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James A. Banks, Editor

CULTURE, DIFFERENCE & POWER

Instructor's Manual

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Teachers College, Columbia University
New York and London

Published by Teachers College Press, 1234 Amsterdam Avenue, New York,
NY 10027

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Series Foreword

The nation's deepening ethnic texture, interracial tension and conflict, and the increasing percentage of students who speak a first language other than English make multicultural education imperative in the 21st century. The U.S. Bureau of the Census estimated that people of color made up 28% of the nation's population in 2000 (U.S. Bureau of the Census, 1998). The Census predicted that they would make up 38% of the nation's population in 2025 and 47% in 2050.

American classrooms are experiencing the largest influx of immigrant students since the beginning of the 20th century. About a million immigrants are making the United States their home each year (Martin & Midgley, 1999). More than seven and one-half million legal immigrants settled in the United States between 1991 and 1998, most of whom came from nations in Latin America and Asia (Riche, 2000). A large but undetermined number of undocumented immigrants also enter the United States each year. The influence of an increasingly ethnically diverse population on the nation's schools, colleges, and universities is and will continue to be enormous.

In 1998, 34.9 % of the students enrolled in U.S. public schools were students of color; this percentage is increasing each year, primarily because of the growth in the percentage of Latino students (Martinez & Curry, 1999). In some of the nation's largest cities and metropolitan areas, such as Chicago, Los Angeles, Washington, DC, New York, Seattle, and San Francisco, half or more of the public school students are students of color. During the 1998-1999 school year, students of color made up 63.1% of the student population in the public schools of California, the nation's largest state (California State Department of Education, 2000).

Language diversity is also increasing among the nation's student population. Sixteen percent of school-age youth lived in homes in which English was not the first language in 1990 (U.S. Bureau of the Census, 1998). Most teachers now in the classroom and in teacher education programs are likely to have students from diverse ethnic, racial, and language groups in their classrooms during their careers. This is true for both inner-city and suburban teachers.

An important goal of multicultural education is to improve race relations and to help all students acquire the knowledge, attitudes, and skills

needed to participate in cross-cultural interactions and in personal, social, and civic action that will help make our nation more democratic and just. Multicultural education is consequently as important for middle-class White suburban students as it is for students of color who live in the inner-city. Multicultural education fosters the public good and the overarching goals of the commonwealth.

The major purpose of the *Multicultural Education Series* is to provide pre-service educators, practicing educators, graduate students, and scholars with an interrelated and comprehensive set of publications that summarizes and analyzes important research, theory, and practice related to the education of ethnic, racial, cultural, and language groups in the United States and the education of mainstream students about diversity. The publications in the *Series* provide research, theoretical, and practical knowledge about the behaviors and learning characteristics of students of color, language minority students, and low-income students. They also provide knowledge about ways to improve academic achievement and race relations in educational settings.

The definition of multicultural education in the *Handbook of Research on Multicultural Education* (Banks & Banks, 1995) is used in the *Series*: "multicultural education is a field of study designed to increase educational equity for all students that incorporates, for this purpose, content, concepts, principles, theories, and paradigms from history, the social and behavioral sciences, and particularly from ethnic studies and women studies" (p. xii). In the *Series*, as in the *Handbook*, multicultural education is considered a "meta-discipline."

The dimensions of multicultural education, developed by Banks (1995) and described in the *Handbook of Research on Multicultural Education*, provide the conceptual framework for the development of the books in the *Series*. They are: *content integration*, *the knowledge construction process*, *prejudice reduction*, *an equity pedagogy*, and *an empowering school culture and social structure*. To implement multicultural education effectively, teachers and administrators must attend to each of the five dimensions of multicultural education. They should use content from diverse groups when teaching concepts and skills, help students to understand how knowledge in the various disciplines is constructed, help students to develop positive intergroup attitudes and behaviors, and modify their teaching strategies so that students from different racial, cultural, language, and social-class groups will experience equal educational opportunities. The total environment and culture of the school must also be transformed so that students from diverse groups will experience equal status in the culture and life of the school.

Although the five dimensions of multicultural education are highly interrelated, each requires deliberate attention and focus. Each publication in the series focuses on one or more of the dimensions, although each publication deals with all of them to some extent because of the highly interrelated characteristics of the dimensions.

