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Multiculturalism and the media: using racially motivated films to increase attitudes about race

Nacovin J. Norman

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MULTICULTURALISM AND THE MEDIA
Using Racially Motivate Films to Increase Attitudes about Race

by
Nacovin J. Norman

A Thesis
Submitted in partial fulfillment of the requirements of the
Master of Arts in School Psychologist
of
The Graduate School
at
Rowan University
April 12, 2002

Approved by

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The attempt to answer the question, "Does racially motivated movies (media) affect young adolescents attitude on multiculturalism?" was capable of yielding significant results. The study required sampling a population of seventh and eighth graders. The participants demonstrated variability in regards to ethnicity, age, social class, and level of cognitive functioning. Using the paired sample t, ANOVA and various non-parametrical tests, the answer to the question seems to correspond with the research. Therefore, using media can have a significant and an immediate affect, on not only multiculturalism, but human behavior as well.
MINI-ABSTRACT

Nacovin J. Norman
MULTICULTURALISM AND THE MEDIA: USING RACIALLY MOTIVATED FILM TO INCREASE ATTITUDES ABOUT RACE 2001/02
Dr. Roberta Dihoff and Dr. John Klanderman
Master of Arts in School Psychology

The attempt to answer the question, “Does racially motivated movies (media) affect young adolescents attitude on multiculturalism?” was capable of yielding significant results. Therefore, using media can have a significant and an immediate affect, on not only multiculturalism, but human behavior as well.
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The Woodlynne Public School
The Woodlynne Board of Education
Ms. Linda Vanore
Ms. Danelle Garwood
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Chapter 1: The Problem

Need

On the morning of September 11, 2001, American underwent a tragedy of great magnitude and proportion. This happened when the cities of New York and Washington D.C. were under terrorist attack and destruction that caused the demise of thousands of people. Consequently, this incident also sparked a nation-wide witch-hunt of Arab people across the Arab Diaspora. Reports of racial profiling have risen amongst minorities with Arab-Americans replacing Black Americans as the chief minority that is profiled. There have been escalated attacks and threats on Islam-practicing Americans in communities and neighborhoods. Take notice that many of these people are not ethnically Arabs. These people are Black-Muslims, White-Muslims, and Latino-Muslims, who decided that this religion makes sense to them. They believed that practicing it would not open them to persecution in the year 2001.

The attack on America was indeed horrific. The pains, trials and tribulations that we have undergone, and that the families of the victims are currently dealing with, is at best, emotionally taxing and stressful. Yet, the horrible treatment that, in most cases, “Birth and Bread” American Muslims are currently undergoing, is an outright betrayal. Yet, America has a history of mistreatment of fellow Americans based off differences.
Black Americans have been subjected to ill treatment since before the conception of the United States of America. In the late 90’s of the state of Texas, a Black man was dragged literally to pieces. In 1993, Rodney King was unlawfully beaten by LAPD who consequently, was a quitted for the act. In the State of New Jersey (historically and presently), racial profiling plaques and frustrates African and Hispanic Americans.

This is also very prevalent in our school systems. In the massacre at Columbine High School, the Trench-Coat-Mafia targeted those who were ethnically and religiously different. In schools where there is huge diversity, we still have a great degree of divergence of the races. In the early 80’s, memories of being bussed to predominately white elementary school in South Philadelphia takes notice to many minorities.

Unfortunately, the neighborhood was generally very unreceptive to the idea of their kids intermingling with Black kids and they voiced their contempt of these changes as often as they could. Many of their children strengthen their parents’ contempt by using violence. These violent acts caused children to run home or catch the bus to avoid certain injury. Consequently, the school stance seemed to be very ambivalent to the whole situation. There was never any opportunity to explore and celebrate our differences. Yet, some parents on both sides that had suggested some type of intervention.
Now today, there are still school systems suffering these very situations. They are not incorporating difference education in the school system. They have this over surge of diversity and are in use of antiquated methods of dealing with it. Consequently, aggression, frustration and in some cases violence occurs. As a new teacher, there were many opportunities to observe different school districts. One in particular was a seven-schooled district, which appeared to be striving and quite successful. However, one school within this district was in shambles and referred to as the “bad school.” Consequently, this school houses the diversity in the district. Another note, one minority teacher exists in this district and not at this school.

It is very realistic that chaos will escalate if differences are not explored in a pro-social manner. What are the reasons? First, let us view it in an academic framework. For years, we have been taught that history is to be respected and appreciated. If an individual never sees their culture expressed as a contributor to history, then that individual will develop an inferiority complex and feel demeaned. Secondly, other cultures will demean that culture; view them as a crutch on society. Lastly, frustration and anger sets in because the exploration of differences and similarities never is visited. Therefore, the need is truly evident.
Purpose

What is the purpose? The purpose is to simply show a reason why we need multiculturalism. Promote the benefits of having a more ethnically sensitive environment. Show that with the use of media, multiculturalism can be increased. This increase will take place in an educational setting amongst a diverse population. The educational setting was chosen for convenience. In addition, multiculturalism is a field of study that should be incorporated in education.

