating discussions by posing open-ended questions. Some of the reasons they gave for the use of discussion are consistent with the findings discussed above—to get students to talk about diversity and share their experiences.
Students learn about diversity through the process of exchanging ideas, experiences and reactions. However, different techniques are used by some of the faculty to get the students to talk in class, such as asking provocative questions (Oscar and Janice), and small group activities (Janice and Eva).

**Asking Provocative Questions**

When I observed the instructors, I found that they mostly liked to ask students open-ended questions related to readings or other class materials. The questions were occasionally thought-provoking. However, two faculty members, Oscar and Janice, liked to shock their students by asking very provocative questions or making statements that challenged students’ views and beliefs. According to research by Wlodkowski and Ginsberg (1995), “thought-provoking questions can prompt everyone to make connections as well as raise contradictions between what they already know... raising critical questions reveals individuals’ differing perspectives on ideas and issues” (p. 179).

The types of questions posed and the sequencing of questions should be used to capture students’ attention, arouse their curiosity, reinforce important points, and promote active learning.

When I observed Janice’s class, she had students reading a book called, *We Can’t Teach What We Don’t Know*. The book’s author stated that white teachers cannot teach students of color. After the students read the book, she asked them, “That’s true, isn’t it?” That question sparked discussion among the students. Janice explained why she likes
using discussions, especially ones like this one, to get students to think outside of their comfort zone and become aware of their own beliefs as well as those of others.

During one observation of Oscar’s class, he showed a series of pictures on genocide to start a discussion. In another example, he asked, “Where do dark skinned white people come from?” After the discussion, he explained about the geographical relationship between Italy and Africa.

The method of asking shocking questions works well for Oscar and Janice. They get students talking and through the discussions students learn about other people and about themselves. “Experimental evidence is accumulating to indicate that a certain degree of surprise or uncertainty arouses curiosity” (Berlyne, as cited in McKeachie and Svinicki, 2006, p. 38).

**Group Activities**

Smith (1997), in his review of the literature, found that pedagogical approaches involving students working together across differences and on a common learning goal are very effective. Approaches such as cooperative and collaborative learning facilitate intellectual complexity and multicultural competencies. According to Hurtado (1999),

If faculty members are able to employ pedagogical approaches that encourage students to engage in activities in noncompetitive ways (i.e., cooperative and collaborative learning experiences, group projects, opportunities for prolonged cross-race interaction), they are likely to encourage their students to develop greater understanding and sensitivity to racial/ethnic diversity and social problems (p. 42).
Three of the six faculty members, Oscar, Janice and Eva, viewed group work as a valuable instructional strategy for teaching about diversity and teaching diverse students. Through the interaction and collaboration during group activities students have the opportunity to talk, to share and to express their ideas. While Oscar, Janice and Eva share the common goal of student engagement and interaction, the types of group work vary from quick in-class activities to major final projects.

For example, Janice uses a group activity that helps students realize their bias about people and makes students better understand who they are. Janice asks her students to write a secret about themselves that they are certain no one knows. She shuffles the cards and distributes them to the class. She then asks the classmates to identify the person whose secret was written on the card. As the students try to identify the person in the class with the secret, they discover that they begin to use stereotypes to identify the person. For example, “She’s the only African American in the class, it must be her.” For Janice, this exercise is the best way to help students become aware of their own biases and stereotypical attitudes.

Eva uses a different strategy—she asks her students to work on a simulation of a dominant culture and diverse cultures. She has students work outside of the classroom environment to research and develop their final presentation. Due to the project and the student interaction (I observed the final presentations), students provided positive feedback, saying, “we see each other in class but outside we never interacted. Now, because of this project when we see each other at a party we now speak to each other.” Eva commented, “I now see students walk out the door and continue talking to each other. You know students that I have never seen talking together are now doing it.”
One of Oscar’s group activities is the genetic DNA testing project. He has a group of about 100 students volunteer for genetic testing to see what their true racial background is. This DNA testing traces genetic ancestry back to four regional groups. This activity leads students to talk about the concept of race at a deeper level. The students who have volunteered for the test share their results in their small groups, and begin a conversation about their identities.

The student interactions I observed were beneficial in creating an open learning environment, one in which students learned about themselves and the world around them through each other. McKeachie and Svinicki (2006) discussed how students teaching students is one of the most effective methods of teaching (p. 214). For faculty in this study, the use of group work brought together their experiences of community through interactions and a sense of exploration as they learned about each other by working together.

