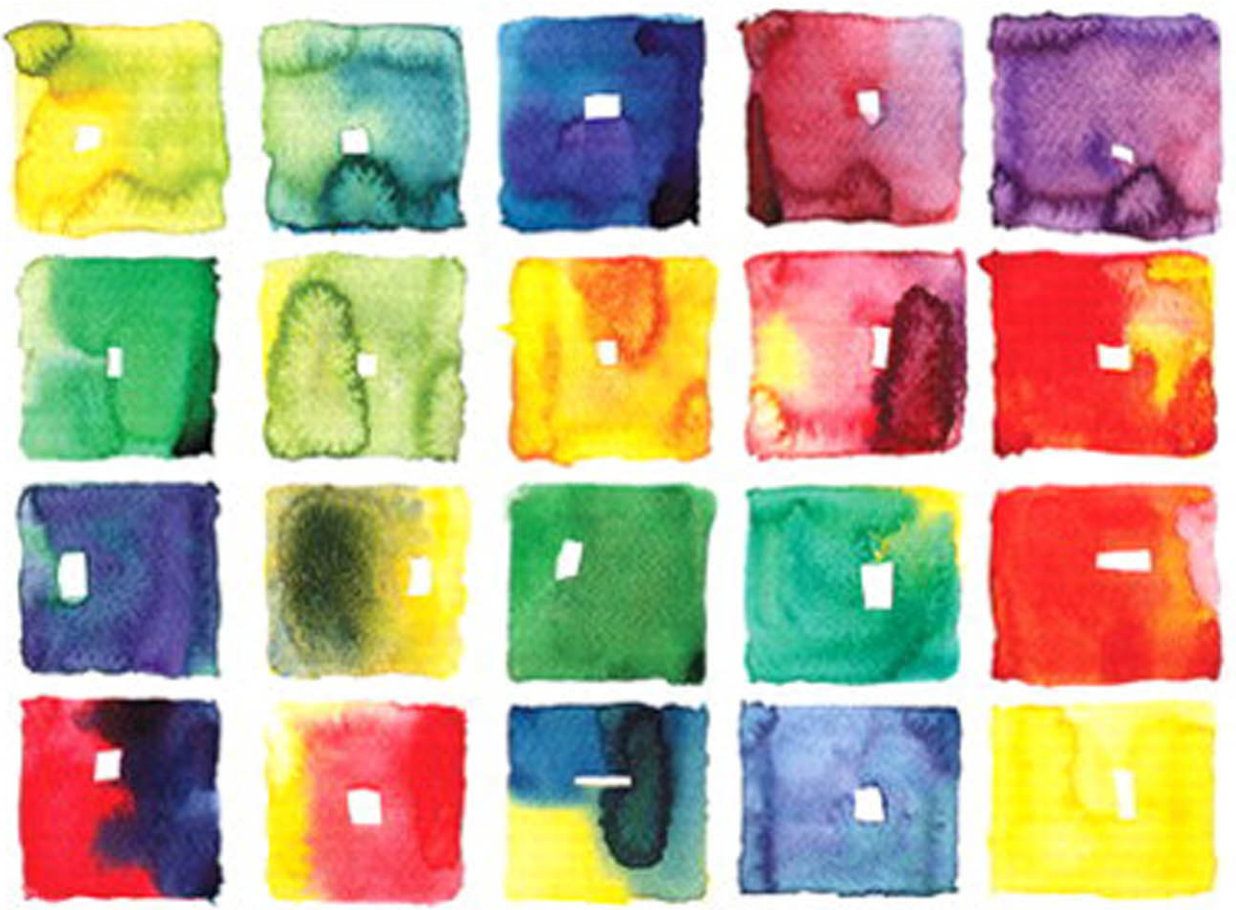
# DIVERSITY CONSCIOUSNESS

## Opening Our Minds to People, Cultures, and Opportunities

Fourth Edition



Richard D. Bucher

# Diversity Consciousness

## Opening Our Minds to People, Cultures, and Opportunities

Fourth Edition

**Richard D. Bucher**
Baltimore City Community College

With contributions from
Patricia L. Bucher

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# About the Author

**Richard Bucher, Ph.D.** is an internationally recognized scholar, teacher, and author on the subject of diversity. He earned his doctorate from Howard University with a specialization in race and ethnic relations. Currently a professor at Baltimore City Community College (BCCC), he was honored as Maryland's Professor of the Year. Dr. Bucher is also the author of *Building Cultural Intelligence (CQ): Nine Megaskills* (Pearson).

# Dedication

**For my faith, family, friends, and students,**
**I am truly grateful and blessed.**

# Brief Contents


1 Diversity: An Overview 1

2 Diversity Consciousness and Success 33

3 Personal and Social Barriers to Success 61

4 Developing Diversity Consciousness 95

5 Communicating in a Diverse World 125

6 Social Networking 151

7 Teamwork 191

8 Leadership 217

9 Preparing for the Future 239

Bibliography 259

Index 267

# Contents


## 1 Diversity: An Overview 1

Learning Outcomes 1
Our Changing Cultural Landscape 2
- Demographic Changes in the United States 4
- Technological and Social Changes 9

A Range of Reactions 14
- Cultural Cruise Control 14
- Beginning Adjustments 15
- Fine Tuning 17

Views of Diversity: Assimilation and Pluralism 18
Dimensions of Diversity 20
Diversity Between and Within Groups 23
Diversity Myths 24
- Myth 1: Diversity = Women + Minorities 24
- Myth 2: Diversity Is a New Phenomenon 25
- Myth 3: Diversity = Deficiency 25
- Myth 4: Diversity = Divisiveness 25
- Myth 5: Diversity Is to Be Feared 25

What Is Diversity Consciousness? 26
- Diversity Consciousness Is NOT . . . 26

Diversity Education 27
- Case Studies 29
- Key Terms 30
- Exercises 31
- Notes 31

## 2 Diversity Consciousness and Success 33

Learning Outcomes 33
Definitions of Success 33
Sociocultural Theory and Success 35
Why Diversity Skills Are Important 37
- Success at School 37
- Success at Work 43

Individual/Organizational Benefits 47
- The Individual 47
- The Organization 48

Diversity Training in the Workplace 50
The Costs of Inadequate Diversity Consciousness 54
- Case Studies 57
- Key Terms 59
- Exercises 59
- Notes 59

3 Personal and Social Barriers to Success 61

Learning Outcomes 61
Six Barriers to Success 62
- Barrier 1: Limited Perceptions 63
- Barrier 2: Ethnocentrism 66
- Barrier 3: Stereotypes 68
- Barrier 4: Prejudice 72
- Barrier 5: Prejudice Plus Power 77
- Barrier 6: Discrimination 80

Overcoming Diversity Barriers 83
- Case Studies 90
- Key Terms 92
- Exercises 92
- Notes 92

4 Developing Diversity Consciousness 95

Learning Outcomes 95
The Importance of Diversity Consciousness 96
Cultural Encapsulation 98
Six Areas of Development 100
Examining Ourselves and Our Worlds 101
Expanding Our Knowledge of Others and Their Worlds 104
- Differences 105
- Similarities 107

Stepping Outside of Ourselves 108
Gauging the Level of the Playing Field 110
Checking Up on Ourselves 114
Following Through 116
Strategies for Developing Diversity Consciousness 116
Diversity Education—A Range of Opportunities 118
A Lifelong, Continuing Process 120
- Case Studies 121
- Key Terms 122
- Exercises 123
- Notes 123

## 5 Communicating in a Diverse World 125

Learning Outcomes 125
Communication and Culture 126
Electronic Communication 129
Diversity Consciousness and Communication 132
- Areas of Development 132

Communication Matters 138
Barriers to Effective Communication 140
Microagressions 141
Difficult Dialogues 143
- Eight Ground Rules for Difficult Dialogues 144