Hypothesis

With the use of a racially and ethnically charged movie, and a documentary promoting multiculturalism, racial sensitivity can be increased in adolescence. Furthermore, students who are exposed to racially motivated movies will show a higher increase in sensitivity than those who are not exposed to the movie.
Theory

This particular thesis is grounded under the scope of the one people one nation philosophy. This underlines the whole viewpoint of functioning in a harmonic pluralistic society built upon everyone having an overall respect and appreciation of one’s differences. The philosophy is called multiculturalism. The philosophy is an amalgamation of movements that was spawned out of the 60’s and 70’s. The major movement which gave Multiculturalism its’ momentum was the Black Power movement. For reason, Black American culture was mainly under attack.

The attacks on Black culture foster a lot of resentment within Black people about their own culture. In fact, because of the negative inferences on Black culture, huge numbers of Black people in America would try to distance themselves away from their culture and heritage. For example, when describing their ethnic background, some black people would mention every part of their heritage except for Africa. “I have Indian in my family.” This from 1990 and before was a very common statement. Another example, straight hair was considered good hair and light skinned was the right skin. Because of this perverse way of thinking, cultural holidays such as Kwanzaa was developed. Its main purpose was to promote Black culture especially in children.
Therefore, not only Black people were affected by this thinking, but other cultures as well. For example, the times before multiculturalism have brought about numerous complex manifestations. Two complexes that will be discussed are the racial superiority and inferiority complexes. Those with the racial superiority complex truly believed that they were the epics of society. All accomplishments can be contributed to their works. The inferior group was a societal burden. Unfortunately, those who suffered the inferiority complex shared that same opinion. Fields such as education, government, and leadership are all aspiration of the dominant group. Their racial association is burdensome. Half of their lives are spent disassociating themselves from the realities of their culture. For example, as beautiful as the Spanish language is, it was referred to as the "welfare, social services language." This was expressed in front of Spanish speaking people. Although, they said nothing, one could only imagine how they must have felt. In any event, either way of thinking is both dangerous and intellectually stunted. Multiculturalism is growth.
Definitions

Multiculturalism: An ideal or belief of integrating all cultures into society.

Ethnic Sensitivity: used interchangeably with Multiculturalism. Implies an adherence and appreciation of one's culture.

Culture: a system of beliefs, practices, and costumes relevant to a particular people.

Ethnic encapsulation: refers to the cultural deprivation that results from the limited knowledge of any culture other than one's own.

Scaffolding: occurs when a more expert learner with a particular competence works with a novice learner who has yet to acquire that competence.
Assumptions

The intention is to sample a school that is well known to this researcher, which may cause the students to socially accepted answers. Being the one of two Black staff members, some student may be uncomfortable with truly expressing their conscious. Parents may not want their children included in the study. Time constraints may cause the children to rush during the interview. It is assumed the students had a good day and nothing troubling them. Furthermore, it will be assumed that the students are being honest when answering the items. Lastly, it is assumed that all students are on reading level to be able to complete the test.

Limitations

Conducting this study will not function without some limitations. An obvious limitation is that this study was conducted during the school’s instructional time. Therefore, the use of participants was very limited. Secondly, parents may not allow their child to participate in the study. In addition, the child may not want to participate in this study. Moreover, children who have taken the first part of the study may not want to participate in the second part. Therefore, the previous participants' scores
will be voided from the study. Lastly, some participants may not have the cognitive ability to correctly complete the study.

**Overview**

For chapter two, literatures will be compiled to support the claim of multiculturalism as preference for various social climates. In addition, studies will be presented that detail the types of conflict that may arise with the absence of program that does not meet the sensitivity of the participants in that climate. Lastly, the research will show that with time, these implementations of multiculturalism, will promote an environment that is friendly, culturally appreciative, and productive.

In chapter three, a design will be generated to conduct this study. In addition, the subject will vary greatly in ethnicity, nationality, and cultural background. This study will also include both genders and various economical groups. For chapter four, the result will be interpreted using numerous statistical designs and tests. In this chapter, it will be ascertained whether this manipulation had a significant impact on increasing Multiculturalism or Ethnic Sensitivity. For this particular study, these two terms will be used interchangeably.

Finally, chapter five will be a summation of the findings, the effect of the findings, and how, if necessary, could it be improved in the future. In conclusion, further instructions of implementing this research will be
included for a higher success. Lastly, this study will be used to project possible aspect of it, for research in the future.
Chapter 2: Review of Literature

History

As previously stated, the history of this country (USA) was very insensitive when dealing with cultural differences. For example, during the early 1900’s, the immigration level was accompanied by an unprecedented level of poverty. This gave rise to crowded slums, unsanitary conditions, and ill working conditions. “In New York City, one block contained 2871 inhabitants in apartments, most of which had no indoor plumbing (Ehrenreich, 1985).” Disease was rampant and starvation was common. In the mid-twentieth century, the spread of war caused many irrational behaviors. Salloum (1997) points out the sad fate of Japanese Canadians during the Second World War. They had their property confiscated while their total population was interned. These ill that plaque America’s past, must not persist in the future.