Creating a Respectful Atmosphere

Regardless of the method used by the teachers, students must feel that they have a safe haven in which to express themselves. Through my observations of faculty in their classrooms and by examining their syllabi, I gained a better understanding of how they create respectful atmospheres for their students, encouraging interaction.

According to Weinstein and Obear (1992), “It is a rare instructor who would claim that raising issues of racism, sexism, or similar intergroup bias issues in a class is a neutral activity” (p. 40). Talking about issues of diversity can be very emotional and
complex, often causing cognitive dissonance. Dissonance results when an individual must choose between attitudes and behaviors that are contradictory. Wlodkowski and Ginsberg (1995) recommended setting ground rules for engagement when facilitating an environment conducive for learning about issues of diversity. Furthermore, Timpson, et al. (2003) claimed that as faculty “we need to strive to establish a climate of openness and safety for students.” Tatum (1992) noted in her study that talking about difficult issues such as race needs to be done in a safe climate. Therefore, “guidelines of confidentiality, mutual respect, “no zaps”, and speaking from one’s own experience should be established on the first day of class” (p. 18). During the interviews, observations and syllabi reviews, I found that some of the faculty emphasized the need to create a safe, open, and respectful environment in their classrooms in order to enhance the student learning of diversity content.

The faculty in this study had various ground rules for their classrooms. For example, attendance in class was mandatory. Oscar, Janice, Fran, Hector and Eva take attendance and Oscar, Eva, and Janice take the time to explain to their students the reasons for taking attendance (which stems from the amount of interaction in class); they simply believe that for a student to interact with the issues, they need to be in class. Hector and Fran simply state that they take attendance and Patty does not take attendance. Instead, she encourages students to get notes from other students in the class.

All faculty members in this study expressed expectations of the students: that they pay attention, listen to others as they are speaking, and participate in the class. Some of the faculty members also try to create a welcoming environment in order to further encourage participation and sharing. Oscar models this approach by listening to each
student’s beliefs during discussion. He encourages students to speak their minds and tells them they can disagree but to do it respectfully. In all of the classes I observed during the study, students were encouraged to be as open and honest with each other and themselves about how they felt, and to share what they were comfortable sharing. By creating a respectful environment in the classroom the faculty in this study continue to help students to grow and learn how to interact in a diverse environment. Once the environment is established, each faculty member continues to encourage student interaction through discussion and by asking them provocative questions. Adams (as cited in Border & Van Note Chism, 1992) noted that, “active engagement in collaborative group learning …fosters student-to-student and student-to-teacher experiences across cultural differences” (p. 15). Encouraging interaction is one of the goals of diversity education, but in order for students to effectively engage in dialogue in a respectful atmosphere, there must be a level of understanding of the concepts of diversity for students. In the next section, I discuss how the faculty members in this study helped students to learn new concepts surrounding the issues of diversity.

**Encouraging Critical Thinking about Diversity**

The second theme in this study that surfaced with respect to pedagogical choice is that each faculty member tries to encourage students to think critically about diversity. The goal of each of the faculty members is to provide students with information involving race, gender, culture, religion, sexual orientation, and other diversity-related concepts framed in the context of both United States history and global perspectives. In
so doing, the faculty in this study present information using non-threatening methods that are designed to encourage students to achieve a deeper understanding of the historical, political, economic, and cultural influences that shape student perceptions of diversity. Students gain this new information through lectures, readings, films and videos and by attending guest lectures, cultural events and participation in civic activities. The goal of each of these activities is to help students become critical thinkers about diversity.

Lecturing

Researchers have found that teaching by lecture has a number of advantages. “Lecturing can be a highly effective medium for conveying enthusiasm and excitement about a field… it can be an efficient way of conveying a body of information. Lecturing requires careful planning on the part of the instructor to make its use effective. The decision to lecture is often chosen in part because it is familiar and it gives the teacher control” (The Penn State Teacher, 1993). Since diversity-related content is often difficult for students to conceive and understand, and can stir up emotions, lecturing allows the presentation of new material and a mechanism for controlling any emotional flare-ups that might occur. While faculty members use various formats to present this material, each method is chosen in order to make the concepts more palatable and acceptable to the student. Timpson, et al. (2003) suggested that when teaching about diversity, “the instructor’s position in trying to create a safe and open classroom is often fraught with tension, for setting up such a classroom involves a complicated and sometimes contradictory set of actions. Openness demands that we listen to all students but safety
may require interrupting a comment that is perceived as offensive” (p. 277). Only three faculty members use a lecture format because they feel it is the best strategy for delivering large amounts of information. Bonwell and Eison (1991) supported this strategy; however, according to Timpson, et al. (2003), lecture format may suppress student participation or encourage it depending on how the lecturer handles the subject (p. 277). To ensure participation during lectures, Oscar, Patty, and Hector employ different methods to keep students involved while at the same time disseminating information so students continue to learn and develop an understanding of the materials.

