



Comprehensive Multicultural Education:

Theory and Practice

N I N T H E D I T I O N

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Preface

This revision has taken place throughout the 2016 presidential campaign season and the early months of the Trump administration. At this time our society is more politically and socioeconomically divided than in many decades; “multiculturalism” and multicultural education have become more controversial, often dismissed as “political correctness” or the work of liberals whose ill-defined focus on “social justice” is out of touch with reality. Some critics of multicultural education view the emphasis on pluralism and democracy as fostering the dangerously divisive “identity groups” that are on the rise in our society today. This is a time of “fake news,” biased news media, and the incitement of hate crimes and bullying of schoolchildren through social media. This is also a time of rising poverty among the nation’s children under age 18; a time of increasing school and neighborhood racial segregation; a time when students of color attend high-poverty schools at shocking rates; a time where disproportionate numbers of students of color, especially males and those with disabilities, are suspended, expelled, and vulnerable to incarceration; and a time when our nation’s schools are becoming ever more diverse due to the influx of newcomers from Asia, Latin America, Africa, and the Middle East. Today, teachers and students at all grade levels are witness to an increasing number of racially and faith-based hate crimes, the vulgar expressions of sexism and homophobia during the presidential debates, and the increasing anti-immigrant and antirefugee rhetoric and violence in the news media. Gang violence, racial profiling in law enforcement, and the tragic police shootings of minority youth as well as the shootings of police officers in the line of duty continue to plague communities across the country.

But this is also a time of hope and possibility. This is a time when many Americans, especially educators and many older schoolchildren, continue to be inspired by President Obama who reminded us of “the promise of our democracy” during his second inaugural address. This is a time when more people are speaking out about the urgent need for citizens who are fair-minded critical thinkers focused on the common good. This is a time when citizens initiated peaceful action for democracy, such as the Women’s March on January 21, 2017, in Washington, D.C., that has inspired peaceful political action across the country; the Standing Rock Lakota Sioux movement to “protect the water” that was joined by thousands of non-Sioux, including U.S. military vets; the spring of 2017 marches for science and the environment that swept across the country; and sports fans who are taking steps to address racist hate speech directed at athletes on the court or field. And this is a time when, in response to the dramatic increase in anti-Semitic, anti-Muslim, and anti-immigrant hate crimes that occurred immediately after the presidential election, there was an outpouring of public financial support for organizations working with schools to address injustice in all forms such as the Southern Poverty Law Center (SPLC) and *Rethinking Schools*.



More teachers are consulting the SPLC's quarterly, *Teaching Tolerance*, a tool kit that is available to teachers at no cost, and *Rethinking Schools* is a nonprofit publisher's quarterly dedicated to sustaining and strengthening public education through social justice teaching and educational activism. Both organizations discuss at length how teachers across the nation are dealing with the aftermath of the 2016 presidential election.

Role of This Book

Today our school-age population is more diverse than ever before in terms of languages spoken at home, race, religion, and national origin. Religious pluralism is growing; more than 20 percent of our school-age population is either an immigrant or the child of immigrants, and more and more of these newcomers are moving into the heartland of America. Therefore, a major aspect of this book is to provide readers with an accessible overview of contemporary immigration, how it affects our schools and society, and how teachers can be successful in linguistically and ethno/racially diverse classrooms. Culturally competent teachers have a critical role to play in the education of future citizens who affirm cultural, linguistic, religious, and racial diversity and are willing to take a stand against stereotyping and scapegoating "others."

As we face horrific global terrorism; persistent conflict in the Middle East; growing economic inequalities at home, with about 40 percent of our children living at or below the poverty level; and ongoing racial and socioeconomic inequities in our schools, there are ways future decisions can be enlightened by greater multicultural knowledge and competence. As we seek wise and compassionate decisions for the future, the ideals, knowledge base, and practices of multicultural education are essential. Classroom teachers as well as educators in college, community, and religious settings across the globe can make a difference in meeting this need. We can start small with the young children and youth in our own classrooms, making sure each one reaches his or her potential for academic achievement as well as fair-minded thought, compassion, and concern for fellow humans everywhere. In addition to developing a strong sense of self, including ethnic, national, and religious or spiritual identities, our children and youth need to gain the ability to view people and events from multiple perspectives and to recognize hidden societal structures of oppression as a foundation for action as young adults. To some readers this may sound overly optimistic or unrealistic, given the many demands teachers face every day. Indeed, since the 1960s, multicultural education scholars and advocates have been idealistic and hopeful for educational reform that can make a difference in our society and world. Current national and world events have only intensified these hopes and ideals.

