

CULTURAL DIVERSITY AND CONFLICT RESOLUTION

LENGTH OF TIME: one semester, 90 minutes daily

GRADE LEVEL: 12

COURSE STANDARDS:

Students will:

1. Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference (NCSS Culture Ib; PA Std 8.3.12 c)
2. Demonstrate the value of cultural diversity, as well as cohesion, within and across groups (NCSS Culture Ie; PA Std 8.3.12 d)
3. Construct reasoned judgments about specific cultural responses to persistent human issues (NCSS Culture Ig; PA Std 8.4.12 d)
4. Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to recurring dilemmas and persistent issues, while employing empathy, skepticism, and critical judgment (NCSS Time, Continuity & Change, IIe; PA Std 8.4.12 c)
5. Examine the interactions of ethnic, national, or cultural influences in specific situations or events (NCSS Individual Development & Identity, IVe; PA Std 8.3.12 d)
6. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations (NCSS Global Connections, IXb; PA Std 8.4.12 d)
7. Write a scholarly research paper, with full bibliography (NCSS Acquiring Information IB2; PA Std 1.1.11 a, d; 1.2.11 a; 1.4.11 c; 1.5.11 a, b, c, d; 1.6.11 a, c; 1.8.11 a, b, c)
8. Participate in persuading, compromising, debating and negotiating in the resolution of conflicts and differences (NCSS Interpersonal Relationships & Social Participation 3B; PA Std 1.6.11 c)
9. Form opinion based on critical examination of relevant data (NCSS Organizing and Using Information 2A4; PA Std 1.8.11 c)
10. Select an appropriate strategy to solve a problem (NCSS Organizing and Using Information 2C; PA Std 1.8.11 a, b, c)

NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS

- I. Culture and Cultural Diversity
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Distribution, and Consumption
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.8 Research

RELATED PA ACADEMIC STANDARDS FOR HISTORY

- 8.3 United States History
 - C. Influences of Continuity and Change
 - D. Conflict and Cooperation Among Groups
- 8.4 World History
 - C. Influences of Continuity and Change
 - D. Conflict and Cooperation Among Groups

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

- 1. Participating in class discussions and problem-solving sessions (Course Standard 5, 8)
- 2. Journaling responses to class material, class readings and guest speakers (Course Standard 2, 9)
- 3. Writing a reflective paper that surfaces their own ideas of self and culture (Course Standard 5, 9)
- 4. Conducting and writing an ethnographic interview of a person from a differing culture (Course Standard 4, 7, 9)
- 5. Group and individual presentations responding to proposed domestic policy changes from various points of view (Course Standard 1, 8, 9)
- 6. Designing and completing a graduation project, using library and media center sources for research (Course Standard 6, 7, 9, 10)
- 7. Designing a scenario that poses a conflict and proposes its solution, based on the specific cultural identity of a chosen society (Course Standard 3, 9)

DESCRIPTION OF COURSE:

This course focuses on developing social awareness, respect for others, and knowledge of cultural diversity as students prepare to take their place in a pluralistic and complex world. In this course students will examine the emerging field of cultural conflict analysis and conflict resolution. Students will have opportunities to learn and practice skills that will enable them to confront the contemporary political and humanitarian challenges of the world in the 21st century. This course also provides minimal structure and guidance for the senior project required for graduation.

TITLES OF UNITS:

- 1. Self-awareness: surfacing personal understandings of cultural diversity and conflict resolution 1 week
- 2. Racial diversity
 - a. The African American experience 4 weeks
 - b. The Hispanic American experience 3 weeks

- | | |
|-----------------------------------------------------|---------|
| 3. Religious diversity | 3 weeks |
| 4. Contemporary diversity: gender, sex, age & money | 4 weeks |
| 5. Global diversity: international hot spots | 1 week |
| 6. Oral presentations of Senior projects | 2 weeks |

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Research assignments-using both conventional and electronic technology
2. Use of visual and audio learning tools
3. Written and oral presentations, both individually and/or with partners
4. Lecture and discussion
5. Study guides based on text materials and supplemental readings
6. Independent reading and writing emphasizing analysis and synthesis of materials
7. Problem-solving exercises
8. Cooperative learning groups
9. Debate forums
10. Guest speakers
11. Simulations

MATERIALS:

Selected Readings From:

1. Barber, Benjamin (1996). Jihad vs. McWorld. Ballantine Books, New York.
2. Wilkings, Roger (2001). Jefferson's Pillow. Beacon Press, Boston.
3. Joshi, S.T., Editor (1999). Documents of American Prejudice. Basic Books, a Member of the Perseus Books Group, New York.
4. Staples, Brent (2000). Parallel Time: Growing Up in Black and White. Avon Publications, New York.
5. Bigelow, Bill, L. Christensen, S. Karp, B. Miner and B. Peterson, Editors (1994). Rethinking Our Classrooms: Teaching for Equity and Justice. A *Rethinking Schools* Publication, Milwaukee.
6. Kabagarama, Daisy (1993). Breaking the Ice: A Guide to Understanding People from Other Cultures. Allyn & Bacon Press, Needham Heights.
7. Social Education 62:5, September 1998.
8. Social Education 65:6, October 2001.
9. Cagin, Seth and P. Daly, contributor (1991). We Are Not Afraid, Bantam Doubleday Dell Publisher (supplementary)
10. Supplemental readings in current events, taken from audio and print material

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Use of appropriate level reading materials
2. Pairing students
3. Small group work
4. Adjusting level of expectations and delivery appropriately
5. Alternative methods of assessment
6. Variety of assignments and activities
7. Guest speakers

PORTFOLIO DEVELOPMENT:

1. Performance tasks on topics studied.

2. Oral presentation of graduation project.
3. Position papers on perspectives studied.

METHODS OF EVALUATION:

1. Small group activities
2. Discussion forums
3. Class debates
4. Reaction papers
5. Test/quiz
6. Senior graduation project
7. Rubrics for both content standards and skills
8. Homework
9. Peer evaluation/cooperative groups

INTEGRATED ACTIVITIES:

1. Concepts
 - issue framing on contemporary issues
 - identifying multiple intelligences
2. Communication
 - exhibit listening skills
 - exhibit reading skills
 - exhibit writing skills
 - respond orally (discuss/debate)
3. Thinking/Problem Solving
 - compare/contrast
 - analyze
 - evaluate
 - make predictions
4. Application of Knowledge
 - producing a graduation project which demonstrates research skills
 - formulate personal views on various contemporary issues
5. Interpersonal Skills
 - demonstrate skills of communication (oral and written)
 - work cooperatively in small or large groups
 - develop leadership skills/qualities
 - demonstrate the ability to listen