Contents

Preface xvii

1 Foundations for Multicultural Teaching 1

Chapter 1 Education in a Changing Society 3

Case Study: Samantha Carter's Diversity Class 4
The Reality of Social Change 6
Institutions in Transition 6
The Impact of Specific Changes on Basic Institutions 7
Rethinking Schools and Learning: The Effort to Reform Our Schools 19
The Difficulty of Change 20
Ideological Perspectives on Multicultural Education 21
Goals of This Book 23
Goal 1: To Recognize Social and Cultural Change 24
Goal 2: To Understand Culture, Learning, and the Culture-Learning Process 25
Goal 3: To Improve Intergroup and Intragroup Interactions 26
Goal 4: To Transmit Intercultural Understanding and Skills to Students 26
The Role of Stories, Cases, and Activities 27
Stories 27
Case Studies and Critical Incidents 27
Summary 27
Chapter Review 28
Key Terms 28
Reflective Questions 28
References 28

Chapter 2 Multicultural Education: Historical and Theoretical Perspectives 31

Historical Perspectives on Pluralism in the United States 32
We Have Been Different From the Beginning 32
Case Study: Central High School, Little Rock, Arkansas, 1957 33
Industrialization, Immigration, and Religious Pluralism 35
The Civil War: Freedmen's Schools and the Issue of Race 36
Anglo-Conformity and Assimilationist Ideology 38
Multiculturalism and the Pluralist Ideology 40

Legislative and Judicial Landmarks 41
The Civil Rights Movement and the Schools 41
Judicial and Legislative Mandates Regarding Equity 42
Theoretical Approaches to Multicultural Education 49
Teaching the Culturally Different 49
Human Relations 50
Single-Group Studies 50
Inclusive Multicultural Education 51
Education That Is Multicultural and Social Reconstructionist 51
Outcomes of Multicultural Education 52
Student Outcomes 52
Program Outcomes 53
Where We Are Today 54
Public Responses to Multicultural and Bilingual Education Reforms 54
Recent Reaction to Multicultural Education 55
Resegregation: The Legacy of Neighborhood Schools 56
The Impact of Global Perspectives on Inequitable Education 58
Summary 59
Chapter Review 60
Key Terms 60
Active Exercise 60
Reflective Questions 61
References 61

Chapter 3 Culture and the Culture-Learning Process 65

Exploring the Concept of Culture 66
Case Study: Beechland Heights: A Thought Experiment 67
Defining Culture 69
Culture in Everyday Use 70
Commonalities in Definitions of Culture 72
Humans Construct Culture 72
Culture Is Shared 73
Culture Is Both Objective and Subjective 74
Culture Is Nurtured 75
Applying the Concept of Culture 77
Culture-Specific Versus Culture-General Frameworks 78
The Culture-Learning Process 79
What Is Learned: The Sources of Cultural Knowledge 80
How Culture Is Learned: The Socializing Agents 86
When Culture Is Learned: The Process of Socialization 88
Primary Socialization and Cultural Similarities 89

Secondary Socialization 90
Some Consequences of Socialization 91
Perception and Categorization 93
Some Limits on Socialization 95
Understanding Cultural Differences 96
Variations in Cultural Environments: Returning to Beechland Heights 96
Variations in Cultural Attributes, Socializing Agents, and Cultural Learners 98
Summary 102
Chapter Review 103
Key Terms 103
Active Exercise 103
Reflective Questions 105
References 105

Chapter 4 Classrooms and Schools as Cultural Crossroads 109

Case Study: Melinda's Induction Year Dilemma 110
Schools and Classrooms: Where Cultures Intersect 111
Student Culture 112
Teacher Culture 112
Parent Culture 113
School Culture 114
Teachers as Cultural Mediators 114
Cross-Cultural Adaptation 115
Acculturation and Identity 117
Themes From Cross-Cultural Psychology 119
A Model of Cross-Cultural Interaction 121
Stage 1: Understanding Emotional Responses in Intercultural Interaction 122
Stage 2: Understanding the Cultural Basis of Unfamiliar Behavior 125
Stage 3: Making Adjustments and Reshaping Cultural Identity 129
Applying the Culture-General Model 132
Identifying Commonalities Among Groups 133
Identifying Differences Within a Group 133
Critical Incidents at Wake Central High 134
Discussion of Critical Incidents 137
Summary 140
Chapter Review 140
Key Terms 141
Active Exercise 141
Reflective Questions 142
References 142

Chapter 5 Intercultural Development: Considering the Growth of Self and Others 145

Developmental Models of Ethnic and Racial Identity 146
Case Study: Dissent at Maplewood School 147
Pre-Encounter 149
Encounter 149
Immersion-Emersion 150
Immersion 150
Internalization 150
Intercultural Competence 151
Developing Intercultural Sensitivity 153
Ethnocentric Stages of the DMIS 155
Ethnorelative Stages of the DMIS 160
International Perspective: What's Happening Elsewhere in the World? 162
Critical Incidents at Maplewood 165
Summary 169
Chapter Review 169
Key Terms 169
Active Exercise 170
Reflective Questions 171
References 171