Communicating Inclusively 145
- Case Studies 148
- Key Terms 149
- Exercises 149
- Notes 150

## 6 Social Networking 151

Learning Outcomes 151
What Is Social Networking? 152
Online and Face-to-Face Networking 154
The Social Context of Networking 154
- Strong and Weak Ties 155
- Degree and Degrees of Separation 155
- Trust 156

Changing Dynamics of Social Networking 156
- The Global Reach of Social Networking 158

Diversity Consciousness and Online Social Networking 160
- Awareness and Understanding 161
- Skills 165

Expanding the Diversity of Online Social Networks 167
- Maximizing Social Capital 167
- Bridging and Bonding 168

Key Diversity Issues in Online Social Networking 170
- Identity Tourism 170
- Digital Divides 171
- Global Digital Divides 175
- Online Microaggressions 176

Benefits of Diverse Social Networks 180
- Cross-cultural Collaboration 180
- Diversity Discussions 180
- The Wisdom of Crowds 181

Resource Sharing 182
Collective Action and Social Change 183
Personal Empowerment 183
- Case Studies 184
- Key Terms 185
- Exercises 186
- Notes 186

## 7 Teamwork 191

Learning Outcomes 191
Teams Today 192
Leveraging Diversity Through Teamwork 193
Virtual Teaming 196
Developing Teamwork Skills 197
Diversity Consciousness and Teaming 198
High-Performance Teams 201
Ten Proven Strategies for Building High-Performance Teams 202
Obstacles to Teamwork 204
Conflict 205
Conflict Management 206
Approaches to Conflict Management 207
The Ten Principles of Conflict Management 211
- Case Studies 212
- Key Terms 214
- Exercises 214
- Notes 215

## 8 Leadership 217

Learning Outcomes 217
What Is Leadership? 218
Diversity-Conscious Leadership 220
Who Can Be a Diversity-Conscious Leader? 222
Key Skills of a Diversity-Conscious Leader 223
Adapting 223
Thinking and Communicating Inclusively 223
Assessing and Monitoring 224
Four Building Blocks of Diversity-Conscious Leadership: An Assessment 225
Leadership Theories 227
Leadership in a Cultural Context 228
Hofstede's Six Cultural Dimensions 229

The Diversity-Conscious Leader of the Future 233
Leadership Development 234
- Case Studies 236
- Key Terms 237
- Exercises 238
- Notes 238

9 Preparing for the Future 239

Learning Outcomes 239
Diversity Consciousness and Inclusion 240
Expanding Opportunities 242
Future Challenges 245
Demographic Shifts 246
Leveraging Technology and Global Connections 248
Finding Common Ground 250
Continuing Potential for Divisiveness and Hope 252
- Case Studies 255
- Key Terms 256
- Exercises 257
- Notes 257

Bibliography 259

Index 267

# Preface

**Diversity Consciousness** is an outgrowth of my lifelong personal, educational, and professional experiences. As a student, I found diversity to be a fascinating subject. In college, I remember wrestling, both emotionally and intellectually, with issues involving race, ethnicity, gender, class, and many other dimensions of diversity. I attended Howard University, a historically Black institution, to pursue my doctorate degree in the area of sociology. Howard offered me a wonderful opportunity to specialize in the area of race and ethnic relations. As a white male, this experience radically altered my thinking about diversity.

My experiences as a college professor have also been invaluable. For more than three decades, I have taught students from a rich variety of cultures and socioeconomic backgrounds at Baltimore City Community College (BCCC). More than anything, this experience continues to show me how learning, achievement, and personal growth as well as professional growth, depend on our ability to engage each other and value diversity.

In addition to my teaching, I served as the first director of BCCC's Institute for InterCultural Understanding (IIU). Nationally recognized for its work in diversity education, the IIU nourished an inclusive, international learning community of students, faculty, staff, and community members. My work with the IIU makes me more aware of the difficulty and importance of making students as well as educators more conscious of diversity and its central place in a high-quality education.

Furthermore, my work on two major grants broadened and deepened my knowledge base. The first grant, "Integrating the Scholarship on Women into the Curriculum," allowed me to evaluate critically what I teach and how I teach. Also, as director of the IIU, I created and helped direct a Kellogg/Beacon grant titled, "Promoting Intercultural Understanding Among Maryland Community Colleges." The grant was a collaborative effort on the part of BCCC and a number of other community colleges.

Another extremely important dimension of my own diversity is my family life. I am the father of a son who has autism. My son, as well as the rest of my family, provide me with daily reminders of the joys and challenges of diversity. Jimmy enriches our lives, helps keep us grounded, and brings our family closer together. Because of Jimmy, my family and I see and experience life differently. When she applied to college, my daughter Katie was asked to write about someone who has had a profound influence on her life. She wrote about Jimmy. "Growing up with my autistic brother, I have discovered more and more about myself and other people. He has shown me that not everything wonderful seems wonderful at first sight. When you have someone so different that is so close to you, you develop an uncommon compassion for others."

The aim of this book is two-dimensional. First, it examines the relationship between a person's success and his or her ability to recognize, understand, and value diversity. Success, as defined in this book, means achieving your goals, whatever they may be. A second aim is to explore how people can develop diversity consciousness and specific diversity skills such as teamwork, conflict management, communication, social networking, and leadership.

*Diversity Consciousness* introduces a perspective that is often absent or marginalized in academic courses and workplace training. In many instances, diversity issues

are dealt with superficially or treated as an afterthought. One common assumption is that people will learn about diversity "on the side" or "on their own." Unfortunately, we may interpret this to mean that diversity is not central to our education or our success. This interpretation is not borne out by research. These studies, cited throughout the book, reveal that a wide range of diversity skills can be developed and are absolutely essential to success in college, the workplace, and beyond.

Throughout *Diversity Consciousness*, I use different terminology to refer to certain groups of people. For instance, I use the term Black as well as African-American, and Latino/Latina as well as Hispanic. Using a variety of terms is one way to acknowledge that we do not all agree on the labels we attach to human differences.

*Diversity Consciousness* possesses seven key features that make it relevant, meaningful, and useful. This book is:

1. *Learner-Oriented.* It is infused with genuine anecdotes and perspectives that represent a broad range of diversity, serving as a sounding board for people from a wide variety of educational, social, and ethnic backgrounds. One distinguishing feature is the integration of real-life "perspectives" throughout each chapter. They provide a wealth of insight that we need to digest, reflect on, and share. As you read this book, you will recognize everyday struggles, stories, and achievements. For example, "running" case studies appear at the end of each chapter. Three individuals are followed throughout the book. After reading about their personal experiences dealing with complex issues and situations involving diversity, you are asked to analyze each specific case study.

2. *Success-Oriented.* More and more employers are realizing that diversity awareness and skills are crucial because they result in greater teamwork, creativity, productivity, and profit. Those who have a solid grounding in the area of diversity have more to offer their employers. Research shows that diversity is not some feel-good issue. Increasingly we realize that diversity consciousness—awareness, understanding, and skills in the area of diversity—relates strongly to individual, group, and organizational success.

3. *Focused on Personal Growth and Empowerment.* The book emphasizes the importance of educating oneself in the area of diversity. The process begins with one's own background and culture and then extends to others. In addition, the book views diversity education as a never-ending process rather than an event—a process that requires self-reflection and evaluation, patience, practice, and a strong commitment. Although education of this nature is hard work, it pays off regardless of who you are or where you come from.

4. *Grounded in Research.* A growing number of studies have examined the impact of education or training in the area of diversity. For example, research indicates that college students who are exposed to diversity issues are more apt to be culturally sensitive, satisfied with college life, and develop an array of cognitive skills. Similarly, a number of companies report that diversity education programs are making a measurable difference in worker creativity and productivity. These kinds of studies are important because they move us beyond anecdotal evidence. Research can help us evaluate the impact of educational strategies and specific diversity skills.

