

Fall Semester 2004

EFND 7200: MULTICULTURAL EDUCATION IN THE UNITED STATES

Professor: Dr. Mary M. Atwater (matwater@coe.uga.edu)

Teaching Intern: Ms. Ratna Narayan (ratnarayan@gmail.com)

Time: Tuesday, 5:00 - 7:45 pm

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Office Hours: Tuesday, 1:30 - 4:30 pm and by appointment

This three semester hour course is designed for graduate students in the field of education and related fields. The focus of this course is on the teaching, learning, and education of students from various cultures found in the United States. It will cover such topics as critical theory, feminist theory, social constructivism, culture, class, language, gender, ethnicity, sexual orientation, race, oppression, discrimination, and empowerment. This is an introductory graduate level course on multicultural education in the United States. Graduate students are expected to attend class, be involved in class discussions based on readings and projects, and complete a culminating multicultural education project related to their discipline. Readings, group activities, and projects will be components of the course. The maximum enrollment for the course is 25.

GOALS OF THE COURSE

1. To aid students to develop their own cultural and racial identity and be able to function in a variety of cultural settings.
2. To facilitate students' construction of the causes and reality of oppression as it appears in educational policies and practices.
3. To assist students in understanding the ways in which oppression operates and structural inequities exist in their own lives and what they can do about oppression and structural inequities in their professional and social lives.
4. To help students develop multicultural education projects in their areas of study.

Materials for the Course:

Textbook: *Multicultural Education: Inclusion for All* edited by Mary M. Atwater, Kelly Radzik-Marsh, and Marilyn Strutchens

Readings: Found in the Office of Information Technology (Aderhold Hall)

An 8 _ by 11 envelope and loose leaf paper for journal entries

REQUIREMENTS

1. Mandatory class attendance (Only two excused absences)
2. Participating in class discussions
3. Group or individual presentation on a multicultural education topic in the course

Your presentation provides the opportunity and impetus for you to apply, explore, and test the materials from the multicultural education readings and class discussion in different settings. Your presentation must be related to one of the relevant topics in multicultural education. The presentation can be given by a group of two. Your presentation must be approved by the professor. A brief description of the presentation, along with the names of the presenters and the amount of time needed for the presentation, is required. Presentations can vary in time from 30 minutes to 60 minutes. If three people are making the presentation as a group, they can request a maximum of 90 minutes. The professor will read the description and amend or approve the presentation. You will determine the date of your presentation. Please be prepared to make the presentation at the scheduled time.

4. Group or individual multicultural education project completed

Your project will provide you with the practice of both writing and presenting your project. It will facilitate your mastery of multicultural education techniques and theories that are important in thinking and teaching. The project can be related to any topic in multicultural education, however it must focus on one or more cultural groups found in this country such as females, Irish-Americans, Mexican Americans, African Americans, Chinese Americans, and White Americans. For example, it could be related to your classroom teaching, development of some multicultural education activities for your discipline, a mini-research project, or a personal in depth investigation of an area of multicultural education. The instructions for **doing** project may seem vague to you because it is an open-ended assignment. There are no set answers or endings, and part of the project will be figuring out a way to do it that works best for you. However, if you don't understand the **purpose** of the project, **DEMAND** an explanation. The topic of the

project must be approved by the professor. A written description of the project, along with the names of the developers, is needed. The professor will either amend or approve the project. If you need additional assistance, please do not hesitate to visit with me during my office hours or make an appointment. I am here to help you to develop and grow.

5. Completion of a take home midterm examination
6. Keep a journal. The journal must be turned in bi-weekly on a Tuesday at the end of class. The journal will be returned the following class period with comments. Class journals will be graded on authenticity. This is difficult to define, but we can discuss the journal entries after a few weeks of journal writing. Your journal is an important aspect of this class. Your journal will be read bi-weekly. You will find responses to your entries. This journal is called a dialogue journal, so divide each loose leaf page in two columns and write in one column only. My responses are then written in the other column. If your journal is to be helpful to you, you need to write regularly, at **least one long entry per week**.