New to This Edition

In response to extensive reviewer feedback as well as new research and world events since writing the last edition, this ninth edition reflects the following changes and additions:

- Revised Chapter: Chapter 5: "Immigration and Cultural Pluralism: Anglo-European American Perspectives".
- Revised Chapter: Chapter 10: "The Promise of Culturally Competent Teaching".
- New Chapter: Chapter 11: "How Does Gender Make a Difference?".

- New Chapter: Chapter 12: “The Impact of Poverty on American Children and Youth”.
- New Chapter: Chapter 13: “The Challenges of Special Education in Inclusive Classrooms”.
- Inclusion of John Ogbu’s work on “voluntary immigrants” and “caste-like minorities”.
- Expanded discussion of colonialism, Indigenous Peoples, and Latinos in the Southwest.
- Inclusion of Pakistanis in discussion of immigrants from South Asia.
- Inclusion of major scholarly, artistic, and scientific accomplishments during the Arab Empire prior to the Middle Ages in Europe that have changed the world, and new discussion of misconceptions, including different meanings of *jihad*.
- Expanded discussion of the Multicultural Curriculum Development Model to include connections with social justice standards, content standards, mission statements, and a case example of a school district’s implementation of the model.
- Updated content on indicators of the nation’s racial climate, and an expanded discussion of White privilege, anti-racism, talking about racism, and teaching for social justice.
- Revised discussion of ethnic identity development moved to Chapter 2 where reviewers felt it fits best with discussions of culture and ethnicity.
- New alignment of Chapter Learning Outcomes to content and section quizzes. The Pearson Enhanced eText includes videos and self-check mini-quizzes with feedback for each Learning Outcome section of the chapter.
- New end-of-chapter follow-up questions and activities for each new chapter.
- New case examples to illustrate teaching for social justice and multicultural curriculum transformation.
- Substantial updates to census data, current indicators of racism, and the demographics of immigration, poverty, school achievement, and so on.

Goals and Rationale

Comprehensive Multicultural Education: Theory and Practice was first written for my students and others new to the field of multicultural education. My goal in the early 1980s was to create a framework that would help them make sense out of a complex, ambiguous, multidisciplinary field that asks teachers to take risks and deal with controversial topics such as prejudice, racism, social justice, and cultural pluralism. I wanted to provide some of the historical background, basic terminology, and social science concepts that many students have not yet encountered when they enter the field. I hoped to engage readers on an emotional level, move them to take action in their classrooms, and encourage them to pursue academic inquiry and self-reflection after the book had been read. While the book’s basic philosophy and approach remain the same, changes in later editions have grown out of more than 30 years of conversations with my own students as well as other students and instructors who are engaged in multicultural teacher education. These conversations have provided a steady barometer of the book’s strengths and limitations, and they indicate that the book stimulates thinking and dialogue about critical issues in multicultural education in ways that I had only hoped would be possible.

The book deals with questions students continually ask that too often are left hanging. Doesn’t multicultural education lead to lower academic standards? Won’t

cultural pluralism lead to the Balkanization of our society? Aren't we really stereotyping when we talk about cultural differences? Isn't it racist? Are you saying I can't set up my own standards for acceptable behavior in my classroom? How can I add multicultural content when I don't have time to cover the basic curriculum? What does multicultural education have to do with math and science or with physical education? Doesn't multicultural education really boil down to indoctrination?

