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# Multiculturalism

Day 2

# Rules for engaging in dialogue

- Everything you share within the context of this conversation is confidential, honored and respected.
- Always use "I" statements.
- Avoid critiquing the video or others' experiences; focus on your own experiences and feelings.
- Be honest and willing to share.
- Listen with curiosity.
- Be willing to learn and change.
- Resist the desire to interrupt.
- Build on others' stories when sharing in the larger group (make a connection with your own story or ask a follow up question).
- Suspend judgment.
- Be open to the kernel of wisdom in each person's story.

# Objectives

- Understanding different worldviews
- Identify different Verbal and Non-verbal communication styles

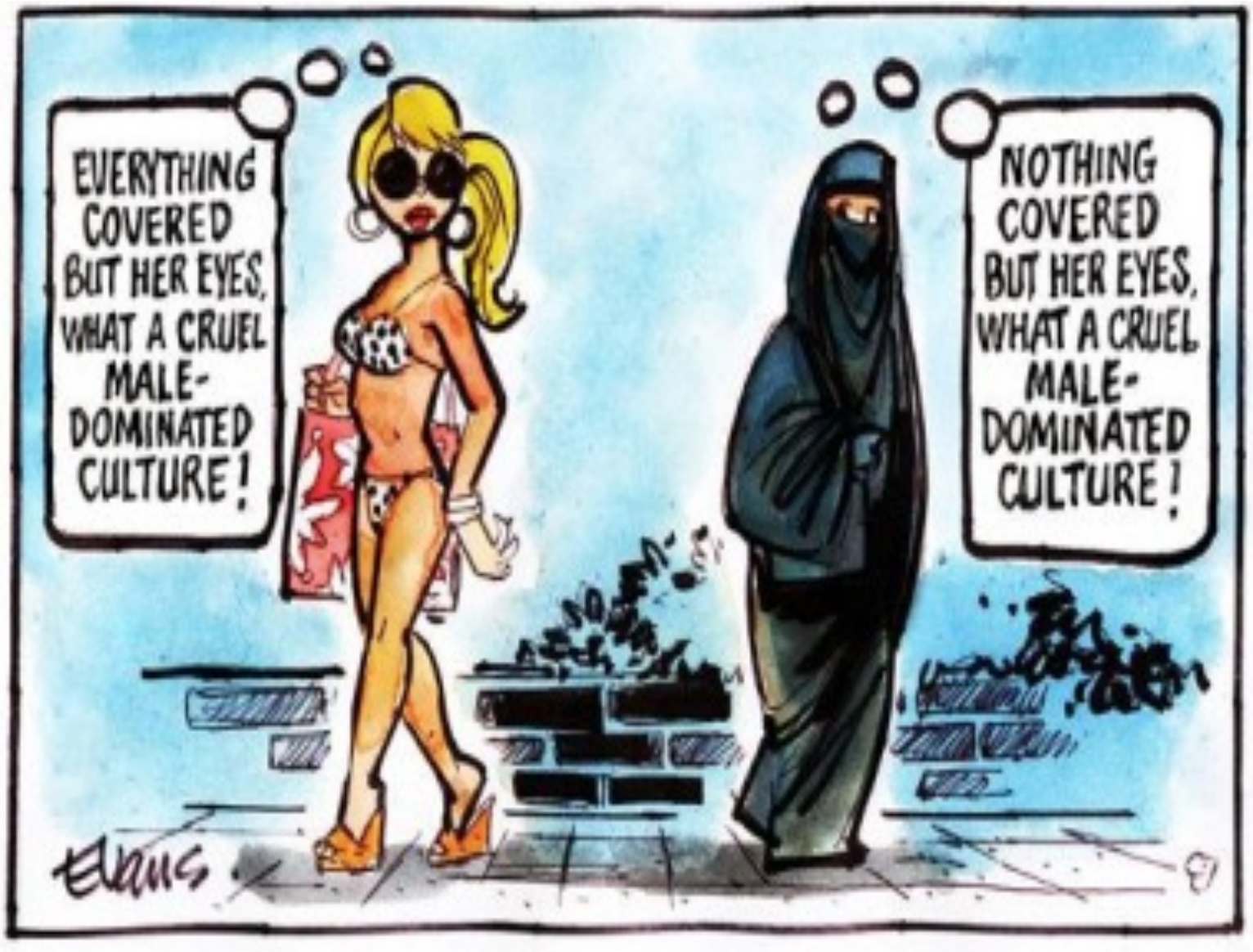
# Worldview

- An individual's or society's worldview is their basic cognitive perspective on the world.
- It comprises the totality of the individual's or society's knowledge and point of view, including norms, ethics, and morality.
- A worldview relates to ethical reasoning and therefore operates at a conscious level and is open to dialogue, as opposed to deep seated, unconscious assumptions.
- However, core worldview beliefs are often deeply rooted, so we seldom reflect on them. It is usually only in moments of conflict or dissonance that we consider them.
- The term "worldview" comes from the German, and the concept in German is basic to German philosophy and epistemology. In the English-speaking world, "worldview" has different definitions in different disciplines.

# World view

## Comparing Individualism with Collectivism

| Individualism—Focus on… | Collectivism—Focus on… |