Your first question is probably "What do I write about?". Since this journal will help you to develop into a multicultural thinker, write about anything relevant to learning, teaching, or schooling. For example, you could have an entry about your experiences in a class you are taking this semester that is either sensitive or insensitive about multicultural issues or you could write about your experiences during your own teaching.

Journal writing serves several functions. For EFND 7200, its major purposes are (a) to develop your abilities to observe and describe educational events with a multicultural perspective, (b) to improve your abilities to reflect on and communicate about your thinking on multicultural learning and multicultural teaching in the schooling process, (c) to help you identify particular multicultural themes or concerns that are most important to you, and (d) to provide a place for you to discuss your reactions to the course itself. You choose what to share when you hand in your journal. If there is anything in your journal you do not want to submit, please take out those pages before you hand in your journal. Comments are written to help you meet the purposes of the journal.

Journals will be graded on authenticity. There are no right or wrong entries, but there are entries that don't represent real thinking or puzzling or observing or caring or involvement. Authenticity is difficult to measure, but we will work hard to recognize it when it's there and inform you in your journal when it is not detected. Please hand in all your journal entries, new and old, in an 8 _ by 11 envelope. Please write your name on the envelope. You can decorate the front and back of your envelope if you desire.

Ethical Behavior in Class Assignments and Activities

Students are required to become informed of the standards of academic honesty at the University of Georgia. Please read these standards. Honesty and ethical behavior are expected and demanded in the teaching profession. If you are willing to cheat to obtain a better grade, then you will be willing to discuss students' performance and problems with just anyone, treat students or clients unfairly to impede their learning or improvement, support other professionals' unethical behavior, or fail to report child abuse when a student has shared his or her plight with you. If you are now willing to take the easy way out by getting credit for group work in which you did not help create or copying other works without giving them credit, won't you do it again. Students and professors have the responsibility of creating a professional and ethical environment in classes. The following examples constitute academic honesty in these classes. This list is not an exhaustive list, but it only serves as illustration.

1. Writing papers in which other ideas are used without giving them credit. Plagiarism
2. Giving dishonest excuses for missing class or not completing assignments on time.
3. Copying the efforts of someone else on written assignments.
4. Attempting to undermine your partner's efforts during your group work or not doing completing your part of the project.
5. Copying another's answers on an examination or quiz.

Expectations For Classroom Participation

Adapted from "Expectations" by Dr. Andrew Walters

1. Remember that each student in this class has chosen to enroll in this class to learn something. We are all "at different places" in our learning, experiences, and awareness; and that is assumed and welcomed.
2. Students and the professor will be "at different places" when they leave the class; and that is assumed and welcomed.
3. Be punctual and invest your time in this class.
4. Take responsibility for yourself, challenge yourself, and be open to learning as much as possible.
5. Participate and share openly, while bearing in mind that you are here to challenge yourself and explore beyond your surface comfort level. .
6. Be sensitive to others.

7. Recognize and validate the values of other class members.
8. A student will be asked to represent only herself or himself, not her or his gender, ethnicity, or any other group of which she or he is a part or to which he or she belongs.
9. Respect the rights of others:
 - a. to privacy;
 - b. to challenge appropriately;
 - c. to disagree without devaluing;
 - d. to make mistakes; and
 - e. to be supportive.
10. Give credit to your sources in all class presentations and handouts.

Special Needs

If you have any disabilities that require the professor or students to accommodate, please do not hesitate to share your needs with the professor and/or students. I am here to assist you in your learning and development.

Grading Criteria

For any unexcused absences, you will not be given the opportunity to make up any missed assignments.

	Weighting
Student Presentation	25%
Take-home Examination	25%
Student Oral Presentation of Project	20%
Student Written Presentation of Project	20%
Journal	10%

Participation

Scale

Participation	5	4	3	2	1
Preparedness	5	4	3	2	1

Grading Scale

Knowledge and Skills

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F < 60

Participation

5 = Always or almost always

4 = Most of the time

3 = Occasionally

2 = Seldom

1 = Never or almost never

Grading Grid

Participation

Knowledge & Skills	5	4	3	2	1
100-90	A	A	B	C	C
89-80	A	B	B	C	D
79-70	B	B	C	D	D
69-60	B	C	C	D	F
59-50	C	D	D	F	F

SCHEDULE
EFND 7200
MULTICULTURAL EDUCATION IN THE UNITED STATES

Aug 24 **Atwater - Introduction, Who AM I? Activity**

Assignments. “What is multicultural education?”