What is Multiculturalism?

Multiculturalism is an ideology sought to remedy the ills of past practices of cultural differences. Those past practices were synonymous with degradation, fear and frustration, and ill treatment.

“Multiculturalism, as a public philosophy, acknowledges racial and
cultural differences in a society and encourages their sustenance and expression as constituent elements of a national social order (Fleras and Elliott 1992; Muller 1993)." As Nieto (1992) contends, "Multiculturalism is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms pluralism."

Banks (1996) argues, "Multicultural education is not just a course of study, but a way of re-centering educational discourse that focuses attention upon groups otherwise beyond the realm of traditional curricula." "Multicultural Studies offers a comfortable environment to get together and talk about social issues that may not be addressed in other classes. (Saul and Saul, 2001)"

**Why do we need multiculturalism?**

This question can be simply answered by looking at the latest census.

"As America's society grows ever more diverse (California reached a social milestone last year when the Census estimated 49.9 percent of the state's population is non-Hispanic white, making it a "majority minority" state), it becomes increasingly important to know and understand more about the social groups that make up 21st-century America." (LaGuardia and Oka, 2001) With that being said, monocentric viewpoints will
constitute as a hindrance to all aspects of society. As reported by Kruse (2001), the lack of multiculturalism can have a dwarf-like effect on students. "Despite increasing ethnic diversity in the United States, many educators and students live in monocultural communities characterized by ethnic encapsulation. This article identifies the need for cross-cultural understanding through multicultural children's literature, barriers to that understanding, and practical strategies for introducing multicultural literature into the curriculum in ways that facilitate cross-cultural awareness." Kruse (2001) also reported how administrators, teachers, and communities link the lack of diversity education with a sense of deprivation, regardless of other successes.

As it was exclaimed by Morris (2001), dividing America into two places: Black/White, irrational/rational, only serves to foster hatred and racism. Urban landscapes and suburban ones are not simply black and white. "Places are complex, intertwined, multi-layered, discontinuous, paradoxical, contextual, leaky. Moreover, to say that African Americans are irrational, sexual, wild, and dangerous clearly does violence to and hurts us all, but especially African Americans. There is no essential African-American identity. Similarly, to say that European Americans are rational, calm, clean and so forth does violence to and hurts all Americans. There is no essential European-American identity. Identities, like places, are complex, storied, invented, fiction. Our identities as
European Americans and African Americans leak into one another (Morris 2001)’”

Ethnic Encapsulation

It was explained the principal that there is very little diversity in this school and they are culturally deprived. "Ethnic encapsulation" was the term use to describe this phenomenon." (Kruse, 2001) to refer to the cultural deprivation that results from the limited knowledge of any culture other than one's own.

How else is ethnic encapsulation evident in our society? Kruse (2001) explained, “Members of the majority culture are most vulnerable to ethnic encapsulation. People of color in this culture know the dominant culture as well as their own; they must, in order to function within it. Unfortunately, a major opponent to the spread of Multiculturalism and the spread of ethnic encapsulation has been the Children Literacy Program. Larrick (1965) discovered that from 1962-1964, only 6.7 percent of published titles featured African Americans in their texts or illustrations. Latino, Asian, and American Indian representations were nearly non-existent. Lee (1999) writes that of the 4500 children's books published in 1997, 88 were by black authors and/or illustrators. Another 88 featured Latino/Latina authors and/or themes, 66 featured Asians or Asian Americans, and 64 dealt with American Indian themes.
Parental Involvement

How else can multiculturalism influence education? It has been said for years that if a student can identify with the curriculum, success can be better achieved. In addition, if the teacher knows how to relate to the students, success can be easily achieved. Unfortunately, many teachers find it rather to the shortcoming if not being able to identify with their students or totally meet their students’ needs. Nicholson, Tellier, Evans (2001) conducted a study whereas the found that incorporating parents in the classroom to adjust the needs of bi-lingual or hearing impaired children can bring about significance when increasing multiculturalism.

Not only does it assist the students in their efforts to achieve academically, but it also educates other students about the culture that surrounds being physically handicapped. “It Parents are significant; they should have a role in their child’s education. What educators must identify is what that role should be. Parents themselves may be able to provide an answer, if we learn how to listen to them. One way to activate the voice of parents would be to shift research paradigms from quantitative to qualitative. Participants often reveal unexpected abilities and coping strategies when viewed in the context of natural settings (Nicholson et al, 2001).”

