

Making Schooling Multicultural Campus and Classroom



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Preface

Now, more than at any other time in our nation's history, teachers on campuses and in elementary and middle school classrooms are inquiring about how to make our teaching responsive to the student diversity transforming our classrooms and campuses. Seeking responses to this question has led many universities and schools to invite us and many of our chapter authors to discuss and work toward solutions to this challenge. *Making Schooling Multicultural: Campus and Classroom* has grown out of our collective efforts to develop a comprehensive response for our university and elementary and middle school colleagues and their students.

About the Text

As we have worked with elementary, middle school, and university students, and our university and school colleagues, there is one important theoretical and practical question we are asked time and again. Which approach or definition of multicultural education should we (universities and K-12 schools) use to prepare our students for life *today* and in the *21st century*?

"Education that is multicultural and social reconstructionist" with its focus on all aspects of education—curriculum, instructional pedagogy, staff, personal awareness, advocacy, etc.—has become the choice for educators who are developing a vision and constructing/reforming their programs for today's and tomorrow's schools. *Making Schooling Multicultural: Campus and Classroom* was written from this perspective.

The book contains four sections. An **introductory section** comprises two chapters—the first offers readers a theoretical orientation to the volume and a summary of the individual chapters, and the second contains an historical overview of multiculturalism in the United States. Chapters in the **second section** focus on general issues of pedagogy—how to create teaching and learning environments that are multicultural and social reconstructionist.

A **third section** contains chapters that engage readers in considering how individual academic disciplines—mathematics, science, art, etc.—can be taught in ways that invite all students to learn. In this section of the book,

chapter authors explain how to infuse into each academic discipline the theory and practices of education that are both multicultural and social reconstructionist. Authors provide examples of teachers' struggles to transform their teaching for equity and social justice.

The **fourth section** is aimed at helping prospective teachers and teacher educators on campuses and in elementary and middle school classrooms to make the teacher education experience one that embraces multicultural and social reconstructionist goals and practices. Throughout the volume, authors describe and discuss the personal tensions that proponents of multicultural teaching often experience.

There is no simple answer or recipe for infusing education that is multicultural and social reconstructionist into elementary and middle school education, teacher education programs, and/or class assignments. We know this from personal experience and our extensive reviews of the education literature. We do believe, however, that *Making Schooling Multicultural: Campus and Classroom* charts an excellent course for preparing teacher educators, their students, classroom teachers, and their students for educating the diversity of people they find in their lives today and those they will encounter in the 21st century.

Acknowledgments

Making Schooling Multicultural: Campus and Classroom was developed from the efforts of many colleagues, students, and friends. We are indebted to them for their patience and understanding as we toiled to make a vision of how multicultural and social reconstructionist education can be a reality. We especially thank the chapter authors who embraced the opportunity to discuss their academic disciplines from this point of view. We learned a great deal from them.

We also thank Prentice Hall and Merrill Publishing Company and its staff members—particularly our editor, Debbie Stollenwerk—for their support and patience. Deadlines were changed numerous times, but Debbie was always encouraging and full of good humor. We also extend our appreciation to Amy Hutler, whose typing and wit were always on target.

We thank our students, whose questions and quests for learning pushed us to take on this project. We also thank the reviewers of this book for their insightful analyses during the review process: Janet Goldenstein Ahler, University of North Dakota; Jo Alexander, Auburn University, Montgomery; Minerva L. Caples, Central Washington University; Wanda S. Fox, Purdue University; Barbara Gerner de Garcia, Gallaudet University; Barbara L. Jackson, Fordham University; P. Rudy Mattai, State University College at Buffalo; and Elizabeth Quintero, University of Minnesota, Duluth.

Finally, we have to thank each other because we each broadened our understanding of collegiality and friendship through our work on this project.

Carl A. Grant
Mary Louise Gomez

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The journey of a thousand miles begins with a single step.

Lao-Tse

.....

The acceptance of women as authority figures or as role models is an important step in female education.... It is this process of identification, respect, and then self-respect that promotes growth.

Judy Chicago, Through the Flower; My Struggle as a Woman Artist, 1975

.....

You see things as they are; and you ask "Why?". But I dream things that never were and I ask "Why not?".

George Bernard Shaw

.....

I touch the future. I teach.

Christa McAuliffe

.....

Even if I knew that tomorrow the world would go to pieces, I would still plant my apple tree.

Martin Luther

Part 1



An Introduction to Multicultural Teaching

Chapter 1 ♦ Journeying Toward Multicultural and Social Reconstructionist Teaching
and Teacher Education

Chapter 2 ♦ Multiculturalism and the American Educational Tradition