Read syllabus and be prepared to ask questions at the next class meeting.

Aug 31 **Atwater - Racial Identity and Self- identity**

McGinnis, R. (1993). Paths to multiculturalism: One perspective. In M. M. Atwater, K. Radzik-Marsh, & M. Strutchens (Eds.), *Multicultural education: Inclusion of all* (pp. 277-289). Athens, GA: The University of Georgia.

Tatum, B. D. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. *Harvard Education Review*, 62(1), 1-24.

Poston, C. W. (1990). The biracial identify development model: A needed addition. *Journal of Counseling and Development*, 69(2), 152-155.

Sept 7 **Atwater - Culture, Ethnicity, and Multicultural Education: What are They?**

Banks, J. A. (1993). Multicultural education: Development, dimensions, and challenges. *Phi Delta Kappan*, 75(1), 22-28.

Grant, C. A. (1994). Challenging the myths about multicultural education. *Multicultural Education*, 2(2), 4-9.

Nieto, S. (1994). Moving beyond tolerance in multicultural education. *Multicultural Education*, 1(4), 9-12,35-38.

Takaki, R. (1994). Reflections from a different mirror. *Teaching Tolerance*, 3(1), 11-15.

Sept 14 **Atwater- Stereotypes, Prejudices, Discrimination, and Teaching**

Zhou, M., & Leo, J. (2004). Introduction: The making of culture, identity, and ethnicity among Asian American Youth. In J. Lee, & M. Zhou (Eds.) *Asian American youth: Culture, identity, and ethnicity* (pp. 1-30). New York: Routledge.

Activities

Pass out Learning Style Inventory

Sept 21

Atwater - Oppression and Discrimination

Young, I. M. (1992). Five faces of oppression. In T. E. Wartenberg (Ed.). *Rethinking of power* (174-195). New York: State University of New York Press.

Sleeter, C. E. (1994). White racism. *Multicultural Education*, 1(4), 5-8,39.

Scheurich, J. J. (1993). Toward a White discourse on White racism. *Educational Researcher*, 22(8), 5-10.

Powell, R. (2000). Overcoming cultural racism: The promise of multicultural education. *Multicultural Perspective*, 2(3), 8-14.

Students Return Learning Style Inventory

Sept 28

Cognitive Styles, Language, Learning, and Teaching

Anderson, J. (1993). Examining teaching styles and student learning styles in science and mathematics classrooms. In M. M. Atwater, K. Radzik-Marsh, & M. Strutchens (Eds.), *Multicultural education: Inclusion of all* (pp. 93-106). Athens, GA: The University of Georgia.

Your learning style

Submission of presentation description

Oct 1

Families, Communities, and Schooling

Hildago, N. M., Siu, S. , Bright, J. A., & Epstein, J. L. (2004). Research on families, schools, and communities: A multicultural perspective. In J. A. Banks (Ed.), *Handbook of research on multicultural education* (pp. 631-681). San Francisco: John Wiley & Sons.

Espinoza-Herold, M. (2003). Introducing Carla: "This is America and here you speak English!" *Issues in Latino education: Race school culture, and the politics of academic success* (pp. 67-93). Boston: Allyn & Bacon.

Gardner, C., Hart, E., Jones, B. (1994). The conflict between teacher and African American family questioning patterns. In M. M. Atwater, K. Radzik-Marsh, & M. Strutchens (Eds.), *Multicultural education: Inclusion of all* (pp. 271-276). Athens, GA: The University of Georgia.

Oct 12

Atwater - Race

The use of a biological foundation for race

Gould, S. J. (1994). The geometer of race. *Discover*, 15(11), 65-69.

Shreeve, J. (1994). Terms of estrangement. *Discover*, 15(11), 57-63.

Gutin, J. C. (1994). End of the rainbow. *Discover*, 15(11), 71-75.

Jablonski, N. G. & Chaplin, G. (2003). Skin deep. *Scientific American*, 13(2), 72-79.

