

TOPIC: DIVERSITY: AN OVERVIEW

SUMMARY: Our cultural landscape is changing rapidly as a result of demographic, technological, and social changes. The term *diversity* has gained new meaning and become more inclusive. Despite the increasing attention diversity receives, our views and understanding of diversity are often influenced by myths about diversity and the role it plays in our lives. Diversity education enables us to move beyond these myths and develop our diversity consciousness, meaning awareness, understanding, and skills in the area of diversity. The **Activity Chart** gives a brief overview of the activities found in this section. A complete description of each activity follows this chart.

LEARNING OUTCOMES: Students will be able to:

- Analyze significant changes in the cultural landscape of the U.S.
- Differentiate among people's reactions to the changing cultural landscape.
- Contrast assimilation and pluralism.
- Elaborate on various dimensions of diversity.
- Give examples of diversity within and among groups.
- Critique the diversity myths.

ACTIVITIES FOR DIVERSITY: AN OVERVIEW

The following chart provides a quick overview of the activities for ***Diversity: An Overview***. A complete description, including directions, approximate time for completion, evaluation, use in a traditional, hybrid, or online class, and necessary materials or equipment (if any). As you review this material and the activities within, consider the following:

- These activities are designed to provide you with choices and flexibility. As an instructor, you know your students and their needs. Select and adapt those activities that best fit your students and the course material.
- I have indicated the format of the activities. Activities include those suited to face-to-face interaction and/or hybrid and online environments.
- The activities provided for this module are suggestions. You may want to use certain ones in conjunction with activities that you have created, such as journal writing, online activities, group discussions, and service learning. Well-designed and well-integrated activities are an integral part of learning about diversity.

Activity	Description	Application
#1 Different Reactions	Asks students to examine their reactions to diversity (cultural cruise control, beginning adjustments, fine tuning)	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
#2 What is an American?	Helps students unearth diversity by analyzing responses to the question, What is an American?	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
#3 Mapping the Census: Racial and Ethnic Concentrations	Using data from the 2010 and 2000 Census, students examine demographic changes in those areas in which they grew up.	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
#4 Youtube.com Expert Groups	Students familiarize themselves with subtopics found in "Diversity: An Overview" by selecting, sharing, and discussing YouTube videos.	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
#5 Internet Assignment	Students access demographic data on the Internet to analyze populations in their own and neighboring communities.	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online

MyStudentSuccessLab ASSESSMENTS and ACTIVITIES

MyStudentSuccessLab (www.mystudentsuccesslab.com) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom's Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience.

ACTIVITY #1: Different Reactions

What to do: Reactions to our changing cultural landscape may take the form of cultural cruise control, beginning adjustments, and fine tuning. Describe a personal life experience in which you were in cultural cruise control. Why is this an example of cultural cruise control?

Describe a life experience in which you were engaged in "beginning adjustments" and/or "fine tuning." Explain why the experience is an example of "beginning adjustments" and/or "fine tuning."

Briefly compare and contrast your experiences.

How much time: This activity can be done individually or in small groups. One class period.

How to evaluate: Instructor and/or students may provide feedback, face2face or online. Small groups can discuss their answers, and then share with the larger class. Online, students can be expected to answer the questions (e.g. discussion board) and respond to a certain number of posts.

How to use: Can be used in a traditional, hybrid, or online class.

Materials: None

ACTIVITY #2: What is an American?**What to do:**

1. Ask students, “What is an American?” Students may respond orally, in writing, or by role-playing.
2. Have students share their responses.
3. Then ask students to analyze their responses. What patterns emerge? In describing an “American,” who is included and who is excluded? What factors might explain the different responses?

Have students view the following online segments of the video by searching YouTube, *The Color of Fear* (“The Color of Fear – Extract 3”; and “The Color of Fear – What It Means To Be American”). During these segments, men of different racial and ethnic backgrounds discuss what it means to be American.

How much time: One class period.

How to evaluate: Instructor and students may provide feedback. Small groups can discuss their answers, and then share with the larger class. Students respond using a Wiki.