|---|---|
| **Independence** | Interdependence |
| **Individual achievement** | Group harmony |
| **Self-direction** | Group-direction |
| **Universal values (rules, policies, laws)** | Social obligation |
| **Categories/categorical thinking** | Relationship/relational thinking |
| **Part to whole learning** | Whole to part learning |
| **Acting ON the environment** | Adapting To the environment |
| **Gesellschaft** | Gemeinschaft |


EVERYTHING COVERED BUT HER EYES. WHAT A CRUEL MALE-DOMINATED CULTURE!
NOTHING COVERED BUT HER EYES. WHAT A CRUEL MALE-DOMINATED CULTURE!

# Verbal Communication Styles Activity--Background

*Verbal Communication Styles, like our other cultural responses to the real world, relate to the socio-economic context of our lives.*

**INDIRECT— *Inclusive/communal***

- Indirect communicators take a collective approach to solving problems.
- They encourage participation from all members of the group.
- They are concerned with the feelings of all members of the group.
- Indirect communicators seek harmony. If this cannot be achieved in the
- large group or with senior participants, they work out solutions in subgroups and take these solutions back to the larger group for a decision.

**ANECDOTAL— *Personal***

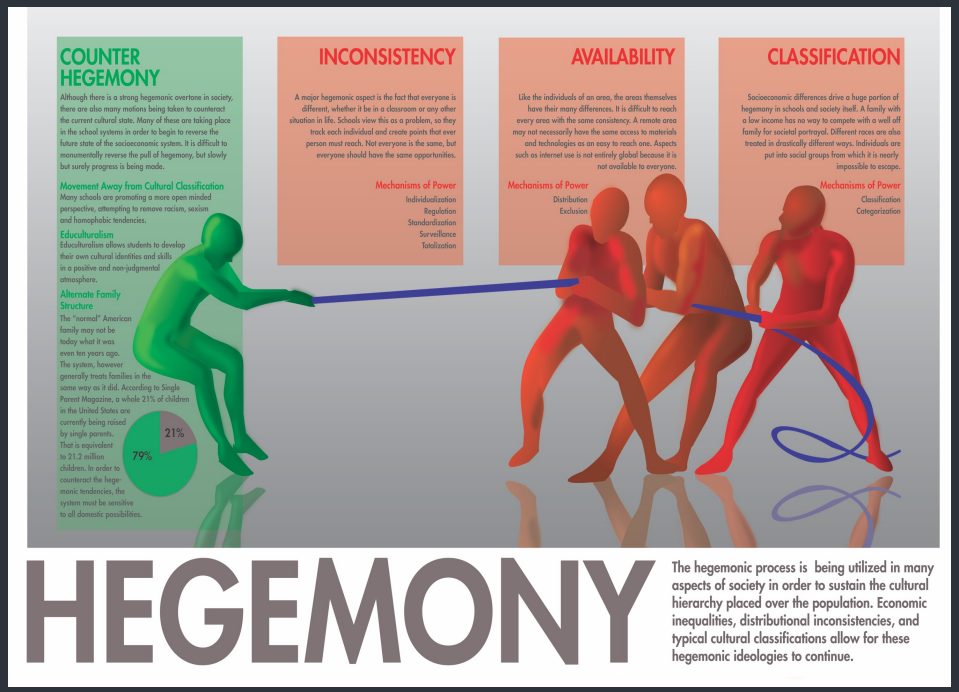
- Anecdotal communicators see themselves as contributors to a group in which there is no one leader.
- They tend to want to tell their own stories by way of contributing to solving the problem.
- Anecdotal communicators believe that decisions should be arrived at through negotiation and compromise or when, when this fails, one person takes a lead and prioritizes the information that the group has brought to the table.