My approach to multicultural education focuses on ethnic diversity and community in the United States, diversity rooted in racial, cultural, and individual differences; it also emphasizes basic human similarities and global connections; and it addresses the structural barriers (often hidden) in schools and society that keep racial injustice and oppression alive. This approach rests upon our nation's ideals of pluralism (the idea that people of different religions and ethno/racial groups can live together in one country) and democracy (the idea that people are free and equal citizens who can openly disagree, argue, make decisions, and govern themselves). Given that we live in a multicultural society, multicultural education is for everyone. Few of our nation's schools, however, have become multicultural in their vision or practice. They are hampered by societal policies and practices, often beyond their control, that impede reform of formal and hidden curricula. Shortage of funds and lack of understanding make it difficult for schools to replace or supplement biased or outdated books and films, to hire new personnel who can provide positive role models from a variety of ethnic groups, or to study alternatives to discriminatory school practices in areas such as co-curricular activities or student discipline. Teachers and administrators who are uninformed about cultural diversity, whose knowledge of history and current events is monocultural in scope, and who are unaware of institutional racism and/or their own prejudices are likely to hinder the academic success and personal development of many students, however unintentional this may be. And curriculum standards usually provide little help in the development of content that includes diverse ethnic, gender, socioeconomic, or global perspectives. How we might meet challenges such as these through multicultural education is what *Comprehensive Multicultural Education* is about.

A Conceptual Framework of Multicultural Teaching

The book's approach is unique in several ways. First, it provides a conceptual framework of multicultural teaching (see Figure 1.1) that integrates four interactive dimensions: (1) equity pedagogy (a focus on *classroom instruction* and an end to the achievement gap); (2) curriculum reform (focus on *content* inquiry and transformation guided by four core values: acceptance and appreciation of cultural diversity, respect for human dignity and universal human rights, reverence for the earth, and responsibility to a world community); (3) multicultural competence (focus on the *individual's* ethnic identity development and reduction of all forms of prejudice and discrimination); and (4) social justice (a focus on *society*; becoming agents of change to address the opportunity gap, however small the steps; and the eventual eradication of racism and other forms of oppression locally, nationally, and globally). Its content is comprehensive and interdisciplinary in scope and practical in focus. Key concepts from education, history, ethnic studies, and the social sciences often draw upon primary source material, and the implications for teaching and learning are developed through vignettes of teachers and students I have known over the years. A primary goal is to assist practicing and prospective teachers to bridge the gap between multicultural concepts or theories and practices in our schools, such as classroom management, instructional strategies, and curriculum development.

Second, the book develops an interaction between cultural and individual differences. Teachers often fear that tuning into students' cultural differences is an indication of being prejudiced or racist. This fear is related to the misconception that equates color consciousness with racism. It also stems from feelings that differences are bad or inferior and from the mistaken notion that recognition of differences means we must imitate or adopt these differences. Many cultural awareness and human relations workshops have failed because these basic concerns of the participants were not dealt with. On the other hand, most teachers do believe in differentiating or personalizing their instruction. Most would agree that our ultimate goal as teachers is to foster the intellectual, social, and personal development of all students to reach their fullest potential. This book shows that the ability to reach this goal can be strengthened by an understanding of cultural and individual differences, as well as unfair societal contexts. Today, as society becomes ever more diverse and unequal, a focus on social justice is required in order to reach this ultimate goal.

Third, the historical overviews of major ethnic groups in the U.S. helps readers see how current issues of racism, poverty, anti-immigrant sentiment, ethno/racial hate crimes, and education opportunity gaps among students of color and low-income White students are rooted in our history. This history must be addressed if we are to end societal injustices, provide *all* children the opportunity to develop their full potential, and ensure a well-educated citizenship for the future. These historical overviews also are a reminder of our nation's early role as an indispensable beacon of pluralism and democracy that has inspired nations across the world. Although initially self-government (democracy) applied only to White men of wealth and only religious pluralism was affirmed, after decades of social action *all* law-abiding citizens are included.

Four, the book's teacher-tested Multicultural Curriculum Development Model provides a structure teachers can use to create a transformative multicultural curriculum. The ninth edition provides an expanded discussion of how the model can connect with required content standards, school mission statements, and social justice teaching standards.

Overview of Text Content

The ninth edition contains four distinct yet interrelated sections: Part I, The Case for Multicultural Education; Part II, Roots of Cultural Diversity in the United States: The Conflicting Themes of Assimilation and Pluralism; Part III, Reaching All Learners: Perspectives on Culture, Gender, Class, and Exceptionalities; and Part IV, Teaching in a Multicultural Society. Chapter 1, "Multicultural Schools: What, Why and How" provides a comprehensive conceptual framework of multicultural teaching that lays a foundation for the book's remaining chapters and helps students think and plan for teaching as they move through the text. This framework underlies chapter content throughout the book, as well as the questions and activities designed to engage students in chapter concepts; provides a context for the many case examples about teachers and students; and is extended via the text's-teacher tested multicultural curriculum development model in the final chapter and the sample lessons noted in Appendix A.