Therefore, “Educators must provide specific guidance for these parents, especially. We also must recognize that our philosophy might
not match parents' beliefs and aspirations and that the complexities of parent/child relationships may affect children's learning in school. We must be cautious when making assumptions about parents' views and interest in their children. Educators should embrace the potential of parents as partners in the education of their children and recognize that qualitative methodology can be a valuable tool in educational research. Using the voices of parents to shape teaching and learning has potential to improve our effectiveness as teachers and children's achievements as learners.” (Nicholas et al, 2001)

*The Necessity of Multiculturalism*

The use of multiculturalism in the workplace, classroom can have an empowering effect. As stated by Clark (2001) using multicultural tools, such as student-created cultural family brochures, sparks a higher degree of interest within her students. “Sharing the brochures with classmates creates a sense of pride in students as they see others' interest. The "show and tell" is an important catharsis for both presenters and the audience. The presenters can articulate their new sense of self and connection with family heritage. Moreover, the listeners are intrigued by the excitement of the speakers' self-discovery. Suddenly, classmates begin to see each other as valuable sources of information.” (Clark 2001).
Further, more, she expressed how this incorporation strengthens the relationship with her students. In addition, these strategies strengthen the students academically. These strategies allow students to shift from being passive receivers to creators and "owners" of their culture. Through technology, they learn to express, understand, and use a variety of symbol systems, from text to multiple representations. As quoted by Clark, “I believe that we professors benefit from blending traditional values and teaching with new, powerful technologies to help students develop as future skillful professionals (Clark 2001).”

The detriment of disallowing multiculturalism in the education setting is it fosters disrespect. Antiquated curriculums send messages that negate the importance of other cultures. For example, history is a subject that is respected. Those who contribute to history are seen as necessary and viable to society. On the Contrary, if you did not contribute to it, you are not worthy of respect. Jones, Pang, and Rodriguez (2001) expressed that shortcoming studying social studies in elementary classrooms. They noted that the goal of social studies is to develop responsible citizens who understand their interdependence with others and can make reasoned and informed decisions for the good of a diverse public.

Can social studies be reorganized to an ethnic diversified framework? “At its best, the social studies curriculum also includes various procedural skills that assist students not just in acquiring the knowledge and values
studied but in using them. In U.S. schools, social studies promotes students' understanding of democratic values and encourages their active participation in responsible citizenship (Chamot and O'Malley, 1994).”

Jones et al suggest that this is very possible. In fact, to better the chances for other ethnicity to succeed, it is necessary. With a subject as social studies, the study of society, it is impossible not to use a more ethnic framework. “This body of work makes clear that social studies is not a culturally neutral field. Social studies has a strong European American cultural foundation, and the tools used to interpret, write, and preserve the information found in social studies have a high cultural context that may be awkward and difficult to understand for culturally diverse students (2001).”

“Our framework wed the sociocultural themes of culturally mediated contexts and social interaction with the critical themes of equity and empowerment. In building our framework, we draw on examples of culturally inclusive and relevant teaching practices from case studies of African American and Latino teachers. The teaching practices are presented to illustrate various principles within the framework and to provide educators the opportunity to reexamine their own teaching practice. (Jones et al)”

At its most powerful, culturally relevant teaching goes beyond both the children's lived experiences and standard texts by providing cultural
and historical examples from the students' own cultural and ethnic groups. Levstik and Barton (1994), for instance, demonstrated that the teaching of historical concepts in the elementary grades was more effective when the lives of children were connected to the teaching of historical information. "Using their own lives as a starting point, children were able to gain a deeper understanding of the context of history and the perspective from which it is written when they engaged in their own interpretations, interviews, and research (Barton and Levstik, 1994; Levstik and Barton, 1994)."

When incorporating multiculturalism, one has to be sure that the aspect being introduced, does in fact have a relationship to the members of that group. In a report written by Minor and Sandler (2001), they found that it is not enough to assume that a certain aspect of a culture is associated with the culture of your students. To totally enact multiculturalism, you have to involve the students in educating the teacher about their culture. Not having them involved in the process can actually detached the very audience that it is geared to addressing. "At its most powerful, culturally relevant teaching goes beyond both the children's lived experiences and standard texts by providing cultural and historical examples from the students' own cultural and ethnic groups. Levstik and Barton (1994), for instance, demonstrated that the teaching of historical concepts in the elementary grades was more
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Multiculturalism is not just an aspect of education but it includes community. On a much larger scale, we can even include national policy. Quadder (1997) in Canada, the recognition of ethnic and social diversity calls for flexibility in planning norms and practices. At the same time, projecting some degree of certainty of outcomes is essential for effective and accountable planning. In the area social services, cultural social work in the United States has suggested that a comprehensive model that combines both the cultural sensitivity and the anti-racism approaches to multiculturalism is necessary for achieving equitable ethnic relations in today's society (Potocky 1997). This requires a deal of flexibility to globally incorporate multiculturalism.
Is Multiculturalism successful?

According to Jones et al (2001), it is very successful. The use of Multicultural learning can spark many nuances that can provide benefits, not only to the other students, but the teachers as well. “Culturally relevant teaching encourages scaffold learning in the classroom. One form of scaffolding occurs when a more expert learner with a particular competence works with a novice learner who has yet to acquire that competence. While scaffolding is normally applied toward intellectual skills and competencies, it takes on additional meaning in the culturally relevant classroom.