**DIRECT— *Impersonal/linear***

- Direct communicators define the problem. Then they begin the process of resolving the problem.
- Direct communicators preside over and dominate the group discussion, keeping members of the group "on track" as they brainstorm solutions.
- As time runs out, direct communicators tend to take control and make a decision(s) on behalf of the group.

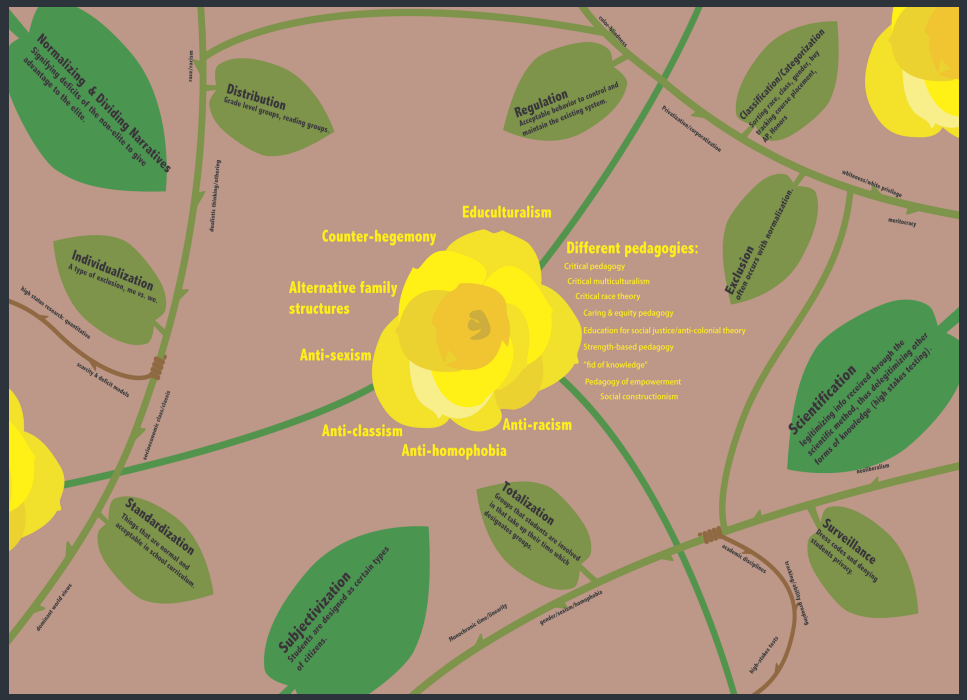
# Non-Verbal Communication Styles

- Eye Contact
- Social Distance
- Touching
- Volume of voice
- Smell

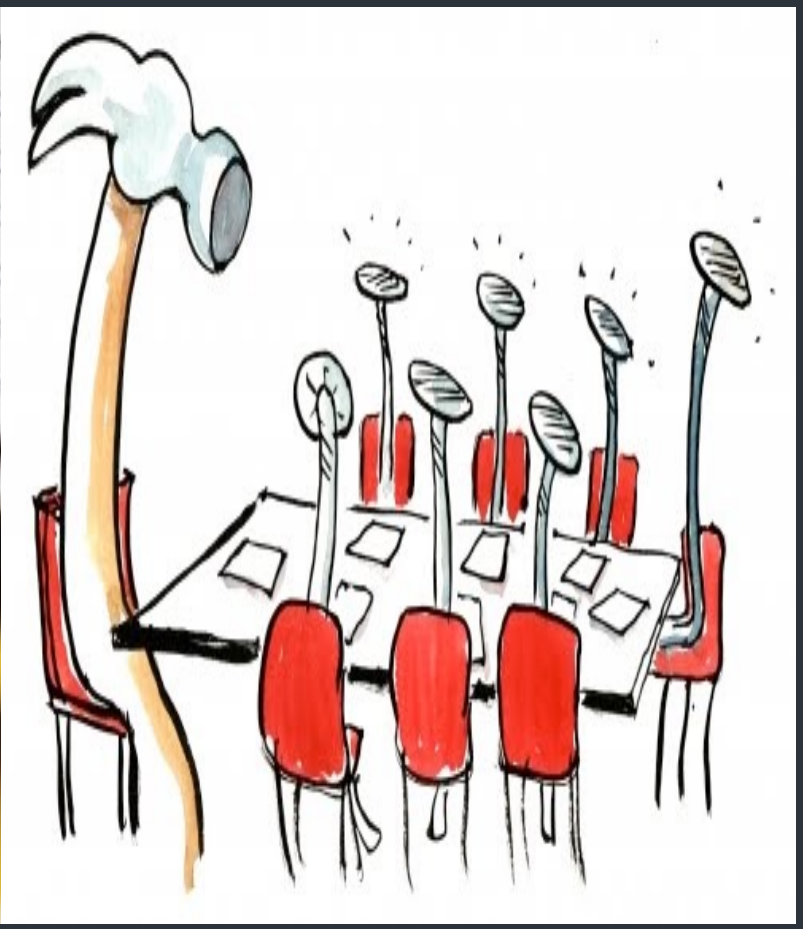



# HEGEMONY

The hegemonic process is being utilized in many aspects of society in order to sustain the cultural hierarchy placed over the population. Economic inequalities, distributional inconsistencies, and typical cultural classifications allow for these hegemonic ideologies to continue.


Normalizing & Dividing Narratives
Signifying deficit of the non-elite to give advantage to the elite.
Distribution
Grade level groups, reading groups
Regulation
Acceptable behavior to control and maintain the existing system.
Classification/Categorization
Labeling race, class, gender, leg
Individualization
A type of exclusion, me vs. we.
Educulturalism
Counter-hegemony
Alternative family structures
Anti-sexism
Anti-classism
Anti-racism
Anti-homophobia
Different pedagogies:
Critical pedagogy
Critical multiculturalism
Critical race theory
Caring & equity pedagogy
Education for social justice/anti-colonial theory
Strength-based pedagogy
"Rd of knowledge"
Pedagogy of empowerment
Social constructionism
Exclusion
Scientification
legitimizing info received through the scientific method, thus delegitimizing other forms of knowledge (high stakes testing)
Standardization
Things that are normal and acceptable in school curriculum.
Totalization
Groups that students are involved in that take up their time, which designates groups.
Surveillance
Subjectivization
Students are designed as certain types of citizens.

# Standardization



# SURVEILLANCE
# Which photo is the School?

# How does school structure contribute to the social control of students in schools?

- Whiteness in the Classroom Erases Diversity

# Questions about the field?

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