5. *Based on an Inclusive Definition of Diversity.* Rather than limiting diversity to gender, race, and ethnicity, *Diversity Consciousness* examines differences of all kinds, as well as their interrelationships.

6. *Oriented Toward the Value of Diversity.* Throughout our lives, many of us have been taught that diversity is a problem rather than a valuable resource. Traditionally, the focus has been on minimizing or denying differences rather than rethinking how we approach differences. To be successful, we need to develop a new kind of thinking that enables us to appreciate diversity and use it to benefit ourselves and others.
7. *Versatile.* This book is used extensively in both online and classroom courses, in workplace training and professional development programs, and in a variety of other venues both in the United States and abroad.

This work on human diversity integrates personal and organizational perspectives, research, and theories while discussing teamwork, communication, leadership, conflict, social networking, and other issues in the workplace, at school, and in the community. *Diversity Consciousness* empowers students by helping them develop a mindset which will enable them to be more successful in the 21st century.

## New to This Edition

- **NEW! Now a 4-color interior design.** More appealing and accessible to readers.
- **NEW! Colorful and engaging infographics, tables, images, and photos throughout.** New visuals aid learning and support diverse learning styles.

## Personalized Learning with MyStudentSuccessLab

**NEW! MyStudentSuccessLab (www.mystudentsuccesslab.com) is a Learning Outcomes based technology that promotes student engagement through:**

- Full Course Pre- and Post-Diagnostic test based on Bloom's Taxonomy linked to key learning objectives in each topic.
- Each individual topic in the Learning Path offers a Pre- and Post-Test dedicated to that topic, an Overview of objectives to build vocabulary and repetition, access to Video interviews to learn about key issues 'by students, for students', Practice exercises to improve class prep and learning, and Graded Activities to build critical thinking skills and develop problem-solving abilities.
- Student Resources include Finish Strong 247 YouTube videos, calculators, and Professionalism/Research & Writing/Student Success tools.
- Three Student Inventories are also available to increase self-awareness, and include Golden Personality (similar to Meyers-Briggs, gives insights on personal style), ACES (Academic Competence Evaluation Scales) (identifies at-risk), and Thinking Styles (shows how they make decisions).

## Personal and Professional Relevance

- **NEW! Greater focus on more dimensions of diversity.** For example, there is greater coverage of issues that relate to social class and generational differences.
- **NEW! New examples and stories shared in "Another Perspective" feature.** Brief profiles, personal experiences, and relatable moments that connect students to new and different ways of understanding other perspectives and experiences.

- **NEW! Chapter 6 Social Networking,** including the multiple Learning Outcomes. Examines how social networking interrelates with diversity and diversity consciousness. In addition to looking at the social context of networking, this chapter provides insight into how we can diversify our online networks, and extend their reach and power.
- **REVISED and UPDATED! Chapter 9 Preparing for the Future,** focuses on inclusion and its relationship to diversity, inclusion in the workplace, the values and behaviors of Millennials, future challenges (Demographic shifts, Leveraging technology and global connections, Finding common ground, Continuing potential for divisiveness and hope), and future opportunities.

## End-of-Chapter Applications

- **REVISED and UPDATED! End-of-chapter *case studies*.** Follows three individuals throughout the book. Requires students to assess each specific case, and familiarizes them with the complexities and nuances of issues and situations involving diversity.
- **REVISED and UPDATED! End-of-chapter *exercises*.** Includes experiential, online, and research-oriented activities.

## References and Research

- **NEW! Fully updated and revised references and research.** Moves beyond anecdotal evidence by seamlessly integrating many research studies derived from real-life organizations and circumstances, as well as new data from the U.S. Census and Pew Research Center.
- **REVISED! Even more grounded in research that directly relates to success in the workplace.** Highlights the positive impact of education/training in the area of diversity, i.e., how students' ability to engage, understand, and discuss diversity issues helps make them more diversity conscious and productive on the job.

As you read the book, remember that it is designed to help you do more than just learn about diversity. Regardless of your feelings about diversity, try to approach the book with an open mind. Rather than simply taking in what you read, get involved and stretch yourself intellectually and emotionally. One way to do this is to respond to journal questions. Whenever you see  or any time you feel a need to record something in writing, place an entry in your journal. Writing in a journal reinforces your learning, records your thoughts, and provides a basis for further reflection.

Try to open your thinking to different points of view. Take time to reflect on what you read and how it relates to you. Imagine how the world might be viewed by people who do not look, think, and act like you. Wrestle with the subject matter. If what you read makes you feel uncomfortable, that is okay. It is an inevitable part of the learning process. Finally, share your thoughts and feelings and learn to listen carefully and respectfully to others—even when it is difficult.

I welcome feedback from students, faculty, employees and employers, or anyone else who might read this book. You may e-mail me at rdbucher@aol.com; write to me at Baltimore City Community College, 2901 Liberty Heights Avenue, Baltimore, MD 21215, and access my Web site at diversityconsciousness.com. Also, you may keep in contact with me through my blog (http://www.diversityconsciousness.com/blog)

or connect through Facebook (https://www.facebook.com/diversityconsciousness) for relevant, current postings.

## INSTRUCTOR RESOURCES

### Online Instructor's Manual

This thoroughly revised and updated manual provides a framework of ideas and suggestions for online and classroom activities, journal writing, pedagogy, resources, and online implementation including MyStudentSuccessLab recommendations.

### Online PowerPoint Presentation

A comprehensive set of PowerPoint slides can be used by instructors for class presentations and also by students for lecture preview or review. The revised PowerPoint presentation includes summary slides with overview information and infographics for each chapter. These slides help students understand and review concepts within each chapter.

## ABOUT THE STUDENT EDITOR

My name is Tiana L. Davis. My initial perception of the world was shaped by growing up in a single-parent home in Baltimore, Maryland. As I began to participate in various community actions and volunteer projects, my views of the world started to change. I began to understand that the world should focus more on unity, less on elitism, classism, and hierarchy as it pertains to humanity. My college education involving the liberal arts has also shaped not only how I perceive the world but also how I perceive myself in it. I am currently a student at the University of Baltimore, majoring in Simulation and Digital Entertainment. My goal is to open a design firm that focuses on products geared towards young Black females.

## ABOUT THE CONTRIBUTOR

Patricia L. Bucher is a graduate of Skidmore College and received her master's degree in mathematics education at McDaniel College. She has over 60 additional hours of graduate work in the areas of learning differences and behavior management. A former curriculum specialist and staff developer, she recently retired from teaching mathematics and computer science at Montgomery County Public Schools (MCPS). The student population of MCPS, located in suburban Washington, DC, is one of the most racially and ethnically diverse in the nation. MCPS serves more than 150,000 students speaking 138 different languages. Currently, Pat is an adjunct faculty member at Frederick Community College.

Pat is an experienced, highly innovative educator. She regularly presents workshops on diversity and cultural intelligence. She has also received local and national recognition for her teaching excellence. As a diversity consultant for the Maryland State Department of Education, she reviewed and revised an online algebra course in order to make it more inclusive.

After graduating from Skidmore College, Pat had a brief career as a music teacher, which included teaching children with severe developmental and behavioral problems. She soon found out that those years would prove invaluable to her after giving birth to her first child, Jimmy, who has autism and mild cerebral palsy. The next 14

years she spent at home teaching her own son whom many labeled as unteachable. Jimmy can now read, watch over his finances, and hold a job. Pat says, "Those years of trying to reach and teach my son taught me more about flexible thinking and creative pedagogy than any other experience of my life."

During that time, she also became a passionate advocate for children with developmental disabilities. Pat created a camp in Carroll County, Maryland, where none existed for children like her son, started a parent support group, and lobbied locally as well as nationally for better educational opportunities for children with disabilities. She was the recipient of the "Carnation Volunteer of the Year for Central Maryland."