Students and teachers who have varying degrees of competency in one or more cultural orientations can gain insights and greater competency in each of the cultural orientations present in the classroom. Scaffolding promotes social interaction and the development of multicultural competencies within a culturally diverse classroom. While students and teachers both benefit, the classroom truly becomes a child-centered environment in which caring and effective teaching can occur. Next, we describe how features of the ethic of care contribute to culturally relevant teaching and learning.”

Multiple situations can hinder the progression of multiculturalism. Community can object to the validity of this type of expansion. Children/student may passively fight against it expansion. Teachers, if left
on their own, can object to it as another time-consuming task. However, these situations can be counterbalance with adequate training. Part of these training will emphasize on the need for this type of incorporation in the educational setting. Bradfield-Kreider (2001) explained, “If we understand teaching as consisting of primarily social relationships and as a political commitment rather than a technical activity, then it is unquestionable that what educators need to pay most attention to are their own growth and transformation and the lives, realities, and dreams of their students.”

In her study, she explores mediated cultural immersions as a way to transform teachers into multicultural competent educators. In her study, she used teacher who were ethnically encapsulated. Usually, this forces any ethnically diversified student to assimilate. The teachers ha to undergo a training that last for about three weeks. These immersions require students (teachers) to work and become a contributing household member within a family and community whose culture, race, and possibly first language are different from their own. The results appear to foster the development of a stronger, more inclusive perception of self and other, and a stronger commitment to teaching all children (Bradfield-Kreider 2001).

A study designed to reports on a multicultural studies course that challenged students to reflect upon systemic power inequities that had
benefited them directly yielded back positive results and push for multiculturalism. The irony of this was that it was done with a school consisting of 95 percent white, Christian, and middle-class student-body. “Despite occasional setbacks in the development of the course, students, parents and the school community generally viewed it as a success. The reactions of students were generally glowing when they had completed the semester. One student remarked in our course evaluation, "What I thought to be just one more elective turned out to be one of the most positive learning experiences of my life." Many students claimed that it was the best course of their high school careers, as it allowed them to see the wide range of diversity that exists in their own society (Gaudelli, 2001).”

“As one student indicated, "Multicultural Studies offers a comfortable environment to get together and talk about social issues that may not be addressed in other classes. Some individuals most deeply affected told us that the course had changed their life, offering them educational, and career guidance. One student, for example, worked with autistic children because of the social action requirement in the course. She continued in this area, taking a degree in special education with an emphasis in autism (Gaudelli, 2001).”
Summary

In summation, the compiled literature depict the necessity of multiculturalism, multicultural education and all its' facets. What has been depicted is that multiculturalism is an ideology that is geared to society as a whole. It teaches the dominant culture that there is more to the nation or world then ones own culture. Furthermore, it takes the stance that all people are and can contribute to the world at large. This is done regardless, of sex, race, religion, or handicap. For the minorities, it shows that the institution or community has a stake in them. It shows that they are viable to the school, community, or nation.

The literature also depicts how it (multiculturalism) can be incorporated in all aspects of life. With the growing changes across this nation, this continent, indeed this world, national leaders and administrators everywhere, are constantly finding ways to employ national accommodations. From fraternity houses to country clubs, every organization is trying to break down old exclusionary practices to attract a more diverse group of membership. In addition, diversity mostly is transferring these old mono-ethnic communities and educational system to a rainbow of differences and abilities.

Lastly, the literature gives detail on how this can be accomplished. Within the educational setting, multiculturalism must be establish first through teachers’ in-service. Many teachers are victims of ethnic
encapsulation, it necessary for they to receive adequate training. With adequate training, it would be easier to incorporate multiculturalism. Secondly, curriculum development must incorporate a program that actually includes diversity, by and large. This program must exceed what is just inside the school. Since schools are centerpieces to many communities, community leaders must do their part by enacting laws and activities to include all their constituents.
Chapter 3: Design of Study

Sample

The town used to sample this study possesses unique characteristics. It is located between an urban city and a suburban town. The inhabitants of this town are very diverse in ethnicity, social economic status, religious and political beliefs. This uniqueness prompted this researcher to use this town for it is almost generalizable to the southwestern region of New Jersey. For this study, 65 students was sampled from a population of middle school students in a suburban/urban environment. Their ages ranged from 12-16 years old. The sample consisted of 26 boys and 39 girls. Furthermore, several different ethnic groups were used to participate in this study: Caucasian, African American, Hispanics, Asians (Filipinos and Vietnamese), and Arabs. The samples’ economic background range from impoverish to upper middle class.