Oscar’s approach is different in that he uses a modified lecture\(^2\), which creates an active learning environment for his students. One of the reasons that Oscar uses this approach is because of his class size of 500. He uses a variety of strategies for teaching and learning, such as asking questions, and using videos, overhead slides and PowerPoint presentations. For example, current topics, provocative facts and questions all afford him the opportunity to break up the lecture and stimulate discussion. This strategy is consistent with the recommendations made by Frederick (1987). That is, “there should be energy shifts within a class about every twenty minutes” (p. 46). Frederick also recommended the use of “visual reinforcements, which are vital in order to focus attention and clarify context of verbal presentation” (p. 46). Oscar’s lecture style capitalizes on the use of discussion while providing students with the tools to enable them to make personalized connections with the information. His style and descriptions help

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\(^2\) A modified lecture is being defined as a lecture that incorporates active learning components to break up the monologue of formal lecture
his students mentally travel through the material he presents; a technique that helps them process the information better, as well as understand and discover their own identity.

Patty and Hector, on the other hand, present their content using legal cases, court decisions, and statutes as a way of helping their students to understand, digest and accept the information. Because Patty and Hector are trained as lawyers, I noticed during my observations of their classes that they both utilized the Socratic method of questioning. This form of discussion, attributed to Socrates, is one of the oldest teaching strategies for fostering critical thinking. “The true spirit of the Socratic method of teaching…is found in dialogue, questioning, and responding. Used in a supportive and responsible way it can be very powerful” (Bubar & Vernon, 2003, as cited in Timpson, et al., 2003). Both Patty and Hector view their courses from the perspective that cases are necessary to use in order to help students see the connection between diversity issues and the United States legal system. Each tries to get the information out to students so there is some critical understanding of each case, the decision, how it was decided, and the historical perspective surrounding the decision. While Oscar, Patty and Hector employ the lecture strategy in different ways, each does so with the same goal in mind—helping students understand diversity from multiple perspectives.

Encouraging Experiential Activities

In creating an active learning environment, teachers often utilize experiential learning activities. For this study, experiential learning activities are defined as activities that allow students to be actively engaged in the learning process by doing an activity or
having an experience of an activity vicariously and then reflecting on the experience.

According to Kolb’s Experiential Learning Model (as cited in Wlodkowski & Ginsberg, 1995):

The learner participates in a concrete experience then uses the process of observation and reflection, considering the experience from a personal and/or multiple viewpoints to understand its meaning. Out of this reflection the learner forms generalizations or abstract concepts. These may be generated with the aid of the theoretical constructs of others. The resulting constructs are then, through decisions and actions, tested or experimented with, leading to new concrete experiences and thereby starting the learning cycle anew (p. 149).

Various learning activities are representative of the four dimensions of Kolb’s model (concrete experience, reflective observation, abstract conceptualization and active experimentation (Wlodkowski & Ginsberg 1995, p. 151). Experiential activities are a way for students to gain new information, engage and/or interact outside of class, by going to a lecture or cultural event that pertains to the course topic or related topics that can be linked back to the course or even by interviewing a person to gain their cultural perspective. Through experiential activities, students learn about and/or experience people of different cultures, backgrounds, and orientations.

When I reviewed the pedagogical choices that faculty made in teaching about diversity, only three faculty (Fran, Oscar and Janice) used experiential learning activities. Each gave similar reasons for using this pedagogical strategy and felt that using this method would provide their students with experiences to help them internalize and analyze the information for themselves For example, Fran gives extra credit to students who attend announced speakers or events and then follow up with a reaction paper. Oscar
uses the same type of assignment and posts upcoming events on his course website. Students in his class must attend two events that, according to Oscar, are “outside of your own cultural experience or background.” Janice asks her students to conduct an interview with someone who is culturally different from them; this encourages the student to meet and get to know someone who is different from their social group. Students must then write a reflective paper about the interview.

The instructors in this study encourage students to gain new information and think critically about diversity in many different ways. This knowledge is received through the presentation of new concepts via classroom lecture, experiencing a guest speaker or going to a cultural event or by making a new friend by conducting an interview with them.