## A NOTE ABOUT THE INFOGRAPHICS

My wife, Patricia Bucher, is the creator of the new infographics in this revision. Her computer skills, creativity, and teaching expertise came together to create these visual representations of data. These engaging and relevant infographics serve as learning aids, bringing data "to life" and making it possible to more readily process complex information and see as well as interpret patterns and trends.

## IN APPRECIATION

This book has been a true team effort, from its inception to the final product. Indeed, it "takes a village" to write and revise a book such as this. I am deeply indebted to so many people.

First, I want to thank all the students from many different educational institutions who have taught me so much and are such a big part of this book. In particular, I would like to acknowledge the valuable contributions of current and former students of mine at Baltimore City Community College (BCCC). I would be remiss if I did not mention my wonderful student editor, Tiana Davis of Baltimore City Community College and the University of Baltimore. She has "stretched me," and taught me a great deal about diversity by sharing her thoughts and life experiences. Her contributions to the fourth edition are significant.

In addition, the help of colleagues and friends has been invaluable. These people include numerous individuals at BCCC and those with whom I network. Particularly, I am indebted to Jim Lynch and Chikao Tsubaki. Furthermore, two mentors who continue to shape my thinking and fuel my passion are BCCC Professor Emeritus Walter Dean and the late Professor Emeritus of Religious Studies at McDaniel College, Dr. Ira Zepp.

My job is made that much easier by an extremely strong, supportive team at Pearson. Although I cannot name everyone, there are four people to whom I am especially indebted. They are Shannon Steed, Senior Development Editor; Katie Mahan, Acquisitions Editor; Ron Hampton, Project Manager; and Amy Judd, Executive Marketing Manager. Each of these individuals provided me with the encouragement, support, and guidance I needed, but also the freedom to explore and create. Their expertise, probing questions, suggestions, and exceptional listening skills bring out the best in me. Equally important, I enjoy working with each of them, and appreciate their genuine interest and concern for me and my life away from writing. Over the years, I have developed a close working relationship with a diverse team of individuals in Student Success and Career Development at Pearson.

This relationship is based on trust and a strong commitment to promote the value of diversity and inclusion in everything we do.

Alice Barr, Executive Sales Representative and Manuscript Consultant at Pearson, is someone who has been pivotal in my development as a writer. Before I gave serious consideration to writing a book, Alice and I got to know each other and our families, and our friendship has grown over the years. She encouraged me to try my hand at writing and she continues to provide me with advice and support whenever I reach out to her. My relationship with Sande Johnson, a former Executive Editor of mine at Pearson, made me a better writer. Sande has played a pivotal role in the success of *Diversity Consciousness*. I feel very fortunate that both Alice and Sande took such a personal interest in me.

For every edition, I have had the luxury of working with a very diverse and knowledgeable group of reviewers. Their input has been extremely helpful. The reviewers for the fourth edition include LaVonne Fox, University of North Dakota, and Nanci Howard, Coastal Carolina University.

A number of other people have also made significant contributions. As I researched and wrote the chapter on social networking, Tom Hessen and J. D. Douglas, both of whom have a strong background in technology and business, provided valuable insight. Additionally, I continue to correspond with a large number of educators, businesspersons, and leaders throughout the country. I cherish both their support and insight.

I would like to express my deep gratitude to members of my family. Every day they teach me something new and different about diversity. My son, Jimmy, and my daughters, Katie and Suzy, help me laugh at myself and keep my priorities in order. My mother, who is now living in the Ithaca, New York area, and my late father, a teacher as well as a prolific writer, as well as my sisters and brother, provided me with my first lessons in valuing diversity.

Finally, my wife, Pat, has been the person who has supported me the most. While revising this book, I have continually asked questions of her. Somehow she always finds the time to help, whether it is providing another perspective, helping me with a computer question, creating thought-provoking images, or pushing me to probe deeper. Without Pat's help, this book and this revision would never have been written.

Richard D. Bucher

# 1

# Diversity: An Overview

## Learning Outcomes

Upon completion of this chapter, you will be able to:

- Analyze significant changes in the cultural landscape of the United States.
- 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.
- Explain diversity consciousness.
- Elaborate on diversity education.



"There never were in the world two opinions alike, no more than two hairs or two grains; the most universal quality is diversity."

—Michel de Montaigne[1]

## MyStudentSuccessLab

MyStudentSuccessLab (www.mystudentsuccesslab.com) is an online solution designed to help you 'Start Strong, Finish Stronger' by building skills for ongoing personal and professional development.

In recent years, the term diversity has grown in use. The term regularly appears in the popular media, professional magazines, trade books, and scholarly literature. Nevertheless, there is no single, agreed upon definition of diversity. To some it means tolerance, acceptance, or perhaps an attitude. To others, diversity may mean racial and gender differences. Still others see diversity as a code word for affirmative action or laws designed to ensure representation of minority groups.

Unlike affirmative action, diversity is not a legal concept. Nor does it include only some people. *Diversity* is defined in the dictionary as "a state of unlikeness" or "the condition of being different." Because we are all different, diversity includes everyone. In this book, **diversity** refers to all of the ways in which people are different. This includes individual, group, and cultural differences. Our ability to recognize, understand, and adapt to these differences is a major focus of *Diversity Consciousness.*

## OUR CHANGING CULTURAL LANDSCAPE

Traditionally, the concept of diversity is most often used in relation to culture. **Culture** refers to our way of life, including everything that is learned, shared, and transmitted from one generation to the next. Although culture endures over time, it is not static. Language, values, rules, beliefs, and even the material things we create are all part of one's culture.

Culture's influence on us is profound. As we internalize culture throughout our lives, it influences who we are, what we think, how we behave, and how we evaluate our surroundings. For example, culture shapes the way we communicate, view work, interpret conflict, define and solve problems, and resolve dilemmas. Culture, which Hofstede describes as a collective programming of the mind that reveals itself in symbols, values, and rituals, is often so embedded in us that we may be unaware of its influence.[2]

Landscape means a scene or a setting. When we talk about **cultural landscape**, we are referring to the different lifestyles, traditions, and perspectives that can be found in the United States and throughout the world. The cultural landscape that surrounds us is both fluid and complex. Increasing our awareness and understanding of a variety of cultural landscapes enables us to appreciate why interacting with people with different "collective programming" can be such a challenge.

The ancient Greek philosopher Heraclitus said, "You cannot step into the same river twice." If we were to rephrase Heraclitus using modern-day terminology, we might simply say that "change is constant." Certainly, this applies to the cultural landscape that surrounds us. For instance, each time we interact with coworkers, customers, or clients, no matter how familiar the situation, it is never exactly the same. People and their cultures change incessantly, from moment to moment.

As individuals, each day we are more experienced and knowledgeable than we were the day before. Similarly, culture is ever changing. Languages, values, religious beliefs, and customs rub up against each other, dominate and accommodate, blend together, and evolve into new hybrids. Consider just a few of the ways in which the cultural landscape is changing.