Video

Take-home Distributed

Oct 19

Feminist Issues and Gender Issues - What are the differences?

Kahle, J. B. (1993). Interrelationship between Gender, Affect, and Retention in Science Classrooms. In M. M. Atwater, K. Radzik-Marsh, & M. Strutchens (Eds.), *Multicultural education: Inclusion of all* (pp. 135-150). Athens, GA: The University of Georgia.

Carol Gilligan. (1993). Joining the resistance: Psychology, politics, girls, and women. In L. Weiss, & M. Fine (Eds.). *Beyond silences voices: Class, race, and gender in United States Schools* (pp. 143-168). Albany, NY: State University of New York.

Or

Bornstein, K. (2000). Which outlaws? Or, 'Who was that masked man?'. In M. Adams, W. J. Blumenfeld, R. Casteneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism*. New York: Routledge.

Video: The Class Ceiling

Take- Examination Due

Oct 26 **Critical Theory, Multicultural Education, and the Canon Debate**

Rivera, J., & Poplin, M.. Multicultural, critical, feminine, and constructive pedagogies seen through the lives of youth: A call for the revisioning of these and beyond: Toward a pedagogy for the next century in multicultural education. In Sleeter, C. E., & McLaren, P. L. (Eds.), *Multicultural education, critical pedagogy, and the politics of difference* (p. 221-224). Albany, NY: State University of New York Press.

Frankenstein, M. (1994). Criticalmathematics Education, Bringing multiculturalism to the mathematics classroom. In M. M. Atwater, K. Radzik-Marsh, & M. Strutchens (Eds.), *Multicultural education: Inclusion of all* (pp. 167-192). Athens, GA: The University of Georgia.

Banks, J. A. (1993). The canon debate, knowledge construction, and multicultural education. *Educational Researcher*, 22(5), 4-14.

Howe, I. (1991). The value of the canon. *The Republic*, 3967, 40-47.

Siegel, F. (1991). The cult of multiculturalism. *The New Republic*, 3966, 23-39.

Submission of the description of the multicultural education project

Nov 2 **Student Presentations**

Oct 28 - Oct. 31 **Fall Break**

Nov 9 **Student Presentations**

Nov 16 **Student Presentations**

Nov 23 **Student Project Presentations**

Nov 25-28 **Thanksgiving Holiday**

Nov 30 **Student Project Presentations**

Evaluation of the course

Dec 10 **Reading Day**

Dec 13 - 17 **Final Examination Week**

Dec 14

Submission of Written Projects

Guiding Research Questions

Randy McGinnis: Paths to Multiculturalism: One Perspective

1. What do you think McGinnis entitled his chapter “Paths to Multiculturalism”?
2. Name two unwritten expectations of behavior in your culture that you take for granted.
3. How did McGinnis self-image change while he was in Swaziland? Why do you think this happened? Would this have happened to you?
4. How important is your belief in your ability? Why? Give an example when your belief in your ability led you to success? How do people develop their belief in their abilities?
5. How was McGinnis a risk taker on his various paths?
6. According to McGinnis, at what stage should first year teachers be on Bank’s hierarchy and Baptiste’s model?

Racial Identity - Tatum

1. What do you think Tatum means when she uses the term “racial identity”?
2. 3. How does White racial identity differ from Black racial identity?
3. What state of racial identity do you think you are at? Why do you believe this?

Biracial Identity- Poston

1. Why does Poston believe that biracial people proceed through different stages than Whites and Blacks?
2. How do the stages of biracial identity differ from both White and Black racial identities?

Challenging the Myths about Multicultural Education - Grant & Banks

1. How does Grant define multicultural education? Compare Grant’s definition with Banks’?
2. Compare Grant’s myths with those of Banks’.

Multicultural Education: Development, Dimensions, and Challenges - Banks

1. According to Banks, why is it important in 1993 to discuss multicultural education?
2. Why do you think it is important to discuss multicultural education today?
3. What are the myths in multicultural education that Banks has proposed?
4. What is multicultural education according to Banks?
5. How can multicultural education transform the thinking and actions of citizens of the United States?