Summary

In this chapter, I discussed how experience and identity have influenced the teaching of diversity courses for the faculty in this study. The purpose of diversity education is to integrate content, help construct knowledge, reduce prejudice and develop equity pedagogy. Through their experiences, especially with travel and education, each encourages student interaction and presents new concepts that create a greater awareness of diversity in students.

According to Sonia Nieto (2003), as she talked about classroom teachers, teaching multicultural students in her study:

Teachers' identities are deeply implicated in their teaching, and hence in their perseverance. Their identities are defined by not only ethnicity, race,
gender, religion, social class, and language background, although these of course are significant. What became clear was that most of these teachers have been involved in movements for social justice. These included movements outside education (civil rights, anti-apartheid) as well as inside education (bilingual education, multicultural education, desegregation)(p. 14).

As I compare the life history and the pedagogical practices of the teachers in this study, I have come to realize that the quote from Sonia Nieto is representative of the faculty members in this study. Their identities have influenced their teaching in every way, from the content of the course to the strategies implemented in the classroom to the way students are evaluated. These faculty members, each in their own way, have tried to recreate their personal experiences in order to help students confront issues and develop an appreciation for everyone’s diversity.
Chapter 6

IMPLICATIONS AND CONCLUSIONS

The goal of this study was to describe, interpret and analyze how faculty experiences with diversity influence their pedagogical choices and practices in teaching diversity courses. As I sought to answer this question, I looked at the data collected and analyzed from my interviews, my personal observations and my review of course documents of the six instructors. From my analysis of the data, major themes emerged. In this chapter I present a summary of the findings from chapter 5, the implications for practice and the need for further research in the area of diversity education in higher education. Finally, I present my conclusions.

Throughout this study I defined diversity as the differences among people with respect to age, class, income, educational level, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice and other human differences. Personal experience with diversity includes all of the occurrences, encounters, incidents and events experienced by these faculty in relation to diversity. These definitions are gleaned from the perceptions of the faculty participants and are based on either their own diversity (such as their race, gender, ethnicity or religion) or the diversity of the people whom they have encountered with backgrounds different from their own.

The experiences of these participants contributed to a developing awareness, understanding, and appreciation of diversity. These experiences have also helped to develop their sense of identity, the way in which they view themselves in relation to a
social group, and the way in which their social group affiliations influence their beliefs, values, and attitudes. The personal experiences of these teachers with diversity helped to form their identities both prior to becoming teachers and as they teach. This finding is consistent with the research conducted by Gallos and Ramsey (1997) and Timpson et al. (2003), which supports the notion that diversity educators learn about themselves more fully through their personal experiences. I believe that this study expands on the impact of personal experience: not only did personal experience contribute to my faculty participants’ decisions to become diversity teachers, but their ongoing experience with teaching within a diversity curriculum continues to shape their identities.

Through their experiences, faculty members were able to understand what it means to be a minority. Their experiences with travel and education opened up opportunities that shaped their identity and enlightened them about diversity. Through travel, faculty experienced positive interactions with culturally different people, a prime method of overcoming stereotypical beliefs and prejudice. In a study conducted by Wiest (1998), she reported that teachers who underwent cultural immersion overcame their stereotypic notions and prejudices. Findings from the current study are consistent with Wiest’s findings. The firsthand experiences of participants in this study played a significant role in shaping who they are, contributed to their knowledge and understanding of different lifestyles, and helped to shape their views on the need for future students to learn about and better understand diversity. These faculty members’ personal experiences with diversity influenced their decision to become diversity teachers and subsequently the type of pedagogy they used in their courses.
Faculty members in this study focused on helping their students understand and relate to their own diversity and the diversity of others. Each of the faculty members shared a common goal—to enhance student learning. To achieve this goal, they recreated their own learning experiences as these had an impact on their identity in terms of realizing their diversity. To do this, they utilized various pedagogical methods in their classrooms, such as discussion, group work, and experiential activities, which encouraged student interaction and led their students to become critical thinkers about diversity.

What I often heard from the faculty was that they wanted students to talk about diversity; they wanted students to express their ideas and engage the instructor and their fellow students in dialogues around issues of diversity. These faculty members believed that discussions would allow students to hear other perspectives, to learn from each other to discover more fully their own beliefs, values, and attitudes on diversity, and to develop a more advanced understanding of themselves. Classroom assignments such as group work encouraged students to learn from each other and to also build relationships and develop a learning community. The experiential activities also provided additional avenues for students to learn about different cultures and make new friendships with individuals different from themselves. The activities were designed to help students step out of their comfort zone and to think out-of-the-box on issues that they had not had to deal with before.