Measures

For the purpose of this study, an augmented version of the Quick Discrimination Index will be used. As reported by the Authors, a series of empirical studies was conducted to develop and validate this assessment. This 30-items, Likert-scale self report measures attitudes toward racial diversity, and women’s equality. The QDI has applicability across racial/ethnic groups. Exploratory factor analyses examining both
orthogonal and oblique rotations indicate that the QDI is the best conceptualized as a tridimensional measure of attitudes. The factors materialized as 1) general attitudes about racial diversity and multiculturalism, 2) affective attitudes regarding racial diversity related to one's personal life, and 3) general attitudes regarding women's rights and equity issues. (Ponterotto, Burkard, Rieger, Grieger, D'Onofrio, Dubisson, Heenehan, Millstein, Parisi, Rath and Sax. 1995)

The QDI subscale score and total score was found to be internal consistent. The Cronbach's alpha for the 25-item QDI was .89. With the exception of two items, corrected item-total correlation ranged from .20 to .74. The Walsh and Betz (1990) Group-Differences Approach was used to examine the criterion-related validity of the QDI. One-way Manova were used to compare total scores on gender, race, geographic locale, and political affiliation. Where significance multivariate results were found, univariate ANOVAs were conducted.

The results indicated that females scored significantly higher than males. Minority respondents scored significantly higher than did White respondents. To examine the relationship of QDI total scores to income, age, and education level, Pearson product-moment correlations were computed. The correlations between QDI scores and age, r=-.09, and income, r=-.02 were negligible and non significant. The QDI total score
correlation to education level was low but significant, p<.05. (Ponterotto, Et al. 1995).”

Design

In this thesis, the participants were asked to commit themselves to the study for one month. For the sake of time, the participants completed the study in two sessions. The purpose of this is to limit disruption of the subjects' academic day. Furthermore, this also ensured that the study did not interfere with events like the statewide testing. In the beginning of the first month, the participants were explained the general nature of the research and explained that their attendance would be greatly appreciated and awarded.

Following the explanation of the research, the participants were dismissed to their homeroom class. There, their homeroom teacher issued them the first part of the survey. To ensure that the homeroom teachers will accurately administrate the test, training was provided so that jargon used will be consistent from room to room. To ensure that reliability and validity of the test, the teachers were not permitted to deviate from the training. In case of any deviation, such will be reported and accessed to see if it coincides with the training format. Both groups consisted of
seventh and eight graders. In addition, the teachers agreed to use a statewide testing environment to further ensure reliability.

The second session was conducted 15 days after the initial and baseline assessment. Using the same identical format as in the baseline assessment, the subjects were subjected to the intervention. The intervention was a two-hour full-featured film called “Remember the Titans.” This movie was used because of its racially motivated overtones, and its tameness for an adolescent audience. This will investigate the question, “Does media indeed increase multiculturalism?” In addition, it will attempt to answer how immediate does media affects participants’ attitude about multiculturalism. After the conclusion of the movie, the participants completed their final assessment.

The participants were once again assured their confidentiality. Furthermore, a letter was sent home, thanking their parents for their child’s attendance to this study. To further show this researcher’s appreciation, a mixer with food and soft beverages was provided to the participants.

**Testable hypotheses**

This experimental thesis is investigating the question of whether there is relationship between media and ethnic/Multicultural sensitivity. The nature of this thesis is to not only lending support to the notion that
there is a relationship, but also, a positive relationship. According to the null hypothesis, there is no relationship. The use of media will not affect multiculturalism/ethnic sensitivity. Any changes that occur will be accounted as error, yet yielding no significance. The intention is to prove that at a 95% confidence level, there is a significant relationship. In addition, using a one-tailed (upper tail critical) test, there will be a positive relationship between media and ethnic/cultural sensitivity.

**Analysis**

The intention will be conducted using a Single Subject A-B-A Design. The purpose of choosing Single Subject Design is for its superiority of assessing the efficacy of the treatment. Therefore, it will be used to observe the differences between the baseline and post intervention. Furthermore, using this design will eliminate between subjects variables. Lastly, the Single subject design will constitute as a control of relevant environmental factors. It will also demonstrate that those factors will be controlled by establishing a stable baseline. If change occurs, it can be assumed that that change is a result of the treatment. Since the participants were chosen randomly, generalization will be assumed.
Summary

Numerous topics have explained the purpose of this experimental thesis, mapping out the importance, the history, and the necessity for conducting such a hypothesized inquiring. In addition, how this study is intended to be conducted have been detailed. Permission has already been granted by the school district to conduct this study. Before the actual experiment, written documentation and copies of this thesis will be submitted to the institution review board. Upon the review board’s acceptance, a letter of intent will be submitted through the host school to the parents. In general terms, the letter will state that their child will participate in a study about multiculturalism. Please state in writing if you do not wish your child to participate. Furthermore, it was agreed upon by the district, to furnish them with results and findings of this study.
Chapter 4: Analysis of results

The nature of the study was to show a relationship between media and the increase of multiculturalism attitude. As it was expected by the research, there was difference between the responses of the participants both before and after the intervention (MS = 99.9 vs. 105.4). Yet, to determine whether or not was the increase was significant, the paired sample t was conducted. Based on the results of the match paired sample t (64)= -4.457(p< .000), the research was supported, and there was enough significance to reject the null hypothesis. Indeed, the use of racially motivated was an effective intervention for increasing multiculturalism. Figure 4.1 will show the differences between the baseline, and post intervention scores.