Moving Beyond Tolerance in Multicultural Education - Nieto

1. How does Nieto define multicultural education?
2. What is monocultural education?
3. What are the four levels of Nieto's model for multicultural education? Describe each level.
4. What level is your school or place of work and why?

Reflections From A Different Mirror - Takaki

1. Why did Takaki become a historian?
2. Why does Takaki believe that prejudice and racism persist?
3. How do you think Takaki would define multiculturalism?
4. Why do you think that some people immigrate to the United States? How are the various groups of immigrants welcomed into the United States? Did all the ethnic groups found in the United States immigrate to it?
5. What group is considered the "model minority"? Why is this not the case according to Takaki?
6. What role can schools play in eliminating racism and anti-immigrant feelings?

Oppression and White Racism - Young, Sleeter, and Scheurich

1. According to Young, what are the five faces of oppression? Design a skit to portray one of the five faces of oppression.
2. How are race and oppression linked? How are they not linked?
3. According to Sleeter and Scheurich, what is White racism?
4. What are the underlying assumptions about White racism?
5. What responsibilities, if any, do Whites have for White racism? What responsibilities, if any, do people of color have for White racism?
6. What can be done in your own discipline to eliminate oppression and White racism?
7. In your journal, discuss examples of oppression and White racism which you are familiar?

Overcoming Cultural Racism: The Promise of Multicultural Education - Powell

1. According to Helm, what do the following terms mean: racism, individual racism, and cultural racism?
2. According to Powell, what do the following terms mean: culture and cultural racism?
3. What do the following statements mean to you?

“Racism is integrally related to a system of hegemony whereby White privilege is embedded in every structure and fabric of American life”.

“Given the pervasiveness of cultural racism, it is imperative that students learn the language and cultural knowledge of those in power”.

Do you agree with these statements. Why or why not?

4. What can you implement in your classroom or working place to fight cultural racism?

Families, Schools, and Communities: A Multicultural Perspective - Hidalgo, et.

1. Discuss three ideas that you already had about Puerto Rican, African American, Chinese American, and Irish American cultures that are supported by the authors.

2. Discuss two new ideas you had after reading the article about Puerto Ricans, African Americans, Chinese Americans, and Irish Americans.
3. Do you think that Irish Americans should have been included in this article? Why or why not?
4. Indicate at least two educational activities you might be involved in to become more knowledgeable about families and communities of Puerto Ricans, African Americans, Chinese Americans, and Irish Americans.
5. What research would you like to see conducted that include Latinos, Blacks, Asian Americans, and ethnic White groups?
6. What are the conclusions that the authors have drawn about these four groups? Do you agree or disagree and why?
7. How does the use of the deficient model deter the understanding of families, schools, and communities?
8. Why do you think I asked you to read this chapter? Explain.
9. How does communication influence learning? What experiences have you had led you to believe that questioning styles might influence teaching and learning?

Introducing Carla: “This is America and here you speak English! - Espinoza-Herold

1. What were Carla’s thoughts about a rural and urban high school?
2. What did Carla think were the interactions that Latino students had with the teachers at the urban high school?
3. How did language impact on Carla’s education and life?
4. What did Carla and her friends think about the history class?
5. Review the discussion questions at the end of the article.

Questioning Patterns - Gardner

1. How might culture influence the types of questions asked?
2. According to Gardner and Hart, and Jones, what kinds of questions are asked in school classrooms?

Questions Related to the Articles about Race

Stephen H. Gould

1. What is race?
2. Why was Blumenbach's work in 1795 more important than his teacher's, Linnaeus?
3. Diagram Blumenbach's and Linnaeus' taxonomy classification of human beings.

Jo Ann Gutin

1. List the benefits of the Human Genome Diversity Project?
2. Identify the criticisms that can or have been levied against the Human Genome Diversity Project.

James Shreeve

1. When does the vast majority of human genetic variation occur - within populations or between populations?
2. What might be the differences between biological race and historical race?

Jablonski & Chaplin

1. What are Jablonski and Chaplin's explanation about the variation in skin color?
2. What are the benefits fo having a darker4 and lighter skin color?
3. Do you believe that there is any relationship between skin color and mental ability? Why or why not?