Most of the instructors in the study learned a great deal from their experience of travel, from being a minority or a foreigner in another country and critically reviewing literature about these cultures and reflecting on the experience. They viewed their courses as an important part of helping students become critical thinkers and educated citizens.
They believed that students needed to review the literature, filter it through the subjective lens of the writer or researcher, and develop their own perspective. For example, one faculty member assigned a photo journal project in which students took a photo of themselves with an ethnically different student and showed it family members to see how they reacted. The student then wrote a journal entry about family responses and a reflective paper about their analysis of the experience.

Faculty in this study were also learning from the experience of teaching in this curriculum: They learned about motivation theories, how people learn, how to engage students in active learning, and how to tap students’ interests in themselves both individually and as a cohort. Each faculty member drew as much from personal experiences as from the literature in their pedagogy. They also used popular culture, such as videos, movies, new articles and books, to help make students aware of cultural stereotypes and cultural icons.

Teaching diversity can be one of the most vulnerable topics and experiences for teachers, because a faculty member’s personal identity is on display in many ways. Their beliefs, attitudes, and values are what they bring with them into the classroom and influence what is taught and how it is taught. I realized while conducting this study that, like most of us, our comfort level in teaching our courses is directly related to our backgrounds and the strengths we garner from those backgrounds (Gallos & Ramsey, 1997). For the faculty in this study, teaching about diversity is an ongoing experience that continues to shape their identities. Teaching about diversity is not just a position that they hold, it is a vocation that they follow.
Implications

As universities continue to actively engage in initiatives to enhance diversity on their campuses, there will continue to be a need to address the issues, concerns and needs of the diverse student population. For many institutions of higher education it is imperative to provide a quality education that includes developing students to be participants in a pluralistic society. It is the mission of colleges and universities to impart to their students an understanding of diversity and an appreciation of the value that diversity brings to their campus and society. As a result, there has been a push toward a more pluralistic and diversified curriculum, and diversity education has been the mechanism for addressing this need. One of the reasons I became interested in conducting this study was, as a diversity educator and now as Director of Institutional Diversity, I was interested in developing an understanding of what leads a teacher to teach about diversity, what drives them to want to teach a topic that often creates conflict and arouses emotion but most importantly creates an awareness of the diversity that is around us and the value that it brings. As I looked through the research that has been conducted over the last fifteen years I found little research that specifically focused on how the personal identities of faculty and their experiences with diversity might influence and inform their pedagogy. I hope that the findings from this study will stimulate others to pursue further research and extend my findings.
Implications for Further Research

Limited research has been conducted that specifically evaluates the significance of the personal experiences of faculty who teach diversity education courses and how these experiences influence their pedagogical choices and practices in these courses. Most of the literature on diversity education has focused on the impact of diversity courses on campus climate and students (Antonio, 1999; Astin, 1993; Palmer, 1999; Pascaella et al., 1996), or on preparing future teachers for teaching diverse populations of students. The current literature is theoretical and conceptual in nature; few studies focus on the diversity teacher, their experiences in becoming diversity teachers, their pedagogy and their beliefs as instructors. This research provides a basis for conceptualizing the experience of diversity teaching, and further research based on the findings from this study will enhance our understanding of the phenomena of teaching about diversity.

Study findings indicated that personal experiences play a significant role in the development of identity. Further, the faculty in this study felt that it was essential to understand their own identity before they could attempt to teach others about diversity. Since this case study only involved six faculty members, it presented only the perspectives of these faculty members at this particular institution. To gain multiple perspectives on the teaching of diversity, further research is recommended. A look at a larger range of faculty is recommended in order to gain an understanding of what influences the abilities and motivation of other faculty who teach diversity courses.

The influence of personal experience such as racial identity on pedagogical choice and practice was examined in this study. For example, Oscar’s experience with travel
allowed him to become immersed in cultures that enabled him to gain experiential knowledge that provided him with the experience of being a minority. As the only white male and non-minority in this study, Oscar’s perceptions of his transformation to becoming a diversity teacher raise the question of whether his experience is indicative of the experiences of other white male diversity teachers. Expanding this area of research would allow us to gain the various perspectives of other white males and their transformation into diversity teachers, and thus provide further information on how their experience with diversity has informed pedagogical choice. In addition, exploring other non-minority faculty’s experiences with diversity and its impact on pedagogy would permit some comparative descriptions of how different experiences contribute to different pedagogies among a variety of faculty members.