I am very pleased to welcome this e-book by Christine E. Sleeter to the books that are published in the *Multicultural Education Series*. Sleeter drew upon more than two decades of research, scholarship, and teaching when she developed this creative, appealing, and engaging CD-ROM. The major concepts around which this e-book are organized, such as culture, power, and difference, are essential ones for teachers to understand in order to become effective in today's diverse classrooms. Successful teachers must also be able to imagine and implement a pedagogy that responds in thoughtful and sensitive ways to the power and cultural differences within the schools and the larger society. Throughout *Culture, Difference and Power*, Sleeter helps readers to relate and apply the concepts they are studying to their own lives, to their classrooms, and to the communities in which they teach. This is one of the unique strengths of this publication.

Sleeter succeeds in presenting powerful content and conceptual knowledge while captivating the interests of her readers. She accomplishes these goals partly by inviting readers to participate in investigation activities in which they critically examine their implicit beliefs, actions, and cultural practices. The rich and engaging activities throughout *Culture, Difference and Power*, combined with the important theoretical knowledge and critical analysis skills that it teaches, make this e-book a singular contribution to the literature on multicultural education. It also exemplifies a way to combine important cultural knowledge with Internet technology to educate teachers for today's diverse schools by helping them to acquire what Edward Said calls "critical consciousness" (Bayoumi & Rubin, 2000).

James A. Banks
Series Editor

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Overview

Welcome to a new kind of book! This overview will explain what the e-book on the CD-ROM is and what main ideas undergird it. Later, sample syllabi will illustrate its use.

What Is an E-book?

The e-book (electronic book) on the CD-ROM is best thought of as a multimedia, enhanced textbook that includes features not found in print books. This is not a traditional book that has been burned onto a CD-ROM. It really is different from a traditional book, in the following ways:

- The entire e-book includes interactive features. "Activities" sections of each major section include interactive exercises such as quizzes that give immediate feedback. But even when the user is reading what would otherwise be fairly straightforward textbook-like material, she or he is periodically invited to answer questions, move items on the screen, and so forth. This interactivity keeps the user engaged with the material.
- Short videos are included. The e-book includes over 80 short video clips that are an integral part of the text. The videos not only add variety to the way in which users "read" the text, but they also allow them to meet people. Video interviews feature well-known educators and theorists such as Geneva Gay, Bob Peterson, Riane Eisler, and Amalia Mesa-Bains. Video vignettes show classroom teachers working with various dimensions of multicultural education. Students who have used earlier drafts of this e-book particularly enjoyed the videos because through them students could "meet" people in a more personal way than print text alone allows.
- Other graphics of various kinds illustrate ideas, often using motion. As an author, much of my thinking is visual. Sometimes I see an idea in my mind's eye before I put words around it. This multimedia format has allowed me to use visual imagery to explain ideas and convey feelings more succinctly, and in some cases more clearly or powerfully, than I can with printed words alone.
- The user can work through material in a manner as linear, or as nonlinear, as one desires. Hyperlinks throughout connect ideas across major

sections, and users can jump around to follow these hyperlinks if they choose. There are always cues as to where one is, so that one does not become completely lost. Navigational features facilitate back-tracking. One can also look up citations at any time while keeping open the "page" one is reading by using the References feature.

- The user can print either text or the screen, as needed. Many students like to highlight pages while reading, and one cannot highlight a computer screen. There is a "Print Text" feature for most of the "readings." The printed text lacks pictures, activities, graphs, and other multimedia material, however, and is best used to accompany the e-book rather than to substitute for it.

Conceptual Overview

This e-book has been created primarily for teachers, or those preparing to become teachers, to help them learn how to create curriculum and teaching that is *multicultural*, *critical*, and *responsive* to their students and their students' communities.

By "multicultural," I mean teaching that actively affirms diversity based on race, ethnicity, language, gender, disability, social class, religion, and so forth. This does not imply an easy harmony that comfortably accommodates these forms of difference. By their nature, human differences are accompanied by conflict, and when they connect with differences in power, conflicts can be very fractious. But multicultural teaching faces differences and conflicts, placing them on the table for examination. At the same time, multicultural teaching embraces multiple ways of expressing what it means to be human, which can be highly interesting and celebratory.