Jane Butler Kahle

1. Identify the relationships between the "sex" and "gender" of an individual?
2. Describe some actions of teachers who wish to indicate to their students that they are capable and able to learn. Describe some actions of teachers that indicate that "females" are "less than able".
3. Describe strategies that enhance female learning.

4. What are target students and who might they be in a classroom? Why are they chosen?
5. Were the genres of the articles written by Kahle and Gilligan alike or different? Why?

Carol Gilligan - "Joining the Resistance: Psychology, Politics, Girls, and Women"

1. According to Gilligan, what are psychological and political resistance?
2. According to Gilligan, what happens to girls during adolescence?
3. How does Gilligan see the relationship between females and males?
4. Discuss the five psychological truths that Gilligan discusses in this chapter.
5. Why do you think Gilligan desires that women move from psychological to political resistance?
6. What do you think women should like and value? What power should they have?

Which outlaws - Bornstein

1. What are various combinations for the X and Y chromosomes on viable human beings? Do you know your combination?
2. What does it mean to be male? What does it mean to be a female?
3. What do you think about the testing of the DNA of athletes who are competing in the Olympics?

Rivera and Poplin

1. What is constructive pedagogy? Critical pedagogy? Feminine pedagogy? Multicultural pedagogy? Reductionist pedagogy?
2. What are the four problems of schooling discussed in the article? Would you agree with these four? Why or why not?
3. What are the issues that not fully developed in any of the pedagogies according to the authors?

What would do if you had a student like Juan?

Frankenstein

1. How do criticalmathematics educators as mathematicians view the discipline of mathematics?
2. What do criticalmathematics educators as teachers do in their classrooms?
3. What are criticalmathematics educators as active citizens concerned about?
4. Give an example of a math problem of Frankenstein in which numerical data is presented to examine how ethnicity, gender, class, or other institutional structures work disempower people. Why did you choose this example?
5. What was the major purpose of Frankenstein's chapter? How relevant is this to classroom teachers?

Canon Articles

Banks

1. According to Banks, what are the assumptions and beliefs that Western traditionalists, multiculturalists, and Afrocentrists share about the nature of diversity in the United States and about the roles of educational institutions in a diverse society?
2. What is transformative, action-oriented curriculum? How does Banks define "knowledge"? What do you think knowledge is?
3. How does positionality influence knowledge construction?
4. Discuss Banks' typology of knowledge: personal/.cultural knowledge; popular knowledge; mainstream academic knowledge, transformative academic knowledge, and school knowledge.
5. What would be considered some of the canons in your field of study?

Siegel and Howe

1. What are the fundamental assumptions of "multiculturalism" according to Siegel?
2. What does Siegel say about multiculturalism and texts of Western civilization?
3. According to Siegel, what are the concerns about multiculturalism in academic programs?
4. Howe has divided up the camps into two groups: cultural "traditionalists" and the heterogeneous group, the anti-traditionalist or the insurgents. How does he describe these two groups?

5. According to Siegel, what are the purposes of the “knowledge of the past”?
6. According to Siegel, the vision of culture and education speaks of values such as autonomy of self, tolerance for plurality of opinions, and the rights of oppressed national and racial groups. Do you agree this statement? Why?
7. How does Siegel respond to the view that by requiring students to read what are called the “classics” in introductory courses, you impose upon them a certain worldview - that is an elitist act?
8. How does Siegel respond to the view that your list of classics includes only dead, White males, all tied into the notions and values of Western hegemony?
9. How does Siegel respond to the view that to isolate a group of texts as the canon is to establish a hierarchy of bias, in behalf of which there can be no certainty of judgement?
10. How does Siegel respond to the view that the claim that there can be value-free teaching is a liberal deception or self-deception; so to the claim there can be texts untouched by social and political bias?
11. How does Siegel respond to the view that wittingly or not, the traditional literary and intellectual canon was based on received elitist ideologies, the values of Western imperialism, racism, sexism, etc., and the teaching of humanities was marked by corresponding biases?