Another finding that emerged from this study was the impact of racial identity development on the three white faculty participants. These faculty members’ experiences in teaching about diversity has put them in the position of being *racial allies* (Reason, Millar, & Scales, 2005), where their teaching is motivated by their being activists and advocates for equality. An comparative examination of the racial identity development of diversity teachers—both white faculty and faculty of color—and their motivation to teach about diversity is recommended, to further enhance the literature on identity and teacher development.

As a result of this study, I discovered that some diversity teachers felt that sharing their personal experiences was beneficial to enhancing the learning experience for students. As an area for further research I would recommend examining student’s perceptions on how hearing the personal experience (story telling) of instructors helped in
their understanding of diversity issues. This information would provide data on how student perceive learning gains through the use of the pedagogical method of story telling. Further, while this study did not explore student learning as a result of taking diversity courses, an additional suggestion for further research would be to conduct a longitudinal study focused on the impact that various pedagogical strategies have on student attitudes over time.

As mentioned in the limitations of the study, this case study only looked at the perceptions of a small group of faculty at one institution. Some of the participants in this study were influenced by previous teaching experiences and were conscious of adapting prior experience to a different student body. An extension of this research would be to interview faculty members at different kinds of universities. This extension would enable an analysis of the potential differences in pedagogical choice between faculty who teach in an urban environment with a more diverse student body and faculty who teach in a rural environment where the student body is more homogeneous. Further, would faculty members’ responses in different geographical parts of the country (South, for instance) differ from those already recorded?

**Implications on Practice**

Penn State University is a large research intensive institution with over 40,000 students; while the findings of this study may not be generalized to all institutions it may however have implications for educational practice and research for institutions that are similar to Penn State in size and in structure. The results of this study have implications
for creating a framework for helping diversity educators. One of the findings that emerged from this study was that instructors, through their personal experiences, develop a sense of self. They developed an understanding of their values, beliefs and attitudes with regard to their personal identity and the racial and cultural identity of others. For diversity teachers it is important to be able to acknowledge their own biases and prejudice. For the practice of developing future diversity teachers, institutions should provide avenues for current teachers to explore their identity development. This can be done through professional development programs that focus on the formation of an educator’s self-identity and the role that their identity has on their development as teachers. As was indicated in this study, until a faculty member is comfortable with their identity and has explored and understood the impact of their experiences on that identity, they may not be able to create the safe and welcoming learning environment that is essential for exploring identity development.

To help teachers become more comfortable with the instructional challenges they might face in a diversity classroom, professional development programs geared at enhancing knowledge of the teaching and learning process would be beneficial. As was evident in this study, most instructors have been trained in discipline-specific areas and most have not been trained in instructional design or teaching. Since the topics discussed in a diversity classroom can sometimes evoke emotions and disagreements among students, it is essential for faculty to be trained in the design of learning environments in which issues are presented in an unbiased manner. Also, to help teachers become comfortable with teaching about diversity, training in conflict management and facilitation skills would also be beneficial.
Last, study results indicate that personal experience and background play a significant role in the pedagogy used by instructors. This knowledge may be helpful in shaping the hiring of future diversity teachers. When hiring, administrators should consider additional questions designed to gauge the effect of the individual’s background and experience as it relates to their commitment to diversity.

Conclusion

This study found that personal experiences do influence the pedagogical choices and practices of faculty participants. It was shown that exposure to other cultures through travel and living abroad tended to influence understanding and appreciation of other cultures. The educational experiences of the instructors also influenced pedagogical choice and practices. In all cases, there was a direct relation between pedagogy and background. These experiences were visible in their selection of instructional strategies and materials used in their courses. This study did not attempt to answer or examine whether these experiences made the instructors more effective teachers. Instead, it focused on how these experiences affected their instructional methods.
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different ethnic and gender groups at four-year institutions. New Orleans:


INFORMED CONSENT FORM FOR SOCIAL SCIENCE RESEARCH

The Pennsylvania State University

Title of Project: Teaching Diversity: How personal identity informs pedagogical practice

Principal Investigator: Valerie Careve Dudley
Advisor: Dr. Priya Sharma
865-7848 3 14C Keller Bldg. 865-4374

1. Purpose of the Study: The purpose of this research is to examine instructional strategies used in teaching diversity education. This study will focus on how the identities and personal experiences of instructors that teach diversity education courses, affects the instructional methods that they use in teaching diversity related courses. Hopefully, the information gained through this study will create a better understanding of the factors contributing to the successful implementation of diversity education courses.

2. Procedures to be followed: Your participation in this research will consist of three 90-minute interviews. The first interview establishes the context of the participants’ experience. Another name is for it is life history. The second interview encourages the participant to reconstruct the details of their experience within the context in which it occurs. And the third lets the participant reflect on the meaning their experience holds for them. These interviews will be recorded on audiotape for the purpose of making a transcript.