![Paired Sample t](image-url)

Figure 4.1
There was also interest to determine if there was any cultural, gender, grade, academic ability (GPA), or age difference in the interpretation of the scores. In respect to age, the One-way ANOVA was used to determine a significant difference in the age of the participants. The one-way ANOVA yielded a score of \( F (4,60) = 2.356, p< .064 \). Unfortunately, there was not enough deviation to be considered significant. However, for statement 11, (I would feel ok about my son or daughter dating someone of a different racial group.) there was significance. According to the graph (figure 4.2), it can be assumed that as teenagers get older, the issue of interracial dating becomes more acceptable.
There was a huge discrepancy in the collective average scores between males and females (MS = 102 vs. 108). The data (refer to figure 4.3) seem to suggest that girls tend to show a higher degree of sensitivity than that of their male counterpart, $F(1,64) = 5.094$, $p < .027$. In addition, the Kruskal-Wallis confirms the significance of the ANOVA (Chi-square (1) = 4.484, $p < .034$).

It was in the researcher interest to access any race discriminates while conducting this study. The overall score under the category of ethnicity generated results that supported the null hypothesis. Conversely, there were statistical discernable differences with statements
11 (F(4, 60) = 7.011, p < .000) and 19 (F(4, 60) = 4.487, p < .003).

According to the figure 4.4, it shows that issues of interracial dating were more favorable with the Hispanic youths, with Black youths being a close second. White and Asian children showed agreement but slight ambiguity. Surprisingly, Biracial adolescents were rated as being indifferent on interracial dating.

In regards to statement 19, it states, “Overall, I think racially minorities in America complains too much about racial discrimination.” With the exception of biracial adolescents, many of the participants showed some degree of objection to this statement with Black children exhibiting the most rejection (refer to figure 4.4). Biracial, on the average, seemed to express more of an affirmation with this statement.
Summary

Using the quick discrimination index to ascertain the intervention influence on the participants, revealed numerous findings. The findings were both predicted and unpredicted by this researcher. It was predicted that the racially motivated film (intervention) would acquire a positive significant response for the participants. Furthermore, it was predicted that there would be gender differences in determining levels of multiculturalism. However, due to the fact biracial children are the natural result of interracial dating, it was baffling that on the average, this group would be the group that showed the least amount of acceptance. Lastly, the overall results not reporting a significant statistical discernable difference between the five ethnicities, was found to be rather intriguing.
Chapter 5: Summary and Conclusion

Summary

In the beginning, the attempt was to answer the question of whether media can increase multiculturalism. Within the introduction, information was provided for the necessity of conducting such of study. These necessities include, answering for a more diverse population, developing an appreciation for differences that exist in our country, and providing a framework of cultural inclusion and understanding. Furthermore, given the history and the current happenings of the world with dealing with diversity, Multiculturalism proves not only necessary, but also crucial to maintain a civility of a society. For example, the current state of the Middle East has escalated from a cultural conflict or acts of civil disobedience to an all out cultural war. As reported by 60 minutes (2002), 46% of the Israelis people want to enact a system of “transfer.” Transfer means the transportation of Palestinians from any place occupied by Israelis. This is a region where as multiculturalism is not practiced, and does not exist.

The attempt to answer the question, “Does racially motivated movies (media) affect young adolescents attitude on multiculturalism (n=65)?” was capable of yielding significant results. The study required sampling a population of seventh and eighth graders. The participant demonstrated
variability in regards to ethnicity, age, social class, and level of cognitive functioning. Using the paired sample t, ANOVA and various non-parametrical tests, the answer to the question seem to correspond with the research. Therefore, using media can have a significant and an immediate affect, on not only multiculturalism, but human behavior as well.

Conclusions

In conclusion, the using of a racially motivated film proved to be a well resourceful and prominent treatment. With the use of the intervention, it was observed that this could promote a significant change in people as a whole, regardless of their ethnic affiliation, as predicted. It was also observed that women were more accepting of issues relating to cultural sensitivity than that of men. Moreover, it was observed with non-significance, that Blacks and Hispanics would score the highest overall on the post intervention.

Furthermore, this use of media, actually demonstrated the type of influence it has on the individuals' behavior. Therefore, using such a formidable tool requires a great deal more responsibility, contrary to the level of responsibility it's been receiving as of 38
lately. For example, it has been the complaint for years that television has sent unrealistic messages of beauty out to very vulnerable women. These women, striving to achieve what media says is beautiful, become victim to utter destruction.