MULTICULTURAL EDUCATION

EFND 7200 BIBLIOGRAPHY

Books on Multicultural Education

- Ana, O. S. (Ed.) (2004). *Tongue-tied: The lives of multilingual children in public education*. Lanham, MD: Rowman & Littlefield Publishers.
- Atwater, M., Radzik-Marsh, K., & Strutchens, M. (1994). *Multicultural education: Inclusion of all*. Athens, GA: The University of Georgia.
- Banks, J. A. (2003). *Teaching strategies for ethnic studies*. Boston, MA: Allyn & Bacon.
- Banks, J. A. (2002). *An introduction to multicultural education*. Boston: Allyn and Bacon.
- Banks, J. A. (2001). *Cultural diversity and education: Foundations, curriculum, and teaching*. Needham, MA: Allyn & Bacon.
- Banks, J. A. (1994). *Multiethnic education: Theory and practice*. Boston: Allyn and Bacon.
- Banks, J. A., & McGee Banks, C. A. (1993). *Multicultural education: Issues and perspective*. Boston: Allyn and Bacon.
- Bennett, C. I. (2003). *Comprehensive multicultural education: Theory and practice*. Boston, MA: Allyn & Bacon.
- Bernal, M. (1987). *Black Athena: The Afroasiatic roots of classical civilization Volume I: The fabrication of ancient Greece 1785-1985*. New Brunswick, NJ: Rutgers University Press.
- Bernal, M. (1991). *Black Athena: The Afroasiatic roots of classical civilization. Volume II: The archeological and documentary evidence*. New Brunswick, NJ: Rutgers University Press.
- Bowker, A. (1993). *Sisters in the blood*. Newton, MA: WEEA Publishing Center.
- Campbell, D. E. (2000). *Choosing democracy: A practical guide to multicultural education*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Cushner, K., McClelland, A., & Safford, P. (1992). *Human diversity in education: An integrative approach*. New York: MacGraw-Hill, Inc.

Darling-Hammond, L., French, J., & Garcia-Lopez, S. P. (Eds.) (2002). *Learning to teach for social justice*. New York: Teachers College Press.

Davidson, L., & Davidson, P. (2001). *Teaching with a multicultural perspective: A practical guide*. New York: Longman.

Diaz, C. F. *Multicultural education in the 21st century*. New York: Longman.

Dwarte, E. M., & Smith, S. (Eds.). (2000). *Foundational perspectives in multicultural education*. New York: Longman.

Espinoza-Herold, M. (2003). *Issues in latino education: Race, school culture, and the politics of academic success*. Boston, MA: Allyn & Bacon.

Finegan, C., Helms, R. G., & Gotthoffer, D. (2000). *Quick guide to the internet for multicultural education*. Boston, MA: Allyn and Bacon.

Gollnick, D. M. & Chinn, P. C. (2002). *Multicultural education in a pluralistic society*. Upper Saddle River, NJ: Merrill Prentice Hall.

Graff, G. (1992). *Beyond the culture wars*. New York: W. W. Norton & Company.

Grant, C. A., & Ladson-Billings, G. (1997). *Dictionary of multicultural education*. Phoenix, AZ: The Oryx Press.

Johnson, D. W. & Johnson, R. T. (2002). *Multicultural education and human relations: Valuing diversity*. Boston, MA: Allyn & Bacon.

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Multicultural Education

Directions: Please form groups of three. Discuss the following questions. Feel free to share as much as you wish with the other group members. A recorder is needed to put the group's answer on a transparency.

1. What do you think is your cultural background? What do you know about it?
2. What do you think is your ethnic background? What do you know about it?
3. What is the educational background of your parents and yourself?
4. What is your socio-economic level? What was the socio-economic level of your parents?
5. Is there any schooling interest from your family background?
6. Is there any schooling interest from your cultural background?
7. Is there any schooling interest from your ethnic background?

ETHNIC IDENTITY THEORIES

BLACK IDENTITY

Preencounter

Encounter

Immersion/Emersion

Internalization

Internalization-Commitment

WHITE IDENTITY

Contact

Disintegration

Reintegration

Pseudo-independent

Autonomy

EFND 7200

***MULTICULTURAL EDUCATION IN THE
UNITED STATES***

DIRECTIONS: Write the following information on an index card: your name, social security number, address, telephone number, and email address. If you have a university address, please include it. Then answer the following questions.

1. What are your reasons for taking this course?
2. What do you want to get out of this course?