The text differs from most multicultural education textbooks with its inclusion of history and social science to develop content knowledge teachers need in order to become informed, culturally competent, and caring advocates for all students. This content knowledge helps future teachers understand complex societal issues that

impact our schools, and may encourage them to become more effective change agents working for the common good in their respective communities. Ignorance breeds prejudice, and yet many teacher education programs do not provide sufficient attention to important topics in history and the social sciences that teachers need if they are to address pervasive prejudice and stereotyping in society today. For example, Chapter 4 on religious pluralism illustrates how content knowledge can help teachers address one of the most difficult topics teachers will face in hate crimes at home and across the world that are based on religion and race. The chapter provides an historical overview of the origins of religious diversity and conflict in the U.S., religious freedom and the First Amendment, and religious pluralism today; discusses religious pluralism and prejudice through Jewish and Muslim American perspectives; and concludes with case examples of educational leadership professionals in “From Prejudice to Pluralism: What Can Teachers Do?” While an overview of the nation’s diverse faith groups is provided, the emphasis is on Jews and Muslims because they are the primary targets of religious hate crimes in the U.S. today, along with other individuals who are mistakenly believed to be Muslim.

The five chapters in Part II highlight the historical roots of this cultural diversity, showing how both colonialism and immigration engender ethnicity and create ever more culturally diverse schools across the nation. The first of these chapters, renamed “Immigration and Cultural Pluralism: Anglo-European American Perspectives,” begins with a new section on current immigration controversies. This section highlights the nation’s essential legacy of pluralism and democracy as a lens to view the American Dream and current challenges to our nation’s vision of democracy, cultural pluralism, and social justice. As a whole, the five chapters reveal how our population has changed dramatically since the late 1960s due to immigration policies and the influx of newcomers from Asia, Latin America, Africa, and the Middle East. They provide background and context to understand why and how our school-age population is more diverse than ever before in terms of languages spoken at home, race, religion, and national origin; while nearly half of our school-age population are students of color, over 20 percent are either immigrants or children of immigrants, and more and more of these newcomers are moving into the heartland of America. Together these chapters provide an historical overview of immigration, enslavement, and the conquest of Indigenous Peoples’ lands, as well as the differing experiences of major ethnic groups and the diversity within these groups. And they connect social science research on the legacy of slavery, colonialism, and other areas of oppression that contribute to societal inequities with the “opportunity gaps” faced by many students of color and low-income students today. This accessible overview develops content knowledge teachers need to become successful in linguistically and ethno/racially diverse classrooms—the focus of Chapter 10 in Part III.

Part III, renamed “Reaching All Learners: Perspectives on Culture, Gender, Class, and Exceptionalities,” applies content from Parts I and II of the text to teaching and learning in a multicultural society. It includes three new chapters and a revised Chapter 10 that is renamed “The Promise of Culturally Competent Teaching.” The new chapters include: (1) “How Does Gender Make a Difference?”; (2) “The Impact of Poverty on American Children and Youth”; and, (3) “The Challenges of Special Education in Inclusive Classrooms.” In the ninth edition, these three new chapters greatly expand the content in the previous edition’s Chapter 11 that combined gender, class, and race into one chapter and discussed how they come together and interact in special education. Drawing on events in the 2016 presidential election, Chapter 11 discusses how news and entertainment media impact the gender socialization of

young children and youth, and how children's gender identity development differs in traditional sex-role socialization, feminist, and men's rights perspectives of masculinity. The chapter also examines how and why the academic and social-psychological experiences of male and female students differ, and gender differences in academic challenges and outcomes that have become more evident—especially among boys and young males of color. The section on gender identity includes a brief glossary of terminology, the challenges and benefits of creating “safe schools” for LGBTQ students, and inclusion of gender equity in classroom instruction. Chapter 12, in recognition of increasing socioeconomic inequity in the U.S. over the past few decades, provides a thorough discussion of the demographics of poverty in the U.S., the overrepresentation of children of color in high-poverty neighborhoods and schools, different views on the causes of poverty that impact social assistance programs, and the impact of poverty on young children and youth. The chapter also discusses environmental conditions and challenges of teaching in high-poverty schools, and the possibilities of cooperative team learning in economically diverse classrooms. Chapter 13 discusses how IDEA's six principles, disability categories, and insufficient funding impact special education; and how identification categories such as intellectual disability, fetal alcohol spectrum disability, specific learning disability, and gifted and talented can negatively label students as well as improve their chances of reaching their fullest potential. Racial, cultural, gender, and socioeconomic disparities in special education are addressed, as well as the disproportionately high numbers of youth with disabilities in the juvenile justice system, the “school to prison pipeline,” restorative justice, and the promise of My Brother's Keeper. The advantages and challenges of teaching in inclusive classrooms, and an illustration of differentiated instruction in Maria Montana's inclusive classroom, concludes this section of the book.