By "critical," I mean teaching that examines and challenges injustice, helps young people learn to read injustice in their own world, and helps them to become change agents for justice. Multicultural education itself developed as a challenge to racism in education. It began during the Civil Rights movement, with Black educators speaking out against racism and envisioning schools that affirmed rather than denigrated children of color. As it has become more popular, however, multicultural education has become more domesticated, as educators (mostly White) have filtered it through their own understandings of what it might mean. As a result, much of what happens under the name of multicultural education does not challenge racism, nor examine dynamics of power and resource distribution. Freire (1973) argued that learning to ask critical questions about existing

social arrangements for the purpose of challenging them must start with examination of one's immediate reality. This e-book will engage the reader in asking critical questions about her or his own immediate reality. It will also help teachers learn to do the same with their students.

By "responsive to students and students' communities," I mean teaching that connects with and builds on strengths, identities, and ways of being that students bring into the classroom from their home communities. Learning to do this must entail spending time oneself in students' communities. The best teachers, especially the best teachers of children who historically have not been well-served by schools, are generally not strangers to the children's communities. They are able to identify strengths, resources, networks, and ways of connecting within communities of which they may not be members. They are also able to place struggles parents are facing in a larger context. Someone who is responsive to the community is critical of factors leading to community impoverishment, such as loss of jobs. A responsive teacher is also able to identify additional sources of community support, such as churches or community centers (Ladson-Billings, 1994).

The sections grouped under the broad headings of *Culture*, *Power*, and *Difference* all examine conceptual underpinnings for critical, multicultural teaching. *Culture* is examined through multiple theoretical perspectives, but the overarching perspective views culture as created in the context of everyday life within power relations. These *power* relations include global capitalism, racism, sexism, and ableism. Readings and activities help the user to construct a historic understanding of how unequal power relations have been created and maintained, and to question unjust power relations as they are played out today, particularly in and through schools. *Difference* is understood through socially created categories that are imposed on the rich array of human characteristics and histories. The forms of difference examined in this e-book include race, ethnicity, gender, disability, sexual orientation, and language. Teachers should become skilled in "reading" the culture of daily life around them, and at interpreting how culture and difference connect with power relations.

This e-book also focuses on what educators can do, highlighting several examples of educators in their own work. The section on *Pedagogy* pulls together material from the other three sections, with tools to help educators build critical, multicultural, and culturally relevant practice in their own classrooms.

Using the E-book

When I first began showing this e-book to colleagues, it was often greeted with queries about whether I thought multicultural education could be taught well through distance learning, and why I might be producing a course that does not require an instructor. These questions puzzled me initially because, although the multimedia format allowed me to build pedagogy into the presentation of ideas, I had not intended this e-book to substitute for student interaction with an instructor or other people. Then I realized that because of its electronic form and the press on many campuses to use distance learning, many people assume that it is intended as a substitute for face-to-face instruction.

That was not my intention. I have not piloted this e-book in a distance learning format, so I cannot speak one way or another about its potential use in that format. It may lend itself very well to that format, but at the time of this writing, it has not been tried with distance learning. I have, rather, piloted earlier drafts of the e-book in a more traditional university course setting, using this e-book as either *the* course text or one of several texts. This guide grows out of that field-testing. Very likely this e-book lends itself to a variety of teaching formats, including small face-to-face teacher education courses, larger lecture courses, independent studies, and even distance learning. But in all of these formats, this e-book is intended as a teaching tool, to be used in much the same way as one would use any book. Three sample syllabi are included in this manual to illustrate its use.

This e-book engages students with different kinds of learning resources, including the following:

- *Kids and their communities.* One can only learn so much about people by sitting at a computer. This e-book is full of tools to help students engage with children and communities. Instructors teaching courses with service learning or other kinds of field experiences will find many of the learning activities quite useful.
- *Self analysis.* Throughout, the user is encouraged to analyze oneself: one's own cultural frames of reference, one's assumptions and beliefs, one's knowledge base, one's vision for teaching. Some of the reflection activities can be done at the computer, others require work away from the computer, sometimes interacting with other people.

- *Intellectual tools and resources.* Although this e-book cannot by itself provide depth of information about diverse groups, the concepts it presents are drawn from experiences and intellectual work of historically marginalized groups. Throughout, one encounters examples that elaborate on concepts that serve as intellectual tools for examining culture, difference, and power.
- *Institutional analysis and change.* Multicultural education means transforming schools as institutions, as well as challenging ways the institution of injustices in other arenas of community life. To do this, we must distinguish between individual acts and prejudices, and institutionalized ways of doing things. A significant part of this e-book engages the user in examining institutionalized power relationships at the level of the school, the community, the broader society, and globally.