- *Languages.* Languages transmit and preserve culture. Of the estimated 7,000 languages spoken throughout the world, one becomes extinct every two weeks. The state of Oklahoma is one of the areas of the world in which languages are disappearing fastest. Many of these languages are spoken by Native American tribes (National Geographic, Living Tongues Institute for Endangered Languages). To Dr. Mary Linn, a linguist from the University of Oklahoma, "Every language is a huge library. And once that disappears, we really cannot get it back."[3]

- *Work/Life Issues.* Work schedules are becoming more flexible as mothers and fathers look to balance their careers with child-raising responsibilities. As employees attach greater importance to flexibility, the traditional career path is being rewritten. Work/life policies, including paid and unpaid time off, dependents' care, flextime, and telecommuting, are becoming increasingly important considerations for working men and women.
- *Surnames.* Data from a new analysis by the Census Bureau show that the most common surnames in the United States have changed in recent times. Six Hispanic surnames are found among the top twenty-five, and four—Garcia, Rodriguez, Martinez, and Hernandez—are among the top fifteen (see Table 1.1). According to several demographers, this is in all likelihood the first time that non-Anglo names are among the most common in the United States.[4]

**Top Fifteen Surnames in the United States**

| Surname | Number of Occurrences |
|---|---|
| SMITH | 2,376,206 |
| JOHNSON | 1,857,160 |
| WILLIAMS | 1,534,042 |
| BROWN | 1,380,145 |
| JONES | 1,362,755 |
| MILLER | 1,127,803 |
| DAVIS | 1,072,335 |
| GARCIA | 858,289 |
| RODRIGUEZ | 804,240 |
| WILSON | 783,051 |
| MARTINEZ | 775,072 |
| ANDERSON | 762,394 |
| TAYLOR | 720,370 |
| THOMAS | 710,696 |
| HERNANDEZ | 706,372 |

Table 1.1 Top Fifteen Surnames in the United States.
*Source: Population Division, U.S. Census Bureau.*

- *Generational Issues.* Different generations, which have been shaped by different life experiences, are characterized as having divergent values, priorities, communication styles, and leadership styles. While differences do exist, such as the reliance of **Millennials** (born from about 1980 to 2000) on technology, they are not absolute and uniform. Generational differences tend to vary depending on one's cultural background and upbringing. For instance, there are subcultural and demographic differences within each generation. As we communicate and interact, we need to take into account possible differences and similarities. One business leader, for example, advocates using different channels of communication to reach multiple generations. In doing this, we recognize that "the same message delivered through four or five or six types of media will reach different parts of your organization and different generations in different ways."[5]

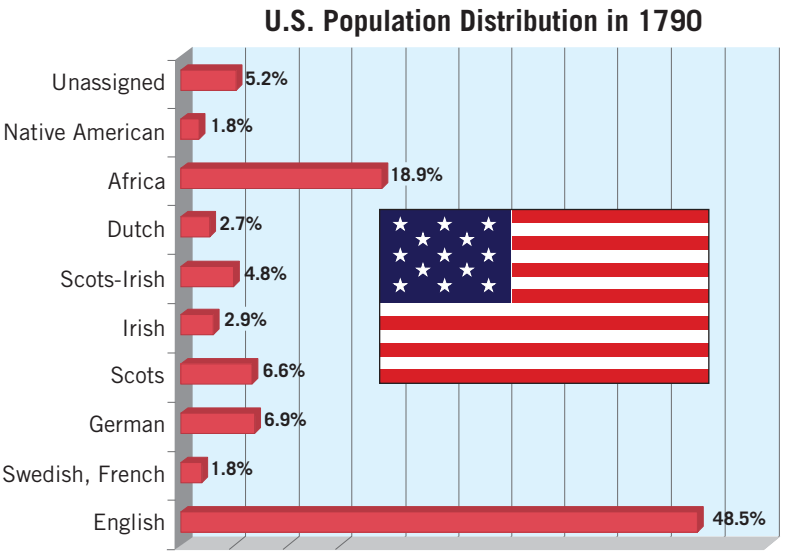



**Figure 1.1** U.S. Population Distribution in 1790.
*Source: U.S. Bureau of the Census, Historical Statistics of the United States, Part II, Series Z, 20–132, U.S. Government Printing Office, 1976.*

## Demographic Changes in the United States

Diversity is not a new phenomenon. If we look back at the first U.S. Census in 1790, we see some interesting differences and similarities with today's society. The first U.S. census revealed our rural character. Only 3 percent of the population lived in settlements of 8,000 or more.[6] In 1790, almost one of five residents (about 19 percent) was African-American (see Fig. 1.1). It is interesting to note the cultural diversity among Whites at that time. About 75 percent of the White population was White Anglo-Saxon Protestant (English, Scots, Scots-Irish); 25 percent were mainly Dutch, French, German, Irish, and Swedish.[7] These statistics show that early inhabitants of this country were not monocultural. Rather, their cultural differences were significant.

Since 1790, the cultural landscape of the United States has continued to change. We are no longer a rural society. Slightly more than 80 percent of our population lives in urban areas.[8] Our racial and ethnic mix has a different look as well (see Fig. 1.2).

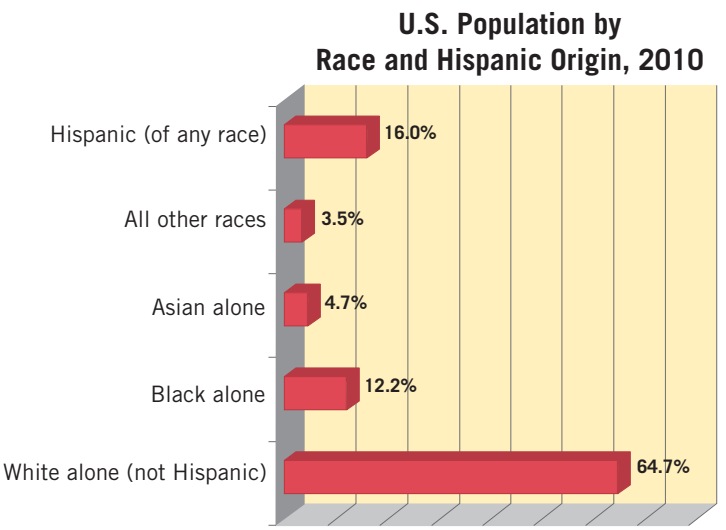



**Figure 1.2** Population of the United States, by Race and Hispanic Origin, 2010.
*Source: Population Division, U.S. Census Bureau.*

The percentage of African-Americans, or Blacks, has declined from approximately 19 percent in 1790 to approximately 13 percent today. Asians have steadily increased in numbers since they were first counted in the 1860 Census. Data from the most recent census show that Asians and Pacific Islanders as well as Hispanics are the two fastest growing minority populations in the United States. Since 2000, Hispanics have accounted for more than half of the total population growth in the United States. Note that the term *Hispanic* or *Latino* refers to a cultural attribute, rather than race or a specific country of origin.

The rapid growth in U.S. minority populations is being fueled by immigration. And for the first time, a majority of babies born in the United States are racial and ethnic minorities. William Frey, a well-known demographer with the Brookings Institution, comments on the changing cultural landscape: "We are pivoting from a white–black dominated American population to one that is multiracial and multicultural."[9] The impact of immigration, according to essayist Richard Rodriguez, can be seen in the number of people who come to this country speaking a language other than English. For example, he observes, "Because of the massive migration of Latin Americans northward, the United States has become the fifth-largest Spanish-speaking country in the world, after Mexico, Spain, Argentina, and Colombia."[10]

In comparison to Asians and Hispanics, the growth rate among non-Hispanic Whites was significantly less in recent years. This continues a trend. Whites made up approximately 90 percent of the U.S. population in 1940. Based on census estimates for the year 2050, the percentage of Whites who are not Hispanic (Hispanics can be of any race) will shrink noticeably to just under 50 percent.

Census data must be interpreted cautiously. Different groupings have been used since the first census. In 1870, for instance, the terms *quadroon* (a fourth Black, or having one Black grandparent) and *octoroon* (an eighth Black, or having one Black great-grandparent) were used to indicate the exact amount of a person's Black heritage.

In recent years, racial categories have been added and an increasing number of people have chosen to identify themselves as "other." Many people do not feel that they belong in a single category, and others do not want to be categorized at all. An employee who refuses to select any category explains, "I'm not White, I'm not Black, and I sure don't want to be an '*other*.'"

A number of authors have written autobiographical accounts describing experiences in which they cope and adjust to fitting no single racial category. Examples include *The Color of Water: A Black Man's Tribute to His White Mother* by James McBride, and *Black, White, and Jewish: Autobiography of a Shifting Self* by Rebecca Walker. In *What Are You? Voices of Mixed-Race Young People*, Pearl Fuyo Gaskins shares poetry, essays, and portions of interviews of some 45 mixed-race youth. She organizes her chapters around a variety of themes such as "The Color of My Skin Is Not the Color of My Heart," "Roots: Random Thoughts on Random Hair," and "Are You Dating Me or My Hair?"