How to use: Can be used in a traditional, hybrid class, or online.

Materials: Computer with high-speed Internet access. Computer with presentation equipment (for classroom use)

(Optional) THE COLOR OF FEAR (film may be purchased from StirFry Seminars and Consulting)

ACTIVITY#3: Mapping the Census: Racial and Ethnic Concentrations

What to do: Search the New York Times website for “Mapping the 2010 Census”

Using data provided by the U.S. Census, analyze racial and ethnic concentrations in the area(s) in which you were raised.

Specifically, examine the following demographic changes in the county or counties in which you have lived during the last 15 years:

1. Changes in racial/ethnic distribution from 2000-2010
2. Changes in the largest racial and ethnic groups from 2000-2010
3. Changes in the distribution of Whites, Blacks, Hispanics, and Asians from 2000-2010

Questions:

What were the most significant changes between 2000 and 2010?

What factors do you think brought about these changes during this period?

What is the social and economic significance of these changes?

How much time: This activity can be completed in part of a class period or extended over multiple periods as needed

How to evaluate: Analysis of changes, individually or in small groups.

Optional: Compare and contrast changes reported by different students. What factors might account for noted differences?

How to use: Can be used in a traditional, hybrid, or online class. For an online class, students can use a wiki or discussion board to work together or post their responses on Twitter (instructor should assign a common hashtag so students can find each other’s “tweets”).

Materials needed: Computer with high-speed Internet access.

ACTIVITY #4: Expert Groups - YouTube Lesson on Diversity: An Overview

What to do: Break the class into small groups of 3, 4, or 5 students

Assign each group a different subtopic of Diversity: An Overview from the list below:

- 1) Our changing cultural landscape
- 2) A range of reactions
- 3) Views of diversity – assimilation and pluralism
- 4) Dimensions of diversity
- 5) Diversity between and within groups

Instruct each member of each group to find a different and creative, thought-provoking YouTube video that addresses their assigned subtopic. Attention needs to be paid to the quality of the information given in the video and the source.

After each member selects a chosen video, the group comes back together, watches all videos, and discusses what they learned. Group members then create their own presentation on the material about which they have become “experts.” This presentation can range from a PowerPoint show to a multimedia presentation, which includes clips from the videos they watched and/or their own video creations, to a well-constructed wiki including links to videos. Each group should submit a printed list of the URLs for each of their videos.

Each “expert group” then reports back to the class by giving their presentation and responding to questions.

Have students reflect on their ability to work as a team, and how their diversity impacted their ability to complete their assignment.

How much time: This activity can be completed in part of a class period or extended over multiple topics as needed

How to evaluate: Consider the quality of the information presented in the videos and relevance to the subtopic, group’s preparedness and presentation, contributions by each member of the group, and the group’s responses to questions from class.

How to use: Can be used in a traditional, hybrid, or online class. For an online class, students can use a Wiki or discussion board to work together or post their responses on Twitter (instructor should assign a common hashtag so students can find each other’s “tweets”).

Materials needed: Computers with high-speed Internet access

ACTIVITY #5: Internet Lesson

1. Google the following: demographics by zip code. Choose a link that appears to have what you are looking for. (ZIPskinny has good, easily found information. The U.S. Census Bureau also has good information by zip code, but will take more steps to find).
2. Find information based on your zip code (e.g. place of residence). How do the demographics of your area compare with neighboring ZIPs? See if you can find census data on educational attainment, marital status, household income, and occupation.
3. Write a two-page summary and analysis of what you learned from visiting this Web site. In particular, what similarities and differences are apparent when you compare your ZIP and neighboring ZIPs?

How much time: This activity can be completed in part of a class period or extended over multiple periods as needed

How to evaluate: Quality of data and source. Summary and analysis of data, as it relates to your geographical area (or zip code) and neighboring areas.

How to use: Can be used in a traditional, hybrid, or online class. For an online class, students can use a wiki or discussion board to work together along with Twitter for their responses.

Materials needed: Computer with high-speed Internet access