Navigating the E-book

Put the e-book into the CD-ROM drive of your computer. You do not need additional software to open it, nor do you open it through another program. Open the executable file that appears using the normal procedure for opening CD-ROMs on your computer. If you have a Mac, you should see an icon on your desktop; double click that icon. If you have a PC, open the hard drive indicated by the icon in the upper left-hand corner of your screen, and locate the CD drive.

The e-book will open to its electronic cover, which will then dissolve to show the main menu, or table of contents. From there, you can move to any section. If you do not want to hear the opening music, turn down the volume on your computer before opening it.

It is best to start with the Overview section the first time you use this e-book. What follows is a description of the basic navigational features you will find on every page except the main menu. These instructions are also included in the Overview section of the e-book.

Navigation Buttons at the Bottom of the Screen

When the e-book is open, at the bottom of your screen is a set of buttons that looks like this:



The "Back" button (far left) will take you back to previous screens, in most cases. Usually it will take you to the immediately previous screen, but it may go back two screens or so, especially when objects have been moving. Occasionally the "Back" button has been programmed to take you back to a pre-defined destination, but most of the time, it simply takes you back to where you have been.

The "Continue" button, next to the "Back" button, will take you forward. It allows you to continue moving through the e-book.

To the far right is the "Quit" button. You can exit from the e-book either by clicking on this button or by exiting in the normal way you exit (or quit) any program on your computer.

Next to the "Quit" button is the "Home" button. This will take you back to the main menu, or the table of contents (Figure 2). If you get lost, this is one way to re-orient yourself again.

The "Ideas" and "Activities" buttons are very important to the organization of this e-book. When you open a link from the Home menu, you will see a picture or a short activity. After that, nothing happens. People who are unfamiliar with how use of the "Ideas" and "Activities" buttons sometimes wonder where the content is. You need to click on the "Ideas" button to get to the content menu for that main section or "chapter". The "Activities" button will take you to a menu of follow-up activities you can do after you have worked through the content.

The "References" button opens up a search engine you can use to check citations of referenced works. This is demonstrated in the Navigational Overview; it is also fairly easy to figure out. With this engine, you can look up references at any time, without having to flip to the back or search footnotes, as you do in a print book.

The "Print Screen" button prints exactly what you see on the screen, in color if you have a color printer. When you click on this button, a printer dialog box will appear. Since the e-book image is in "Landscape" rather than "Portrait", be sure to set the printer to "Landscape" so that the entire image prints.

The "Print Text" button allows you to print a text version of what you are reading. This is available for all of the Ideas, and for many of the Activities. All text files are in PDF form, and if your computer does not have Adobe Acrobat Reader, you can download it from the CD-ROM. If you press the button and nothing happens, your computer may not be able to find either Adobe Acrobat or the printer. If that is the case, exit from the e-book and take steps to help your computer locate its simple text program or its printer. Be aware that when you print text, you will not be getting graphics, movies, and interactive exercises.

Keeping Track of Where You Are

Since this is not a conventional book, you cannot use cues you normally use for monitoring where you are. How can you tell how long a “chapter” is, and where you are within that chapter? Since the e-book contains a good deal of hyperlinking, how can you keep from getting lost if you jump around?



In the blue bar at the top, represented by Figure 1, you will always see the title of the main section you are in. The main section shown in Figure 3 is “Culture and Representation,” which is a title on the main menu (“Home”). The smaller display to the right indicates that you are in one of the “Ideas” subsections, the title of which starts with “Power to Organize” (its full title is “Power to Organize Consciousness”). The title of the main section is always displayed, but the subsection is displayed only if you roll your cursor over it.

There is also a tool that allows you to see approximately how many “pages” a subsection contains, and which page you are on. In the upper right hand corner of Figure 1 is “1 of 62”. That means there are 62 “pages” in “Power to Organized Consciousness,” and you are on page one. This tool is not displayed unless you request it. To bring the page number into view, roll your cursor off the “Continue” button and back on it again, without clicking. Every time you press “Continue”, the numbers will disappear, but you can re-activate them by moving your cursor in the vicinity of the “Continue” button.

Each main section is organized around a learning outcome. To access the learning outcome and culminating project addressing it, move the cursor to the heading at the top of the screen and click. You will see the learning outcome for that section and the work students should produce to demonstrate mastery of that outcome (or “documentation”).