For three years, Kip Fulbeck, an artist, filmmaker, and professor, conducted an artistic survey of Hapas. The term *hapa*, as defined in his book *part asian –100% hapa*, is slang for "mixed racial heritage with partial roots in Asian and/or Pacific Islander ancestry." Traveling the United States, Fulbeck interviewed hundreds of Hapas of varying ages and genders. He asked each of them the same question; a question Fulbeck says he has been asked every day of his life. *What are you?*[11] This question, and others like it, reveal varying levels of discomfort with people who do not seem to conform to our oversimplified and antiquated perceptions of race. Likewise, intrusive questions of this nature can make members of the mixed-race community feel devalued and stigmatized (see Photo 1.2).




**Photo 1.2** Have you been asked...?

The racial options of the 2000 Census were modified to accommodate those who want to express their multiracial heritage. For the first time, respondents could identify themselves as members of more than one racial category. Also, a separate question about ethnicity appeared before race. Figure 1.3 shows other major changes.

In the 2010 U.S. Census, 9 million Americans, or roughly 3 percent, identified themselves as members of more than one race. Many demographers expect this figure to increase dramatically by 2050. Evidence for this can be found in the growing number of young people who identify themselves as multiracial. U.S. Census officials maintain that the major reason for this response is the significant increase in the number of interracial couples. According to Paul Taylor of Pew Research Center,

## Don't Box Me In

An increasing number of people are resisting the pressure to be boxed in by color. Tiger Woods, for example, has made it known that he objects to being called African-American. Rather he prefers "Cablinasian," a term he made up that combines his Caucasian, Black, Indian, and Asian ancestry. Other well-known people who have affirmed their mixed ancestry are Keanu Reeves (Hawaiian, Chinese, Caucasian), Mariah Carey (Black, Venezuelan, Caucasian), and Johnny Depp (Cherokee, Caucasian). Groups such as the Multiracial and Biracial Student Association at the University of Maryland are becoming more common on college campuses. This trend will likely continue as interracial marriages become more common and society becomes more comfortable with different and new ways of defining one's heritage.

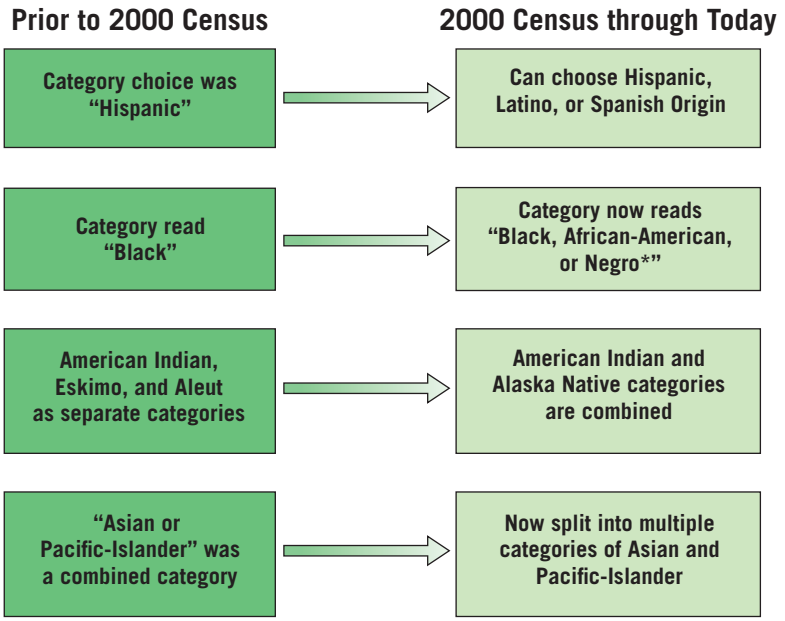



**Figure 1.3** U.S. Census Changes: Race and Hispanic Origin. *The Census Bureau recently announced it will no longer include the term "Negro" to describe Black/African-Americans in its population surveys.
*Source: U.S. Census Bureau. More detailed information concerning the new racial categories is available on the U.S. Census Bureau Web site (http://www.census.gov).*

"Interracial marriage has gone from taboo to a rarity, and with each passing year, it's less of a rarity."[12]

Latinos, who can be of any race, often find it difficult to relate to the rigid racial categories found in the census. Clara Rodríguez, author of *Changing Race: Latinos, the Census, and the History of Ethnicity in the United States,* points out analysts often misinterpret what this means. Analysts mistakenly assume Latinos are confused, says the author, when in fact they see themselves as stretching across racial lines.[13]

I was born in 1959 and I was "Black." I did not challenge forms when I was younger, because I did not realize then how important the information those forms requested would become to me. If the form asked me to check "Negro," I did. I don't remember there being racial categories other than Black/Negro or White.

As I grew older and learned through family conversation that there was another culture that was part of me, I began a hesitant journey of uncovering who I am as a complete person. This began with acknowledgment that my Native American heritage is as important to me as being Black. My first acknowledgment of my racial completeness was to check "other." Checking "other" was one of the most difficult things I have ever done. With that act came extreme guilt at the thought of abandoning my given culture and race.

I soon discovered that the guilt came from a sense of having banished myself to neutrality. "Other" meant recognizing no race at all. I went back to checking "Black," which once again made me comfortable but incomplete. I have now settled on checking both "Native American" and "Black."

—Another perspective

## Profile in Diversity Consciousness

"There is often a divide, as we know, between Black and White. For those of us in the middle, we often feel we must choose one side of this divide or the other, especially in our younger years. For me, growing up identifying predominantly as African-American in a White family gave me a sense that I was interminably an outsider. My family loved me unconditionally, but it was hard to love myself with the same unbiased eyes.

I felt this most acutely during sixth grade when my mother and I moved to a more diverse, and more racially divided, part of town. African-American eighth graders teased me for being so light-skinned, while my best friend and I were forbidden to continue our friendship because her white parents disapproved of my dark skin and of my cousins' Japanese ancestry.

A few years ago I was standing at a street corner, waiting for the walk signal, when a White woman and a Black man came up beside me with their young daughter on her bicycle. In those moments before we continued on our separate paths, I felt a sense of completeness like I had never experienced before. Standing there at the corner, we looked like a family. It was one of the first moments in my life when I did not stand out from the crowd.

My struggle for identity has pretty well ceased within the past few years. I am an individual of complex origin and am proud to be so. I find it fitting that my birthday falls on United Nations Day. By default of identity, those of us who incorporate two opposing races do much to bring those two races together. As an American with African, German, English, Irish, Scottish, and Mexican heritage, I am proud to participate in the melting pot that is America."

—Shannon Luders-Manuel, as quoted in *Teaching Tolerance* magazine (permission to reprint from *Teaching Tolerance,* http://www.tolerance.org).

### Thinking Through Diversity

Would you describe yourself as multiracial, or do you see yourself as belonging to a single race? Why?

