Preface

T he rapidity of change and the monumental contexts in which it has occurred in relation to human diversity is indicative of what this book is really all about. It is difficult to believe that it has only been three years since the previous edition of *Human Diversity in Education: An Integrative Approach,* and so much has changed. Consider what has happened in just the last three years: the government has begun to access data collected in the 2000 census; scientists have mapped the human genetic code; experiments related to the cloning of organisms continue to develop; and on September 11, 2001, the United States was attacked by terrorists in the worst case of assault ever to occur on American soil, forever altering Americans' intercultural interactions as well as their need to better understand those who are different from themselves. The opportunities and challenges that people continue to face increasingly reflect the face of diversity. Educators in the United States as well as around the world continue to struggle with questions of how best to provide an education for all students that is responsive to the needs of different communities while maintaining a sense of unity. This struggle continues to be the basis behind this book.

This fourth edition of *Human Diversity in Education: An Integrative Approach* continues to address the preparation of teachers and human service providers for the wide diversity of students they are certain to encounter in their classrooms, schools, and communities. In addition, we continue to address the knowledge and skills that are necessary for teachers to have if they are to provide a foundation that will assist young people to be better informed and be proactive in an increasingly interdependent, global and multicultural society.

New to This Edition

The previous edition of this text continued to engender positive feedback from users, and because of this we have maintained much of the familiar format. Regular users, however, will notice some changes that accompany this fourth edition. The text continues to provide a broad treatment of the various forms of diversity common in today's schools, including nationality, ethnicity, race, religion, gender, class, language, sexual

orientation, health, and handicapping condition. This text maintains its unique approach, which is research based with a cross-cultural and intercultural psychological emphasis. We continue to stress that it is especially at the level of the individual teacher in addition to the organizational structure of the school that significant change must occur with regard to how diversity is understood and accommodated. That is, little in terms of institutional or systemic change will occur until all individuals fully understand the role that culture plays in determining their thoughts and actions and how they can go about altering its powerful influence. Culture learning for both teacher and student, along with intercultural interaction, continues to be central to this book.

Special Features

Case Study Approach. In this edition, the use of case studies and critical incidents has been expanded. Chapters begin with a lengthy case study that introduces major concepts and sets the context for what is to follow. A number of related critical incidents are then placed throughout the chapters.

Web Links. Each chapter also identifies an expanded number of relevant web sites that students can access. An icon in the margin of the chapter identifies these web sites. Students can then go to the text's Online Learning Center at *www.mhhe.com/cushner4e* to link to these sites.

Connections to Workbook Activities. Activities found in *Human Diversity in Action: Developing Multicultural Competencies for the Classroom,* 2nd ed. (by Kenneth Cushner, McGraw-Hill, 2003) are referenced in the text margins.

Organization

The general format of this edition remains similar to the previous one with a few modifications. Part 1 provides background to the broad social, cultural, and economic changes that confront society today (Chapter 1), paying particular emphasis to culture learning and intercultural interaction (Chapters 2 and 3). Chapter 4 is new in that it explores the concept of intercultural development and provides a model that teachers can use to gauge their own growth as well as that of their students. Historical aspects related to diversity, rather than being placed in a separate chapter, are interspersed throughout the text in relevant chapters. Part 2 of the book examines what teachers can do to make their classrooms and schools more responsive to diversity and to make them more effective learning communities, that is, to create classrooms that are collaborative, inclusive, developmentally appropriate, globally oriented, and religiously pluralistic. Each of the chapters in Part 2 centers on a major aspect of diversity: global understanding (Chapter 5), race and ethnicity (Chapter 6), language and learning style (Chapter 7), religious pluralism (Chapter 8), gender and sexual orientation (Chapter 9), age and development (Chapter 10), exceptionality and ability levels (Chapter 11), and social class and assessment (Chapter 12).

Student and Instructor Resources

Student Resources. The Online Learning Center, at *www.mhhe.com/cushner4e* houses a student study guide (with practice quizzes), web links, and additional resources for the student.

Instructor Resources. The Instructor's Online Learning Center, also at *www.mhhe.com/cushner4e,* houses resources for the instructor. Through PageOut, instructors can create their own course web sites. Also available is an instructor's manual that includes activity ideas and test questions.

Acknowledgments

We hope you continue to find benefit in this edition, and we certainly welcome feedback from you.

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