Hyperlinking and Other Color Cues

Hyperlinked text is always pink and underlined. Pink underlined text is not used for anything else except hyperlinking. Hyperlinked text also

changes the cursor into a hand. If you see colored text that does not respond when pressed, it is not hyperlinked.

In half of the e-book (all sections under "Culture" and "Pedagogy"), the background is white, text is dark blue, and headings are purple. In the other half (all sections under "Power" and "Difference"), the background is dark blue, text is white, and headings are green. Some users prefer reading white text on a dark background, and others prefer the reverse, so both schemes were used.

Shortcuts and Tips

In the menu bar at the top of your screen is a heading called "Shortcuts." You can use this menu to find things quickly without having to scroll through page after page. To access the "Shortcuts" menu, hold down the cursor on "Shortcuts" and drag it down to any of the headings, then release the cursor. You will go directly to that topic.

The "Find" and "Go back to" functions at the top of the Shortcuts menu allow you to search for words or names. "Find" allows you to enter any word, and search for that word in that section. "Find" functions as an electronic index. "Go back to" gives you a list of recent pages you have visited.

The "Tips" menu at the top of your screen provides some help with the e-book's navigational system. When you select a topic, a tip will appear on your screen, usually to the right. After you have read the tip, click it to erase it.

Text Boxes

Throughout, the user is invited to write in text boxes. The writing is used in different ways. Sometimes, it serves only to activate thinking, and when one moves on, the text disappears. At other times, the text reappears for the user to continue to work with or to reflect on. The text a user writes is not stored where it can be easily retrieved and printed, and in many cases, is not stored at all. If one wants to keep the text one has written, one can either print the screen, or select, copy, and paste that text into another text document in your computer.

In some cases, text is stored on the hard drive, and if several people are using the same computer, previous users' writing may appear. How can this

be erased? The text files are on the computer's hard drive, so you cannot erase extraneous material from the e-book itself.

You can locate such text files by using the Find file function on your computer. These files have a variety of names; if one of the names leads you to a file, you will find all others in the same place. Ask the computer to find the file: "Achievement". If it does not find an extraneous text file by that name, try any of the following, since they will all be in the same place: "demog," "Institution," "obs.txt," "Partnership1," or "Reproduction." When you find these files, trash any you do not want.

Video

In most cases, the movie clips work automatically. They were made using QuickTime 4, and should run easily on both platforms. If your computer does not have QuickTime, you can download it from the CD-ROM. Some movies have a control panel that allows the user to stop or replay the movie; some do not have this feature. (Some of the movie segments are actually composed of more than one short clip, programmed to play sequentially.)

Occasionally the movies do not work. A computer may lack the software needed to read movies, or may not be able to find software it has. If a movie clip is not running, quit the e-book, and open up the "Movies" folder in the CD-ROM. Click on one of the movies to see if your computer can read it. Sometimes doing that is enough to open the computer's movie viewer. Quit the movie but do not close the movie viewer. Open the e-book again, and the movies should work.

Other Problems

If you should experience any additional problems with the e-book, here are some steps to take or consider. Some problems can be corrected simply by quitting or exiting, then opening up the e-book again. While viewing movies, some users unconsciously move the cursor around, for example, and in the process they inadvertently send the computer mixed signals if the cursor happens to move over a "hot" button or link. The computer is in the middle of running one function (such as showing a movie or moving an object), but is being told to do something else at the same time. It can be-

come confused and start showing partial images. Quitting and starting again will fix this temporary problem.

Students with old computers find themselves unable to complete or read isolated portions of the e-book (or even the entire e-book!). While most computers will read all of the pictures, for example, occasionally an older computer will not.

Computers that are used by many people, such as those in computer labs, can also develop problems that interfere with the smooth use of this e-book. For example, the computer's path to the printer may get scrambled, causing it to fail to respond to a "Print" command. Still other problems will arise if the main file of the e-book is copied onto a computer's hard drive and read from there. If a user tries to use a copied e-book file, the computer will not be able to find extras that allow it to read some commands (such as transitions or sounds), movies, references, or text files because the path to these external files on the CD-ROM will have been disrupted.