It is clear that our nation's schools and workforce will feel the effects of growing diversity for some time. Demographic data indicate that:

- Women, minorities, and older people will continue to account for the vast majority of new entries in the workforce (see Fig. 1.4). Sociologically speaking, the term **minorities** refers to categories of people whose members are singled out and denied equal power and opportunity in the larger society. This definition places the emphasis on power rather than numbers. For instance, even though women constitute a numeric majority in the United States, they lack political, economic, and social power relative to men and therefore constitute a minority. With regard to minorities, immigration and population changes will alter workforce demographics for years to come. As more women are added to the labor force, their share will approach that of men. Employment projections for 2050 show that women will comprise nearly half of the U.S. labor force. The new elders, as they become even healthier and better educated, are more likely to continue working rather than fully retiring. Finally, the percentage of workers with disabilities is expected to increase because of a number of factors. The workplace is becoming more accessible due to the protection afforded by the Americans with Disabilities Act and the removal of both attitudinal and physical barriers. Recent census data point to future growth in the number of employed people with physical and mental disabilities.
- Students at all levels of education will continue to grow increasingly diverse. One indication of this trend is the dramatic upsurge in the number of K–12 public school students who are members of racial and ethnic minorities. Likewise, the number of ELL (English Language Learner) students has increased dramatically, accounting for more than 10 percent of students enrolled in U.S. public schools.[14] Data from the U.S. Department of Education reveal a similar pattern among college students, who have become increasingly diversified in terms of their race, ethnicity, gender, and age.[15]
- The international student population in the United States is growing. The Institute of International Education estimates that there are now more than 700,000 international students in the United States.[16] Most of these students come from

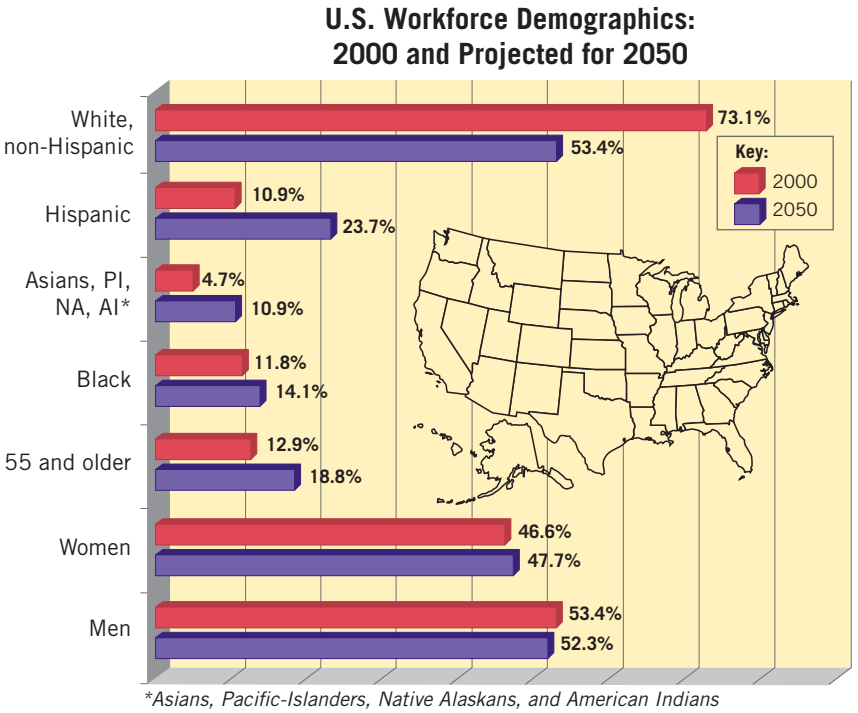



**Figure 1.4** U.S. Workforce Demographics: 2000 and Projected for 2050.
*Sources: Bureau of Labor Statistics, Current Population Survey Annual Averages. Projections: M. Toossi, "A New Look at Long-Term Labor Force Projections to 2050," Monthly Labor Review, November 2006, 19–39.*

Asian and Latin American countries. In addition, more U.S. students than ever are now studying abroad.

## Technological and Social Changes

A number of social and technological changes have also altered the cultural landscape in recent years.

### Globalization and Technology

In *The World Is Flat*, Thomas Friedman emphasizes how **globalization**, the growing interdependence of people and cultures, has accelerated in the twenty-first century. Globalization is impacting individuals of every conceivable color and culture. To use Friedman's terminology, the world is being flattened in all kinds of ways. For example, there is no such thing as an "American job" in a flat world. Factors such as immigration, the speed and ease of modern transportation, outsourcing, environmental changes, and the globalization of markets and technology contribute to this trend.

Technological advances have transformed our social world into what Marshall McLuhan termed a *global village*.[17] In other words, increasingly we need to think of the entire world when we talk about our social environment. Computers, satellites, and communication technology have brought the world closer together and made cross-cultural encounters an everyday occurrence.

The emergence of the global economy, immigration, and the growing diversity of the U.S. population are transforming the business arena. For example, U.S. companies are creating more multilingual Web sites to expand their market, improve sales, and remain competitive. Dress codes are being revised to include headwear and other articles of clothing required by various religions. Companies are providing consumers

with a greater array of products that reflect their diverse lifestyles and tastes. With an increase in white-collar service jobs, companies are paying more attention to cross-cultural interaction among workers and between workers and customers.

The impact of globalization has been particularly noticeable in the hotel and restaurant business. A case in point is a Hilton hotel in Washington, D.C., where workers speak 36 languages and some speak no English at all. To communicate with his staff, the hotel's general manager has memos translated into five different languages and read aloud to workers. During meetings, supervisors rely heavily on gesturing, tone of voice, and the written word to clarify complex thoughts to non-English-speaking workers. And language is only one of the many challenges. According to the hotel's assistant director of housekeeping, a growing segment of the hotel's workforce is Muslim women. During the Islamic holy month of Ramadan, these women fast from sunup to sundown. However, they are reluctant to take their normal lunch break during Ramadan because they would be surrounded by the smell of food in the employee cafeteria. When the Muslim women asked if they could work through the lunch hour and leave earlier, the assistant director agreed. However, she later heard from fellow managers who were concerned that other employees might take advantage of the situation.

Terrorist attacks and global conflict, as well as the economic and political efforts to respond effectively to them, underscore the growing importance of developing a **global perspective**, meaning a view of the world and our place in it. For example, the government is stepping up its efforts to address current and projected shortages of employees with foreign language skills. Agencies such as the U.S. Army, the FBI, the State Department, and the Commerce Department are in dire need of language specialists with expertise in Arabic, Mandarin and Cantonese Chinese, Indonesian, Japanese, Korean, Farsi, Russian, Turkish, and other languages.

For each of us, developing a clearer, more encompassing view of the world around us is absolutely necessary. By doing so, we:

1. *Develop greater insight into our interconnectedness.* Technology, commerce across national borders, as well as immigration and emigration have linked the United States with the rest of the world like never before. The loss of human life on 9/11 was not just an American tragedy; it was felt worldwide (see Fig. 1.5). People from more than 60 countries were victims of the World Trade Center disaster. Figures provided by individual governments, or the U.S. Department of State, show the number of victims from countries such as Pakistan (200), India (250), Australia (55), El Salvador (71), Austria (15), and Nigeria (94 reported missing by Nigerian press; no official number).[18]

2. *Expand our awareness of different perspectives.* Without a global perspective, we are more likely to assume that our way of doing things is universal. This is particularly true of those aspects of our culture that are not readily visible to us. Consider how we view time. Do we view time as a precious resource that should not be wasted? What do we assume about someone who is late to an appointment to finish a conversation with a friend? Perhaps we have always lived in a culture where being on time and meeting deadlines are extremely important. Consequently, we make all sorts of judgments about people on the basis of their promptness. However, what if we find ourselves in a culture that does not share our time orientation? For example, different time perspectives can be viewed along a continuum, extending from a monochronic to a polychronic time orientation.[19] *Polychronic* time means people engage in multiple activities within a certain time frame and plans are subject to change, especially if they interfere with personal commitments. This cultural preference is at odds with *monochronic* time, in which people follow a strict schedule and focus on one activity or project at a time. Whereas the United States, Canada, and many




**Figure 1.5** World Trade Center Tragedy: Victims Worldwide.

Western cultures tend to be predominantly monochronic, countries in the Middle East and Latin America are more polychronic.

3. *Enhance our self-awareness.* When we visit another country, we may complain about a wide variety of things such as the food, odors, standards of cleanliness, dress, and the way people converse. Uncomfortable experiences in strange lands can teach us about ourselves. By examining how we react and adjust to these experiences, we learn more about the ways in which cultural experiences shape our thinking and behavior. Furthermore, we become more aware of just how difficult it is to change culturally ingrained habits, no matter how insignificant they may seem.

