WELCOME TO THE GSLIS MEETING ROOM

Please Run the Audio Setup Wizard

Blackboard Collaborate Guides


Room Details:

- Session can be recorded
- Sessions are pre-scheduled
- All participants have rights for chat, microphone, whiteboard and application sharing.
- Moderator login will be need for recording, web tour, file transfer and other Blackboard functions

Reservations and/or questions?
Phone: 800-377-1892
Email: help@support.lis.illinois.edu
Cultural Competency in the Classroom: Transforming Library and Information Science Education

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Overview :: GOAL: Improve learning environment in the classroom

Overview

GOAL: Improve learning environment in the classroom

• Starting from the self
• Transformative information/learning model
• Process: what to do as an instructor? What is the role of the student? What to do in an online environment?
• Examples
• Diversity Audit
Cup image: http://growingleaders.com/blog/9-ways-to-beat-negativity/
The Last Spike" by Thomas Hill (1881), Promontory Summit, UT, on May 10, 1869, joining the rails of the Central Pacific Railroad and the Union Pacific Railroad.

Not a single Chinese-Cuban deserter, nor a Chinese-Cuban traitor - General cubano Gonzalo de Quesada

• Who I am, how did I get here
• Knowing self: Chinese railroads led to Exclusion act – in US learning about Canadian history

• Peggy McIntosh (privilege: an invisible backpack), Juan Perez de la Riva (documentation as representation), Paulo Freire (learning to read the world, activist epistemology)

• Learning to teach, teaching to learn
“...If I had to do the same again I would, my friend, Fernando.”
Why NOT talk about culture?
Benefits (for all)

1. enhances access, attracts and retains a diverse membership/community/personnel
2. promotes equity and equal opportunity in the organization that lead to better membership/community satisfaction
3. facilitates engagement among diverse people that enhances the educational, organizational and scholarly experiences
4. promotes personal growth and enriches the organization and community
5. introduces diverse ideas, perspectives, experiences and expertise that lead to improved, informed, creative and innovative problem solving and decision making
6. opens up new opportunities and modes of discovery, pedagogy and practice
7. fosters mutual respect by recognizing and valuing differences and commonalities, resulting in cross-cultural understanding
8. creates an environment in which bias and inequities are not tolerated and compels change
9. prepares professionals and leaders to work in an expanding, competitive global society
10. makes for a robust and relevant organization in a diverse society

(updated from Chu, Clara M. September 19, 2012)
"nothing strengthens authority so much as silence"
-Leonardo da Vinci

I don’t speak up **authentically** because...
- I want to fit in.
- I don’t want people to look at me.
- I don’t want to question or say something wrong in order not to look stupid.
- I don’t want to have to defend my ideas or validate my experience
- in school I was told to listen to the teacher
The next generation speaks...

• Are you ever afraid to speak up?
• No, because I can contribute to the conversation.
• And if someone counters you?
• Then, we can talk about it.
• What if everyone doesn’t buy it, nor the teacher.
• Then, that is their problem. Maybe, it is my problem; and if I look it up, then I can see if I’m right.
• And if you can’t find the information you are looking for.
• Honestly, it depends on the situation. I have to determine what makes sense or not.

AGENCY
Dear Students, Faculty and Staff:

Classes and operations at the University of Illinois at Urbana-Champaign will proceed as scheduled Monday, Jan. 27. Please use caution as you travel in and around campus during what is forecast to be an extremely cold and windy day and night.

Sincerely,

Phyllis M. Wise
Chancellor

This mailing approved by:
Office of the Chancellor

sent to:
Everyone
Response: freedom of speech

- [http://illinois.edu/blog/view/1109/109239](http://illinois.edu/blog/view/1109/109239)

Keep Calm... It's THINK PAIR SHARE!

© http://www.keepcalm-o-matic.co.uk/p/keep-calm-its-think-pair-share/

Did/would you talk about it?

- If so, in which class and why?
- If not, why not?