Chapter Descriptions

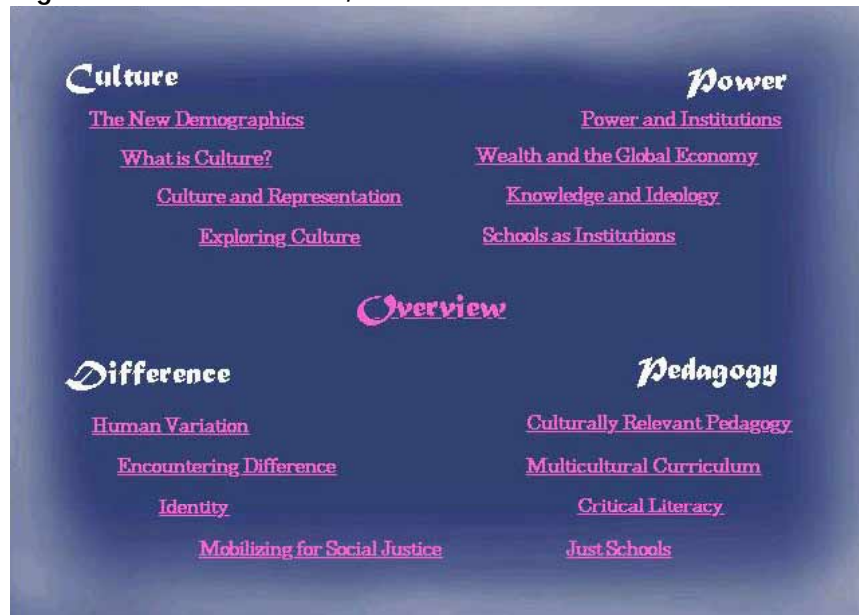
After the e-book opens up and the “cover” disappears, the table of contents comes into view. It looks like the image shown in Figure 3. This is where the Home button always takes you.

What follows is a brief description of the main content of each section.

Overview

Located in the middle of the table of contents, or main menu page, the Overview should be the first stop of any new user. The Conceptual Overview presents much the same information as is found in the first few pages of this instructor’s manual. The Navigational Overview repeats the material on navigation in this instructor’s manual, explaining how the e-book works. Make sure that students do not by-pass the Navigational Overview. Spending ten minutes going through that section can prevent a good deal of frustration.

Figure 3. Table of contents, or main menu



Culture

Culture is examined through multiple theoretical perspectives, but the overarching perspective views culture as created in the context of everyday life within power relations. The sections grouped under “Culture” examine what culture is conceptually, how to explore culture using tools of ethnographic research, culture as represented in media, and cultural disruptions experienced by immigrants.

The New Demographics. This section mainly addresses demographic shifts. It provides an overview of changing demographics at the global, national, and school levels. Two sub-sections on immigration connect abstract information with the lives of two Mong immigrants, who are featured in video interviews. A brief history of immigration to the U.S. is presented, and implications of immigration experiences for schools and students are discussed. The section is particularly useful for regions of the nation that are experiencing dramatic demographic shifts due to immigration.

What Is Culture? This section is written largely for students who have a fairly shallow understanding of what culture is. The intent of the section is to challenge students to think more complexly about culture, and to realize that theorists conceptualize culture somewhat differently. After the overview, the two subsequent sections explore different theoretical perspectives about culture, developing the idea of culture as a construction created by people within the context of power relations.

Culture and Representation. This section develops an analysis of how imagery provides lenses through which people interpret experience, and examines who produces what kinds of imagery, for what kind of gain. The first sub-section presents a conceptual overview, drawing on theories of representation and propaganda. The next two sub-sections examine media, beginning with stereotypes. Film theory is drawn on here to examine how media interact with viewers. Then, media industries are examined to draw attention to connections between media, ideologies, and profit-making.

Exploring Culture. This section was designed for use with community-based field experiences or service learning experiences. It prepares students to enter and learn from communities that are different from their own. The first two sub-sections discuss why this experience is valuable, and present the ethics of entering someone else's community, told in the form of a

story. Sub-sections on Interviewing and Observing address skills for learning in the community, and coordinate with Interviewing and Observation Workshops in the Activities menu. Many of the Activities then provide guidance for community-based learning.

Power

Power relations that are examined include global capitalism, racism, sexism, and ablism. Readings and activities help the user to construct a historic understanding of how unequal power relations have been created and maintained, and to question unjust power relations as they are played out today, particularly in and through schools.

Power and Institutions. In this section, key concepts that are used throughout the e-book are developed. The sub-section on Conceptual Frameworks should be read first. The frameworks that are outlined there are then applied to an analysis of social class, racism, sexism, and ablism. These sections examine how discrimination is institutionalized in various arenas, particularly with respect to the job market and income distribution. Activities provide guidance to help students examine institutional discrimination in their own communities.