Expanding our global perspective is not easy. Keeping up with world news each day does not begin to fill the void. A college president recently told the story of a visiting professor from Australia who spent a semester in the United States. During that time, he did not see a single news story or commentary about *his* country, except for a shootout with a madman.[20]

## Heightened Awareness of Diversity

I am a citizen, not of Athens or Greece, but of the world.

—Socrates

Stories about diversity appear in the news each day. These stories deal with such issues as discrimination in the workplace, cultural conflict, global education, and religious as well as language differences. On 9/11, many of these issues captured the public's attention in an instant. People in the United States suddenly became much more aware of their own vulnerability and cultural isolation, as well as the growing importance of world economies, world geography, communications networks, migration, cultural values and traditions, and religious diversity.

The effects of 9/11 remain with us. Workplace complaints filed by Muslims have increased significantly since the 2001 attacks. According to a recent survey by the Pew Research Center, more than one-third of respondents report having an unfavorable view of Islam. At the same time, a majority of respondents report knowing "not very much" or "nothing at all" about the Muslim religion. This same survey shows that as people become more knowledgeable about Islam and develop relationships with individuals who happen to be Muslim, the more positive their views of Muslims in general.[21] Since 9/11, in an effort to promote awareness of their cultural practices and religion, Muslim groups

have become much more active in presenting educational programs to police, hospital workers, teachers and students, therapists, corporations, and community groups.

As the world continues to shrink, global competition and cooperation are pushing diversity issues into the forefront of the workplace. As Friedman acknowledges in *The World Is Flat*, economic change and culture are interdependent. Economic performance hinges to a great degree on *glocalization*, a culture's openness to diverse influences and ability to blend foreign ideas and best practices with one's own traditions. Although Friedman discusses **glocalization** as a cultural trait, this type of openness can be developed by individuals as well. In a flatter world, cultural isolation, intolerance, and an inability to communicate with others and value their contributions will put us at an economic disadvantage. From Friedman's perspective, a constantly changing global environment will be hardest on those who are not prepared, both culturally and technologically. Similarly, a heightened awareness of diversity coupled with a new skill set will empower us to take advantage of the staggering opportunities afforded by this new landscape.

Scholarship on the subject of diversity has mushroomed in recent years. Diversity itself has become a thriving industry. Books, Web sites, diversity consultants, courses, workshops, and conferences have proliferated as more and more money is spent in this area. Pride in our cultural roots is championed by popular music, movies, ethnic festivals, and cultural exhibits. As diversity has become more visible in everyday life, it is more apt to become an issue that we address, discuss, and debate publicly and privately. For instance, the election of President Obama in 2008, and his re-election in 2012, generated considerable discussions on many issues, such as race, ethnicity, religion, sexual orientation, and the ability of candidates to reach out to diverse constituencies.

## Continued Cultural Separation in the Midst of Diversity

Although some parts of our cultural landscape are becoming more diverse, other parts show little of this change. Sociologists refer to this as **cultural lag**, a condition in which one part of a culture is not keeping pace with another part. This lag or gap becomes increasingly evident when we look at where we live, worship, go to school, and work. Consider the following examples.

1. While residential segregation has declined in many areas, U.S. residents continue to live in neighborhoods that are divided along racial, ethnic, and economic lines. Rich and poor are increasingly unlikely to live in the same neighborhoods and attend the same schools. Neighborhood diversity is uneven. In some neighborhoods, white flight continues. But in other areas, there has been a significant upturn in *global neighborhoods*, communities where large varieties of people from diverse cultures and ethnicities live together.

2. To a large degree, gender segregation exists in the job market. In some cases, jobs are overwhelmingly held by either men or women, such as the male-dominated fields of engineering and coal mining and the preponderance of women found in nursing and textile manufacturing. Within occupations in general, gender segregation can also be found at different levels of the organizational hierarchy. For example, the U.S. Labor Department's Federal Glass Ceiling Commission reported that the upper levels of big business remain mostly White and mostly male.[22]

   According to the Commission, the **glass ceiling**—attitudes and actions that block the promotion of women and minorities into top management positions—was firmly in place. More recent studies show some incremental progress, although barriers remain.[23]



### Thinking Through Diversity

Have you or any member of your family ever encountered a glass ceiling? Explain.

These barriers include informal networks that exclude women, pervasive stereotypes of women as weak and soft, and a lack of women role models in leadership positions. Fortunately, the track record of Fortune 500 companies shows that improving opportunities for women in top executive positions is not only a moral issue but a market-based issue.

3. Martin Luther King once referred to the weekly worship service as the most segregated hour of the week. Despite a trend toward more integrated neighborhoods, especially in some suburbs, racial segregation remains firmly in place at many religious services, as evidenced by recent data from a nationwide poll by the *New York Times*. Ninety percent of Whites who attend religious services at least once a month said that none or only a few of their fellow congregants were Black. Similarly, 73 percent of Blacks said that almost all of their fellow congregants were Black.[24]
4. Although the percentage of students of color in U.S. public schools is increasing significantly, racial diversification among teachers has not kept pace. Data show a widening demographic mismatch between students and their teachers (see Fig. 1.6). Furthermore, future U.S. census projections leave little doubt that this gap will continue for some time.
5. Recently, there has been a resurgence of intergroup hostility and intolerance. This is not simply the work of a select few. When we think of intolerance, how many of us visualize a member of the Ku Klux Klan (KKK) or a skinhead? Unfortunately, intolerance can also come dressed in a three-piece suit, a military uniform, or more casual wear. Schools, places of worship, and job sites have witnessed an upsurge in hate crimes during the past few years. Hate literature, graffiti, symbols of hate such as nooses, threatening e-mail and phone calls, property damage, and physical violence point to a continuing cultural lag between the diversity we encounter and our ability to respect or at least tolerate that diversity.

People react differently to the changes that continue to transform our cultural landscape. Some adapt while others resist or remain oblivious. In a way, it is a lot like the growing importance of computer technology. We may adjust and learn more because we know that if we do not become computer literate, our chances for success will be severely limited. The same holds true for diversity. Whether we realize it or not, diversity touches each of us on a daily basis. If we are not in a position to capitalize on diversity, we will be at a disadvantage socially and economically.

> The real voyage of discovery consists not in seeking new landscapes but in having new eyes.
> —Marcel Proust

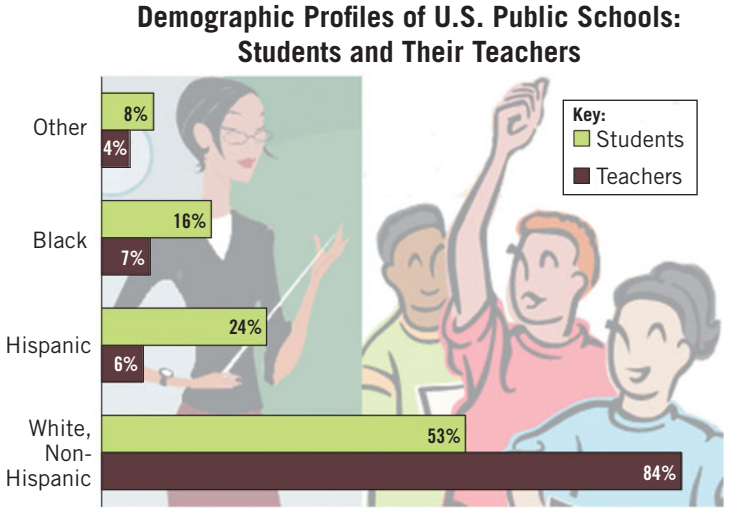



**Figure 1.6** Public School Students and Teachers: A Growing Racial and Ethnic Gap.
*Source: National Center for Education Information.*[25]