**Discussion**

The use media to promote multiculturalism shows a step in the right direction. The reasons are, it answers for a changing population and it reaffirms the ideal of America being a "melting pot." Furthermore, it guarantees several types of cultural appreciations. For example, it can develop an appreciation for other cultures. Installing this type of appreciation, fosters a sense that we all have a better understanding of one another, a recognition of other contribution to the growth of society and an interest of the customs of a particular culture. More importantly, this reaffirms an individual’s relationship with his or her own culture. Recognizing that the individual’s culture is being celebrated in the work place, school, or community, exhibits pride in that individual. In the past, media was used to denigrate a
culture (For example, Birth of A Nation, Black Exploitation Films, The Cleveland Indians MLB {smiling Indian}). Furthermore, media book publication such as “The Bell Curve” also contributed to this annihilation of a culture. As a result, you would find many members of one culture distancing themselves from that culture. This is mainly because of the influences of the media.

Implications for Future Research

In performing this study, several inferences has arisen that due to the mentioned limitations, could not be addressed in this study. If allowing more time, and more resources, other could have been answered while conducting this research. The issues that have unfolded in this research, have sparked this researcher’s curiosity. Among the first of those issues, is assessing biracial children views on interracial couple. What are the social affects of being labeled biracial? What constitutes an acceptable and unacceptable biracial couple? Furthermore, maybe one may look at how it plays apart in the environment and upbringing. Moreover, the way the biracial individual perceives others on how other perceives that individual. In addition, address the issue of the individual’s perception of his or herself.
Lastly, a study could be conducted addressing the strength of media exposure over time (for example, 6 months). This study could be conducted using the same identical format, however, utilizing multiple baselines. In addition, one could assess what aspect of the intervention has been retained over time. Finally, one may not only assess the differences over time, but also access any changes in the significance in regards to race, age, grade level, gender, and GPA.

In conclusion, time and limited resources prevented deep exploration of the long-term effect of media. Yet this study unleashed numerous opportunities for one to further dig and attain answers that has not been unveiled in this study. The obvious assumption is that media influences are instantaneous and powerful. What are the overall affects and where can we go from here?
References


Directions: A number of statements which people have used to describe themselves are given below. Read each statement and then blacken in the appropriate circle to the right of the statement to indicate how you generally feel. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer that seems to describe how you generally feel.

1. I do think it is more appropriate for the mother of newborn baby rather than the father, to stay home with the baby (not work) during the first year.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

2. It is easy for women to succeed in business as it is for men.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

3. I really think that programs for minorities are reverse discrimination.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

4. I feel I could build a close relationship with someone of a different race.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

5. All Americans should learn to speak languages.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

6. It upsets (or angers) me that a woman has never been President of the United States.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

7. Generally speaking, men work harder then women.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

8. My friendship network is racially mixed.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

9. I am against affirmative action programs in business.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

10. Generally, men seem less concerned with building relationships than women.
    (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

11. I would feel OK about my son or daughter dating someone of a different racial group.
    (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

12. In the past few years, there has been too much attention on multicultural or minority issues in education.
    (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

13. It upsets me that a racial minority person has never been president of the United States.
    (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

14. I think that women’s views and perspectives should be apart of the school’s program.
    (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree
15. Most of my close friends are from my own racial group.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

16. I feel somewhat more secure that a man, rather than a woman, is currently President of the United States.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

17. I think that it is important for my children to attend schools that are racially mixed.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

18. In the past few years, there has been too much attention on multicultural or minority issues in business.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

19. Overall, I think racially minorities in America complain too much about racial discrimination.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

20. I feel very comfortable having a woman as my primary doctor.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

21. I think the President of the United States should make a concerted effort to appoint more women and minorities to the country’s Supreme Court.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

22. I think White people’s racism toward racial minorities still amounts to a major problem in the United States.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

23. I think the school system from elementary to college, should encourage minorities and immigrant children to learn and fully accept traditional American values.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

24. If I were to adopt a child, I would be happy to adopt a child of any race.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

25. I think there is as much female physical violence toward men as there is male violence towards women.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

26. I think the school system should promote values representative of diverse culture.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

27. I believe that reading the autobiography of Malcolm X would be of value.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

28. I would enjoy living in a neighborhood where there is a lot of racial diversity.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

29. I think it is better if people marry within their own race.
   (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

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30. Women make too big of a deal out of sexual harassment in schools and the workplace.
(1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree

Information Sheet

1. Age___ (years old)
2. Male___ Female___
3. ___6th Grade, ___7th Grade, ___8th Grade
4. How are your grades in school (check what applies)
   ___excellent, ___good, ___average, ___not so good, ___don’t want to talk about it
5. Write the letter that gives the best answer to the question: My ethnicity is ___
   a. Asian American (Vietnamese, Chinese, Cambodian, Filipino, etc.)
   b. African American (Black)
   c. European American (White)
   d. Hispanic American (Puerto Rican, Dominican)
   e. Arab American (Jordanian, Pakistani, Bangladeshi, etc.)
   f. Mixed: parents are from different groups (please use two or more letters)
   g. Other (please write in)___________________________