2 Multicultural Teaching in Action 173

Chapter 6 Creating Classrooms That Address Race and Ethnicity 175

Case Study: The Chameleon 176
Lay Versus Scientific Understanding of Race and Ethnicity 179
Pedagogies: Old and New 179
Roles: Old and New 179
Place of Content Knowledge: Old and New 179
Assessment: Old and New 181
Understanding Prejudice and Racism 181
The Functions of Prejudice 182
Prejudice Formation: The Components of Prejudice 183
How Children Learn Prejudice 184
Extreme Cases of Prejudice 185
Strategies for Prejudice Reduction 187
Parent and Teacher Talk 187

Curriculum Transformation 188
1. Improving Social Contact and Intergroup Relations 189
Some Cautions in Applying the Contact Hypothesis 191
2. Increasing Cognitive Sophistication 192
3. Improving Self-Confidence and Self-Acceptance 193
4. Increasing Empathy for and Understanding of Others 194
Comprehensive Programs That Improve Intergroup Relations 195
Antibias Education for Young Children 195
Cooperative Learning 195
A World of Difference 196
Facing History and Ourselves 196
Critical Incidents 196
International Perspective: What's Happening Elsewhere in the World? 197
Summary 203
Chapter Review 203
Key Terms 204
Active Exercise 204
Classroom Activities 206
Reflective Questions 207
References 207

Chapter 7 The Classroom as a Global Community: Nationality and Region 211

Case Study: A Global Classroom 212
Education in a Global Society 216
What Is Globalization? 216
Characteristics of Globalization 217
Teaching With a Global Purpose 219
Education for a Global Perspective 219
How Do We Achieve the Cognitive Demands Required for a Global Mind-Set? 220
Is Technology Facilitating a Global Mind-Set? 222
Curriculum Transformation: The International Perspective 224
Perspective Consciousness 224
State of the Planet Awareness 225
Cross-Cultural Awareness 228
Knowledge of Global Dynamics or World Systems 229
Awareness of Human Choice 230
What, Specifically, Should Students Study? 231
Characteristics of a Global Classroom 231
Pedagogies: Old and New 232
Roles: Old and New 233

Place of Content Knowledge: Old and New 234
Assessment: Old and New 234
Teaching the Global Perspective 235
Programs That Link Schools 236
How Might This Look in Practice? 239
Perspectives on a Globally Oriented Curriculum 242
Ethical Concerns 243
International Perspective: What's Happening Elsewhere in the World? 244
Summary 247
Chapter Review 247
Key Terms 247
Active Exercise 247
Classroom Activities 249
Reflective Questions 250
References 251

Chapter 8 Developing Learning Communities: Language and Learning Style 255

Case Study: Language and Learning Style in a Learning-Community Classroom 256
Case Analysis 262
Characteristics of a Learning Community 263
Rationale for Learning-Community Classrooms 264
Pedagogies: Old and New 265
Roles: Old and New 266
Place of Content Knowledge: Old and New 266
Assessment: Old and New 267
Perspectives on Language Acquisition 267
Language and the Family 267
Institutional Aspects of Language in the Family 268
Perspectives on Language Variation 269
Verbal Communication 269
Nonverbal Communication 272
Culture, Language, and Learning Style 272
Components of Learning Style 273
Multiple Intelligences 273
Origins of Learning Style 274
The Relation of Language and Learning Style to Culture 274
Perspectives on Bilingual Education and Second-Language Acquisition 276
The Bilingual Education Backlash 278
Other Bilingual Education Issues 279

Perspectives on Second-Language Acquisition 279
Stages in Second-Language Acquisition 280
Other Important Concepts in Second-Language Acquisition 280
Ethical Issues: Local and Global 281
International Perspectives: What's Happening Elsewhere in the World? 282
Summary 284
Chapter Review 285
Key Terms 285
Active Exercise 285
Classroom Activities 286
Reflective Questions 287
Endnote 287
References 287

Chapter 9 Religious Pluralism in Secular Classrooms 291

Case Study: Religion in a Secular Classroom 292
Rationale for Attending to Religion in Public Schools 294
Definitions of Religion 295
Religious Pluralism in the United States 296
European Influences on Religion in the United States 297
African Influences on Religion in the United States 297
Middle Eastern Influences on Religion in the United States 298
Characteristics of a Classroom That Attends to Religious Pluralism 299
Pedagogies: Old and New 299
Roles: Old and New 301
Place of Content Knowledge: Old and New 302
Assessment: Old and New 302
Case Analysis 303
Perspectives on Religion and Schooling in the United States 304
Private Freedoms: Religion and Compulsory School Attendance 305
Private Freedoms: The Practice of Religious Beliefs in Classrooms 306
Public Freedoms: Public Funding for Religious Schools 309
Charter Schools, Home Schooling, and Voucher Programs 310
Public Freedoms: The Provision of Religious Instruction 310
Perspectives on Religious Identity 312
Religion as a Form of Personal Identity 312
Organized Religion and the Net Generation 314
The Influence of the Religious Right 315
Ethical Issues 317