...Although social scientists often differ in the precise way they define "prejudice," most agree that it involves a prejudgment, usually negative, about a group or its members (Fiske, 1998; Jones, 1997; Nelson, 2002). As commonly used in psychology, prejudice is not merely a statement of opinion or belief, but an attitude that includes feelings such as contempt, dislike, or loathing.
attitude/knowledge → action (discrimination)

...Where prejudices lurk, stereotypes are seldom far behind. The term "stereotype," coined in 1798 by the French printer Didot, originally referred to a printing process used to create reproductions (Ashmore & Del Boca, 1981). Journalist Walter Lippmann (1922) later likened stereotypes to "pictures in the head," or mental reproductions of reality, and from there, the term gradually came to mean generalizations -- or, quite often, overgeneralizations -- about the members of a group. As with prejudice, these generalizations can at times be positive (e.g., women are nurturing, Japanese excel at math), but for the most part, they tend to be negative and resistant to change.
Look at the chart below and say the **COLOR** not the word

YELLOW ORANGE BLUE
BLACK GREEN RED
YELLOW PURPLE RED
ORANGE GREEN YELLOW

**Left-Right Conflict**
Your Right Brain Tries To Say The Color But
Your Left Brain Insists On Reading The Word

http://www.coolopticalillusions.com/optical_illusions_images_2/say_the_colors.htm
**Color Description**

- **Yellow** (Star of David) Jewish. This symbol was used prior to the camps in the ghettos and when Jews were in the general population
- **Pink** Men convicted for homosexuality under Paragraph 175 of the Reich Penal Code, incest or pedophilia (paragraphs 174 and 176)
- **Purple** Jehovah's Witnesses
- **Red** Political prisoners
- **Black** Asocial/Roma
- **Green** Criminals

Perspective is not just a matter of what you see, but how you see it.

Perspective & Positionality

“...where we stand shapes what we see, what we believe, and what privileges and subordinations we experience” Matsuda, 1996, p. xi
Diversity if MULTIVARIATE

- **Human diversity** is characterized by an employee’s physical differences, personal preferences, or life experiences.
- **Cultural diversity** is characterized by embracing differing beliefs, values and personal characteristics.
- **Systems diversity** is characterized by the organizational structure and management systems.

Diversity @ Sempra Energy [http://www.sempra.com/diversity/dAbout.htm](http://www.sempra.com/diversity/dAbout.htm)
Why are we here?

- From celebratory to transformative multiculturalism

Why are we here? A multicultural mindset can bolster your career

when it comes to boosting creative and integrative thinking, multicultural engagement is clearly a positive. According to a new study in Social and Personality Psychology, individuals who adapt and learn about new cultures gain a boost in complex, integrative thinking — a trait that translates to more job opportunities.


Reference:
Information <> meaning and knowing

- Information both reflects and shapes society, as society both reflects and shapes information.

- *We need to identify and show the ways in which information supports racism, and the degree to which racism contributes to the development of information practices.* (paraphrase of Matsuda, 1996, p. 52)
Toward a transformative LIS education

• Critical multicultural knowledge, attitudes and skills
• recognizing (consciousness) the social construction of knowledge and information practices,
• questioning (critical reflection) our assumptions and attitudes of the world (social, professional, institutional) around us, and
• acting (change) to remove systemic barriers and give voice to those silenced.
instructor and learner

SAME PAGE
(Are you here?)

http://rockstarboss.com/tag/same/
The POWER of Information in Cultural Competency in Transformation in thinking and doing

Figure 1. Multicultural Information Services: A Transformative Model

Grounding (information)  Objective  Effect

KNOW (Acculturation)

Culture (values, traditions, arts, practices)
Experiences (achievements, events, conditions)
Location of power/authority

Self-recognition-of other
Cultural self-identification-of other
Self-acculturation-of other
Cultural edification
CARE (Transformation)

- Emic perspective
- Etic perspective
- Epistemology

ACT (Inclusion)

- Cultural understanding
  - Cultural respect
  - Attitude change

- Policies, laws
- Flipped classrooms
- Counter-narratives, critical theories
- Communication, language
- Multiple literacies
- Praxis

- Multiple problem-solving approaches
  - Individual/group advancement
  - Individual/group empowerment
  - Develop social change agents
  - Reduce barriers between/among groups
Teaching in Racially Diverse College Classrooms Derek Bok Center for Teaching and Learning, Harvard University http://isites.harvard.edu/fs/html/icb.topic58474/TFTrace-summary.html