Observations of you teaching your class will be conducted to gain an understanding of the instructional strategies used in your course. During the interviews you will be asked questions about your personal experience about diversity and with diversity education.

3. Discomforts and Risks: Participants in this study are being asked to discuss and analyze their feelings towards diversity, and diversity education courses, it is possible that discussing these issues could arouse some emotion. Some of the questions are personal and may cause discomfort. The seriousness of the risk will depend on your feelings about diversity. To minimize discomfort, all opinions will be respected during the interview and as a participant you can withdraw from the study at anytime or choose not share your views. Although no names or personal identifiers will be used, there is a possibility that you could be recognized by your comments.

Benefits:

The benefits to you as a participant will be that you will have an opportunity to share your personal experiences about diversity and the affect it has bad on your development as an instructor, you will also provide rich data that will help this researcher and other educators in the Instructional Design field gain a better understanding of which instructional methods are more effective for teaching issues of diversity.
4. Duration/Time: study will begin during the Fall 2003 semester and continue through spring 2004. Interviews consist of three, 90-minute interviews; observations should be for the length of the class period.

5. Statement of Confidentiality: Only Valerie Careve Dudley will have access to your identity and to the information that can be associated with your identity. The information that you provide will be confidentially recorded and analyzed. Your name will not be used with the data. In the event of discussion, presentation, and/or publication of this research, no identifying information will be disclosed. The tapes will be stored in a locked file cabinet at 803 Stratford Drive, State College Pa. Only the investigator will have access to the tapes and the tapes will be stored for 7 years and be destroyed in the year 2011.

6. Right to Ask Questions: Participants have the right to ask questions and have those questions answered. All questions should be directed to:

   Valerie Dudley          Dr. Priya Sharma (Thesis advisor)
   865-7848                865-4374

7. Compensation: Your participation in this research study is WHOLLY VOLUNTARY. You are free to withdraw from the study at any time by notifying Valerie Dudley. Participants can decline to answer specific questions.

   You must be 18 years of age or older to consent to participate in this research study. If you consent to participate in this research study and to the terms above, please sign your name and indicate the date below.

   You will be given a copy of this consent form to keep for your records.

   ___________________________  ___________________________
   Participant Signature        Date

I, the undersigned, verify that the above informed consent procedure has been followed.

   ___________________________  ___________________________
   Investigator Signature       Date
Appendix B

Case Study Note

Date: August 11, 2004
Valerie Dudley
1:00 p.m. to 2:30 p.m.

First interview with Oscar in his office
I got to Oscar’s office a little early and he has a note on the door saying that he would be back shortly, but Oscar was actually in his office. When I walked into his office he is in the middle of typing a document. He asks me to have a seat while he finishes, I begin to set up for the interview by taking out my tape recorders. While I Waite I notice Oscar’s office is small with a little love seat, a book shelve with video’s, books etc. he has posters all over, pictures, cartoon’s and messages like “war is costly- peace is priceless.” Oscar get up and get a granola bar, he offers me one.

Oscar takes the tape recorders from me and sets them up so that he can see them while they are taping; I begin the interview going over the protocol that I will be using. I also have him read and sign the Inform consent form. I tell Oscar that I will be conducting 3 interviews. He tells me that he thinks I should combine interview 2 & 3 together. He then takes one of the tape recorders and turns it on to leave a message for my advisor in regard to why he thinks I should change the protocol. He then turns off the recorder and tells me that I can begin the interview. I start the interview and his phone rings. He turns off the recorder and takes the call. He quickly finishes and then turns on the tape again. 5 minutes go by and his phone rings again, he turns off the tape again. He finishes the call again. Then turns on the tape he had not started to answer the question when the phone rang again this time it is his wife he tells her he is in an interview with me and then shortly get off the phone this time he unplugs his phone. We finish the interview after 90 minutes.

Description of Oscar
Oscar is a white male about 40ish with straight brown hair with gray mixed in, it is short now but it use to be longer. Oscar has his ears pierced. He is about 5’ 9 slim build and he is wearing shorts, Birkenstocks and a tee shirt.

Observation Notes
Participant: Oscar
1st observation
Date 9/9/04
Time: 2:20
Before class starts the instructor announcing that voter registration forms are being passed out. That he wants every student that is not registered in the state of PA to fill out a form. He says I don’t care who you vote for but I want you to vote. TA’s begin passing out the voter registration cards to every student. A student working with the voter registration drive, gives the instructor a website about voting which he places on the overhead projector for everyone to see.