International Perspective: What's Happening Elsewhere in the World? 318
Summary 321
Chapter Review 321
Key Terms 321
Active Exercise 322
Classroom Activities 322
Reflective Questions 323
Endnote 324
References 324

Chapter 10 Developing a Collaborative Classroom: Gender and Sexual Orientation 327

Case Study: Gender and Sexual Orientation in a Collaborative Classroom 328
Case Analysis 332
Rationale for Collaborative Teaching and Learning 332
Characteristics of a Collaborative Classroom 333
Pedagogies: Old and New 334
Roles: Old and New 336
Place of Content Knowledge: Old and New 338
Assessment: Old and New 339
Perspectives on Gender Identity 340
Gender Role Socialization 341
Gender Role Socialization in the Middle Class 341
Gender Role Socialization in Popular Culture, Books, and Toys 342
Masculine and Feminine Behavior 343
Perspectives on Gender and Schooling 345
Schools as Socializing Agents 345
Gender Stereotypes in School 346
Gender as an Issue of Legal Equity in Schools 347
Legislation and Court Cases 347
Contemporary Concerns About the Education of Boys 349
Perspectives on Gender and Sexuality 350
Gay, Lesbian, Bisexual, and Transgendered Rights Are Human Rights 350
Ethical Issues 354
International Perspective: What's Happening Elsewhere in the World? 355
Summary 360
Chapter Review 360
Key Terms 360
Active Exercise 361

Classroom Activities 362
Reflective Questions 362
Endnote 363
References 363

Chapter 11 Creating Developmentally Appropriate Classrooms: The Importance of Age and Developmental Status 369

Case Study: Age in Developmentally Appropriate Classrooms 370
Rationale for Developmentally Appropriate Educational Practice 374
Economic Aims for Schooling 376
Early Childhood Education and Developmentally Appropriate Practice 378
Constructivist Thought in Developmentally Appropriate Practice 378
Characteristics of a Developmentally Appropriate Classroom 379
Pedagogies: Old and New 379
Roles: Old and New 383
Place of Content Knowledge: Old and New 385
Assessment: Old and New 385
Perspectives on Age and Development 386
Sensitive Periods and Developmental Crises 387
Individual Differences and Developmental Domains 387
The Importance of Developmental Knowledge 388
International Perspective: What's Happening Elsewhere in the World? 391
Summary 394
Chapter Review 394
Key Terms 394
Active Exercise 394
Classroom Activities 395
Reflective Questions 395
Endnotes 396
References 396

Chapter 12 Creating Inclusive Classrooms: The Ability/Disability Continuum and the Health Dimension 399

Case Study: Schools That Include All Students 400
Rationale for Inclusive Classrooms 403
What Is Exceptionality? 405
The Ability/Disability Continuum 405

Historical Perspectives on Special Education 406
The Health Dimension 409
Characteristics of an Inclusive Classroom 412
Inclusion and Human Diversity 413
Pedagogies: Old and New 414
Roles: Old and New 415
Place of Content Knowledge: Old and New 416
Assessment: Old and New 417
Making Inclusive Teaching Work 419
The Importance of Collaboration 419
What Does Flexibility Involve 420
Ethical Issues in Inclusive Education 422
International Perspective: What's Happening Elsewhere in the World? 425
Summary 428
Chapter Review 428
Key Terms 428
Active Exercise 429
Classroom Activities 429
Reflective Questions 430
Endnotes 430
References 430

Chapter 13 Improving Schools for All Children: The Role of Social Class and Social Status in Teaching and Learning 433

Case Study: Fulfilling the Promise in the Northeast Kingdom 434
Case Analysis 437
Pedagogies: Old and New 437
Roles: Old and New 438
Place of Content Knowledge: Old and New 439
Assessment: Old and New 440
Perspectives on Social Class and Social Status 441
Definitions of Social Class 442
Social Class and Child-Rearing Practices 443
Social Status 444
The Importance of Teacher Expectations 445
The Culturally Responsive Teacher 446
Social Class and School Funding 447
The Role of Social Class in Student Progress: Problems and Issues 448

New Language for Considering Public Education 448
The Future of No Child Left Behind: Moving Away From "One Size Fits All" 452
Perspectives on Multiple Forms of Assessment: Demand Versus Support 453
Ethical Issues 454
International Perspective: What's Happening Elsewhere in the World? 456
Summary 459
Chapter Review 460
Key Terms 460
Active Exercise 460
Classroom Activities 461
Reflective Questions 462
Endnotes 462
References 462