Teaching in Racially Diverse College Classrooms

Derek Bok Center for Teaching and Learning, Harvard University

http://isites.harvard.edu/fs/html/icb.topic58474/TFTrace-summary.html

- When teaching in a multicultural context, we suggest that they prepare themselves in several ways:

1. Plan the course with the multicultural classroom in mind by considering syllabi, course assignments, examples, stories, and potential classroom dynamics.
2. Find ways to make the actual classroom open and safe for all students, and to make the material accessible to all students.
3. Learn how to intervene tactfully and effectively in racially charged classroom situations and to manage hot moments or hot topics.
4. Assess conscious and unconscious biases about people of cultures other than your own.
Teaching in Racially Diverse College Classrooms

Derek Bok Center for Teaching and Learning, Harvard University
http://isites.harvard.edu/fs/html/icb.topic58474/TFTrace-summary.html

• GUIDING SUGGESTIONS:

• 1. Educate yourself -- become as sensitive as you can to racial, ethnic, and cultural groups other than your own. At the same time:

• 2. Never make Recognize and manage assumptions about an individual based on the racial, ethnic, or cultural groups to which he or she appears to belong. Treat each student first and foremost as an individual. Get to know each student individually.
What to do in an online environment?

- Pre-class preparation and post-classroom resources
- Ensure seamless communication
- Provide more cues
- Check-ins
- Everyone is responsible for learning
- Safe space

Undergraduate classes:

- Asians in Latin America: Constructing and Representing Community and Identity (UCLA)
- Culture Heritages, Information, Representation and Identity (UNCG)

MLIS core course:

- Ethics, Diversity and Change in the Information Professions
IS 201. ETHICS, DIVERSITY AND CHANGE IN THE INFORMATION PROFESSIONS (Spring 04-09) http://www.gseis.ucla.edu/faculty/chu/edc/

A complex information-intensive society presents ethical issues, such as access, intellectual property, freedom of expression, privacy, security and human rights, among others that require critical reflection. This service-learning course serves as a forum to discuss, learn and understand these ethical challenges of a multicultural information society that inform our societal, professional community and individual views, and impact our professional practice, decision making and public policy. An applied ethics approach is used to understand ethics in practice, the challenges presented in a dynamic multicultural user environment and the transformation that accompanies it in a rapidly changing world. This course also focuses on the role of information studies students in supporting equity of information access by utilizing campus resources, including their academic skills.
Critical Service Learning (Manusci and Renne, 2000)

- “an important opportunity to integrate and facilitate the ideals of a more radical democratic engagement with one’s society. In other words, democracy can be viewed as a radical social practice that requires one to take a critical inventory of one’s social location in terms of power and privilege and by understanding our relationship and responsibilities to others.”

- **Four phases:** Pre-reflection, Theory, Action, Reflection
Four Steps of Critical Service Learning

1. Pre-reflection — “one should reflect upon and politicize oneself (i.e., investigating who we are and what we stand for, as well as investigating our past service experiences, our preconceptions about the project and our predictions as to its outcome).” Theories assist in gaining an understanding of individual subjectivities, identities, positions and localities.

2. Theory — understand the construction of the world in theoretical terms and examine its relation to action (service learning). Potential theories to be examined are those posited by Bourdieu (habitus, meaning-construction), Foucault (in relations to power), Freire [and others] (in pedagogy), Gramsci (organic intellectual and hegemony), Matsuda [and Crenshaw, Delgado, etc.] (critical race theory), and others on feminist, post-colonial and queer theories. (See for example, PopCultures.com http://www.popcultures.com/theorist.htm)
Dialogue (Freire, 1970) in Information Practices, Education and Scholarship

- **Respect** — working *with* rather acting on
- **Critical thinking** — challenging normativities, naming privileges and re-drawing them, identifying differences
- **Praxis** — informed action enabling reciprocal learning
- **Conscientization** — awareness in order to transform reality to create social change
Four Steps of Critical Service Learning (cont’d)

3. Action – “Drawing from a cultural studies tradition, action must be the accompanying harmony that helps inform and update theory.” Action in service learning can take on many forms as is particular and appropriate in the community partnership. It is suggested that the “action include some type of dialog and/or dialectical understanding with those whom you are partnering in order to assure that the voice of that partnering organization is evident in the action.”