Part IV, “Teaching in a Multicultural Society” includes two chapters. Chapter 14, “Teaching in Linguistically Diverse Classrooms” by James Damico and Suriati Abbas, addresses issues of linguistic diversity in classrooms across the nation and how teachers can connect with children and youth from varied language backgrounds. Chapter 15, “Curriculum Transformation: A Multicultural Curriculum Development Model for Teacher Decision Making,” provides a foundation for students to create a transformative multicultural curriculum while addressing school mission statements, social justice standards, and content standards in their respective subject areas and/or grade levels. The curriculum model provides goals, core values, and decision-making guidelines to help students implement social justice practices and a transformative multicultural curriculum in their future teaching.

The ninth edition's four-part structural organization gives readers and instructors flexibility as to the order in which chapters are read or assigned. Some instructors will prefer to start with Part III (the opportunity gap associated with culturally incompetent teaching, gender, poverty, and exceptionalities), some will prefer curriculum transformation (multicultural curriculum decision making and sample lessons) as a starting point, and some prefer Chapter 2 (culture, ethnic identity, and the contexts of multicultural teaching), whereas many others use the book's structure as a basic outline for their course. Designed for readers new to multicultural education, graduate and undergraduate students alike, beginning undergraduates often work in “expert groups” associated with one of the ethnic group chapters in Part II to prepare an exemplary class presentation inspired by their chapter; they are then encouraged to view the other Part II chapters as resources for the future. Advanced undergraduates and graduate students can work with Part II in its entirety. Several case studies are especially useful for teachers seeking continuing education.

Supplements for the Instructor

The following ancillary materials have been developed to support instructors using this text. These instructor supplements are located on the Instructor Resource Center (IRC) at www.pearsonhighered.com. Please contact your Pearson representative if you need assistance downloading them from the IRC.

Instructor's Resource Manual and Test Bank

The new Instructor Manual (IM) is broken into two parts: Instructor's Material, and Test Bank with Answer Key. The Instructor's Material provides major areas of learning per chapter, as well as compare and contrast concepts, suggested lessons and teaching strategies, an annotated list of videos in the eText that can become a springboard for class discussion and or student research, and a summary of each eText chapter's self-check quizzes (CYUs), many of which can be a springboard for group work and/or class discussion.

PowerPoint™ Presentations

Ideal for lecture presentations or student handouts, the PowerPoint™ Presentations for each chapter include key concept summaries.



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Christine Iverson Bennett is Professor Emerita in the Department of Curriculum and Instruction at Indiana University (IU). During her 31 years at IU, Professor Bennett developed and taught graduate and undergraduate courses in multicultural education; she initiated and directed the Teacher as Decision Maker Program for career-changers, the Research Institute on Teacher Education, and Project TEAM, a program to recruit and support students from underrepresented minorities. She worked extensively with schools in and around Indianapolis during school desegregation initiatives. Bennett also served as director of Indiana University's Exchange Program with Hangzhou University and conducted seminars for faculty at Al-Ain University in the United Arab Emirates and for visiting international scholars at Indiana University. Her funded research and publications focus on the impact of multicultural social studies for African American, Anglo, and Latino youth; classroom climates in desegregated middle schools; causes of racial inequities in secondary school suspensions and expulsions; explanations of minority student attrition at predominantly White universities; and the impact of multicultural teacher education programs on preservice teachers. She earned her B.A. in Sociology at Northwestern University, her M.A. in Social Studies Education at Stanford University, and her Ph.D. in Social Science Education with specializations in Ethnic Studies at the University of Texas in Austin. Prior to her doctoral studies she taught high school social studies in San Jose and Los Angeles. She can be reached at bennettc@indiana.edu.

