Cultural Sensitivity in a Global World
Edited by
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Introduction

Teaching Cultural Sensitivity

This book is intended as a teacher’s resource for developing culturally sensitive art curricula for students in kindergarten through postsecondary grades. Throughout this book, culture will be used to describe a group of people who share a mutually constructed and maintained environment. The term will refer to any group whose members hold similar beliefs, histories, customs, mores, values, who communicate with one another in a common language or symbol system and who pass on shared knowledge to newcomers and future generations of the group. In this broad sense, cultures may be defined by commonalities of religion, nation, race, or socio-economic condition. Defining ‘culture’ in this general way implies no evaluative judgment of the political correctness, or social value of any particular group perspective or expression. It only affirms there are many diverse cultural groups distinguished by adherence to differing paradigms of life in the world.

However, the authors and editors of this handbook will go beyond generalities by advocating the teaching of dispositions of being culturally sensitivity, as well as, instructing the knowledge about cultural diversity. The essays, suggested strategies, model units or activities presented in this book focus attention on the way we address the human experience and how this can lead to openness to the world. Samples of possible culture content are provided, with emphasis on how these lessons encourage student understandings of diverse cultures. The goal is to cultivate, through education, people who act and think morally in interaction with others.

Organization of the Handbook

Following an introductory chapter by co-editor, Marjorie Manifold, the handbook is organized in three sections. Section One: Commonality, Contrasts and Interdependencies, edited by Enid Zimmerman; Knowing and Honoring Self and Others in Local and Global Communities, edited by Steve Willis; and Dialogic Interactions – Listening, Questioning, Expanding, and Engaging, edited by Marjorie Manifold. Chapters within sections are:

Section One: Commonality, Contrasts and Interdependencies

1. Port of Entry: Puppetry! An Interdisciplinary Arts Experience, by Melanie Davenport and Douglas Stevens
2. Using Artifacts to Promote Cultural and Global Awareness in Cyprus Primary Schools, by Fontini Larkou
3. Exploring Ritual Through Art, by Angela M. La Porte
4. Developing Global Perspectives Using Digital Media in Art Education: Learning and Teaching about Traditional Ghanaian Artforms, by Laurie Eldridge
5. Becoming Empathetic Storytellers: A Curriculum for Developing Cultural Sensitivity, by Jonathan Silverman
7. Increasing Students’ Cultural and Global Sensitivities through Designing Cross-cultural Curriculum Units, by Joanne E. Sowell
8. The Story of Doris: Cultural Sensitivity in Action, by Pamela Stephens
Section Two: Knowing and Honoring Self and Others in Local and Global Communities

12. *Suburb as Site: Creating a Global Collaborative Art Environment in Secondary Art & Photography*, by Kathryn Coleman and Susan Coleman
13. *It’s About Them, It’s About Us: Using ChinaVine as an Educational Tool*, by Kristin Congdon and Doug Blandy
14. *Art, Community and Context: Educational Perspectives*, by Glen Coutts and Timo Jokela
15. *Using an Art Center’s Online Curriculum to Teach Elementary Students about Cultural Identity*, by Mary Erickson, Laurie Eldridge and Marissa Vidrio
16. *Youth Culture from Teenager’s Drawings*, by Estefania Sanz Lobo, Pablo Romero González, Atsushi Sumi, Li-Hsun Peng, & Hyeri Ahn
17. *All Dressed Up: A Cultural and Personal Exploration of Clothing*, by Jocelyn Lorena Salaz

Section Three: Dialogic Interactions – Listening, Questioning, Expanding, and Engaging

19. *Art Education with Migrant Hispanic Populations in Multi-age Elementary Classrooms: Instructional Strategies Learned from Practice*, by Jeffrey Boome
20. *Dok-Paper Dolls: Opening the Door to Local/Global Integration*, by Jeong Im Huh and Yong-Sock Chang
21. “*Envisioning my future self*”: Exploring identity construction to promote cultural sensitivity, by Martha Christopoulos
22. *Enhancing Global Consciousness and Cultural Sensitivities: Digital Arts-Pedagogy in a Pre-service Teacher Education Context*, by Debra Donnelly & Kathryn Grushka
24. *On the Practice of Artistic Measurement of Social Mobility and Marginalization*, by Anna Kende and Anikó Illés
27. *Iranian Children’s Depiction of Symbols and Motifs in their Drawings in Reference to their Living Environment*, by Ava Serjouie