4. Reflection – the foundation for the entire endeavor which “through critical reflection one has the opportunity to integrate and personally contextualize the experience of service learning.” A sharing space is created with the instructor and fellow students.
Activities: “Working from within”

• Service Learning (20 hours) - *practice within community*
• Journal (25%) - *looking within self*
• Paper (50%) - *probing within profession*
• Class discussion and presentation (25%) -- *learning within classroom community*
What is the role of the student?

- Be an engaged learner
- Provide input
- Identify a process to provide input in a safe manner
- Don’t be scared to ask questions and let the instructor know of needs.
instructor and learner

Process
Observation

plus/delta

SAME PAGE
(Are you here?)

http://rockstarboss.com/tag/same/
THE DIVERSITY GAP IN CHILDREN'S BOOKS
18 YEARS * 1994-2012

PERCENTAGE OF CHILDREN'S BOOKS BY AND/OR ABOUT PEOPLE OF COLOR

37% OF THE US POPULATION ARE PEOPLE OF COLOR
10% OF CHILDREN'S BOOKS IN THE PAST 18 YEARS CONTAIN MULTICULTURAL CONTENT

DESPITE THE BEST EFFORTS OF LEE & LOW BOOKS AND OTHER PUBLISHERS AND IMPRINTS THAT FOCUS ON MULTICULTURAL THEMES, THE NUMBER OF BOOKS THAT CONTAIN DIVERSITY HAS NOT GROWN.

MINORITY % OF US POPULATION

2012
116.2M 37%

2060
241.3M 57%

DID YOU KNOW?
The US is projected to become a majority-“minority” nation in 2043.

http://blog.leeandlow.com/2013/06/17/why-hasnt-the-number-of-multicultural-books-increased-in-eighteen-years/
Over the past decade, we have seen a crisis of authenticity emerge. We now live in a world where anyone can publish an opinion or perspective, whether true or not, and have that opinion amplified within the information marketplace. At the same time, Americans have unprecedented access to the diverse and independent sources of information, as well as institutions such as libraries and universities, that can help separate truth from fiction and signal from noise.

Source: Press Release for “National Information Literacy Awareness Month, 2009.”
mental illness and |
mental illness and violence
mental illness and crime
mental illness and homelessness
mental illness and gun control

Viewed at: http://www.upworthy.com/do-madpeople-kill-more-than-those-half-famous-people-are-certainly-not-scary by Emman from The Madvocate
mentally ill people
mentally ill people scare me
mentally ill people on death row
mentally ill people in movies
mentally ill people committing crimes

by Dr. John from Madvocate; and http://alexithymia-daily.tumblr.com/post/64401575119/ad-shows-the-world-popular-existence-of-mentally-ill
people with mental illness should | people with mental illness should be exempt from the death penalty
people with mental illness should not have children
people with mental illness should be isolated from the community
people with mental illness should go to jail

Diversity Audit re: Improving Learning Environment in the Classroom

- Personnel (Recruitment, Retention, Promotion)
- Curriculum
- Pedagogy
- Student experiences
- Community engagement
- Assessment
- Process for dealing with conflict and concerns
- Policies
Ethnocentricism

- Judging another culture using the rules of one’s own culture, consciously or unconsciously, considering it more important or significant.
- Things are conducted in accordance with the parameters of the majority culture
- US = White, Western-European influence
Imagine

Class acts: lessons into/from the classroom in global context
http://adl.org/imagine/
IMAGINE
Thank You

Gracias!

Merci!

Danke Schoen

Thanks

http://thankyoupictures.com/index.php/more-thank-you-pictures/many-languages
The Diversity Gap in American Politics

2013

President Historically

100% Male

98% White

Supreme Court Current

66% Male

State Governors Current

10% Women

10% People of Color

2013 Congress

82% Male

81% White

8% African American

2% Asian American

7% Latino

0.3% Native American

Senate

93%

80%

House

79%

81%

Gerrymandering example from print edition of Rolling Stone Magazine-10/10/13

1984
Republican vote: 50%. Seats: 10 Republican, 11 Democrat

2012
Republican vote: 52%. Seats: 12 Republican, 4 Democrat