Class begins at 2:35- Instructor says “Yo Dog” trying to get students attention. This is a large lecture hall, (class has about 400 students) with two big screens one with an overhead projector the other computer. Music is playing the light are down low. There is a sample voter registration card up on one of the screens.

Instructor wears a personal microphone because the class is so big, he also uses hand held microphone for students to ask questions.
2:40- Journal questions- Instructor ask does any one have questions about the journal assignments-

Instructor uses a lecture format for class
Walks around the room to talk to students. He lectures as he is walking. Often uses humor by joking with students in class, shares personal stories or provides historical background.

Today’s class is about race, he shows a video clip called “All Orientals look the Same” made here at PSU. Video- shows different people from parts of Asia that look very different from each other
Appendix C

Interview Protocol Interview Questions

Phase one interview

1. How would you describe yourself?

2. What do you think are the most important things about you that would help me gain a better understanding of who you are?

3. What do you feel were the most significant events in your life that you feel have shaped you into the person that you are now?

4. How did you become interested in teaching about diversity?

5. Tell the story about how you began teaching that ultimately lead to your teaching these courses?

6. How do you define diversity?

7. What was the first experience that made you realize your own diversity?

8. How has your experiences with diversity affected you over your lifetime?

Phase two interview

1. What diversity related course do you teach?

2. What instructional strategies do you use in your course?

3. How does your experience affect the instructional strategies and materials that you use in your course?

4. What are the learning goals that you have for the students taking your course?
5. In what way does your teaching philosophy differ for teaching a non-diversity course?

6. What do you do differently when you are teaching a non-diversity course?

Phase Three interview

1. Given what you have said about your personal experiences with diversity and your experience teaching diversity courses, what does it mean to you to be a diversity teacher?

2. How has teaching diversity courses impacted your life experiences and/or identity?

Appendix D

Sample of Free Node Listing

Nodes in Set: All Free Nodes
Created: 9/6/2005 - 8:47:48 PM
Modified: 9/6/2005 - 8:47:48 PM
Number of Nodes: 939
1 How I became interested, Africa
2 How I began teaching
3 How I cam to PSU
4 How I came to PSU
5 How I came up with project
6 How I felt about std projects
7 how I get participation
8 How I grew up, who shaped me, what v
9 How I met Charles
10 how I met my wife
11 How I started teaching diversity
12 How I started teaching Diversity Cou
13 How I teach the course
how to incorp Div into Curriculum
How used legal skills in teaching
How wifes father found out
HSchool smoked weed & read books
Husband filed AA EO claim
husband is in the army
Husband raised issue of racism in Dt
Husband said I must finish
husband was in the military
husband, historian
Husbands experience
I allowed somethings to happen
I always had a section on race
I always wanted to be a teacher~
I always was uncomfortable talking a
I am 31 years old
I am a 50-year-old retired Marine
I am a white woman~
I am American
I am an attorney
Appendix E

Sample of Tree Node Listing

Nodes in Set:  All Tree Nodes
Created:  9/6/2005 - 8:47:48 PM
Modified:  9/6/2005 - 8:47:48 PM
Number of Nodes:  359
1  (1) /Experience with diversity
2  (2) /Experience that changed them
30 (3) /Impact of teaching diversity courses
50 (4) /What do I want my students to learn
67 (5) /What am I teaching
84 (6) /How do I teach my course
111 (7) /Beginning to teach
167 (9) /Defining diversity and teaching
174 (10) /Family History
180 (11) /Diversity requirements
237 (12) /Experiences with std in class
241 (13) /Personal Values~Beliefs
246 (14) /Identity
VITA

Valerie Careve Dudley

5421 Woodcrest Ave  vcd105@psu.edu
Philadelphia PA 19131  215- 877-2848

Education

Ph.D. Instructional Systems  The Pennsylvania State University,
State College, Pennsylvania, August 2006

Master of Arts in Administration  Antioch University,

Bachelor of Arts in Political Science  Cheyney State College,

Work Experience

2002- 2005  The Pennsylvania State University, State College, Pennsylvania
2001- 2005  Course and Curriculum Project Manager, Schreyer Institute for Teaching
            Excellence
            Diversity Trainer, The Diversity Support and Education Center,
            Office of Affirmative Action

2000- 2002  The Pennsylvania State University, State College, Pennsylvania
           Minority Fellow/Research Assistant for the Instructional Systems Department

1993- 2002  West Chester University, West Chester, Pennsylvania

1991-