Wealth and the Global Economy. This section analyzes capitalism and power. It begins with a Marxist perspective on capitalism, using various visual devices to illustrate ideas. The second sub-section then traces the development of capitalism historically in conjunction with colonialism and racism more broadly. The third and fourth sub-sections bring this analysis to the present, first by examining the growing concentration of power in corporate hands, and then by situating corporate power within the new global economy. An interview with a Vietnamese American economist who has studied the impact of global capitalism on Third World nations provides a personalized example of more abstract issues.

Knowledge and Ideology. The ideas that were developed in Culture and Representation are applied here specifically to the curriculum. The first sub-section draws from curriculum theory and the new sociology of education to discuss what curriculum is, and who decides what goes into it. The second sub-section provides an example based on an analysis of the History Social Science Framework for California Public Schools. The third sub-

section extends the discussion to focus on the hidden curriculum of the classroom, and what students learn through it. A curriculum analysis guide is found in the Activities menu, to help students examine curriculum in their own environment.

Schools as Institutions. This section applies the institutional perspective developed in Power and Institutions to schools. It begins by using social reproduction theory to connect school processes with broader social stratification processes. Then three sub-sections examine specific dimensions of schooling. Questions of access address segregation, tracking and grouping, testing, language, and so forth. How teacher expectations play out in the classroom is discussed in the third sub-section. The fourth sub-section examines teacher culture and student culture in the context of unequal power relations. Activities provides guidance for examining processes and patterns in local schools. The Just Schools section (grouped under "Pedagogy") addresses specific alternatives to the stratification patterns presented here.

Difference

Difference is understood through socially created categories that are imposed on the rich array of human characteristics and histories. The forms of difference examined in this e-book include race, ethnicity, gender, disability, sexual orientation, and language. Teachers should become skilled in "reading" the culture of daily life around them, and at interpreting how culture and difference connect with power relations.

Human Variation. The main idea of this section is to dislodge biology as the main determinant for understanding human differences and social stratification patterns. The first sub-section asks questions via sketches of children, teacher interpretations of the children, and an interactive thinking exercise. The second sub-section critiques biological determinism and beliefs about intellectual ability that are rooted in biological determinism. The third sub-section examines race, gender, and disability as socially constructed categories of difference, arguing that even when there are some biological differences, what we make of them is socially constructed but develops institutional power.

Encountering Difference. This section addresses different ways of learning about socio-cultural groups of which one is not a member, giving particular

attention to insider perspectives. The first sub-section addresses the importance of insider perspectives, and various ways of considering what that means. The next four sub-sections address different modes of learning: through personal contact with people, through intellectual work (such as published research and theory) produced from the inside rather than the outside of a given group, through popular media produced by grass-roots organizations, and through the arts. The sub-section on the arts features video interviews with two Chicano artists: Alberto Ledesma (novelist) and Amalia Mesa-Bains (visual artists). These sections also provide a basis for understanding culture as a course of strength and resistance. One of the activities, the "Why" project, guides students in using these various sources to construct an "insider" perspective about an issue related to difference that they genuinely do not understand. It is a project I have used successfully with many students over the years.

Identity. Identity is examined in different ways in this section. The first sub-section considers youth as a time during which young people create identities, doing so partly in the context of school. Youth draw on life around them to construct identities; this sub-section challenges adults to consider what kinds of relationships with and contexts for youth we are offering. A sub-section on emancipatory identities applies research mainly from racial identity development theory to examine how people construct a sense of self within unequal power relations. A sub-section examining the teacher as a cultural being is useful in courses in which teachers are helped to examine the cultural patterns and assumptions they bring into the classroom. Most of the student activities help students examine themselves as cultural beings.

Mobilizing for Social Justice. How does social change come about? The first sub-section analyzes social movements in order to identify key elements of movements. The intent is to move students away from thinking social change as coming about mainly through the work of individuals, and toward a better understanding of collective action. In the second sub-section, Riane Eisler is featured in a video interview as she discusses domination, partnership, and the process of making social change. The concept of partnership institutions is then applied to schools, suggesting a framework for analysis.

Pedagogy

This e-book focuses on what educators can do, highlighting several examples of educators in their own work. The section on *Pedagogy* pulls together material from the other three sections, with tools to help educators build critical, multicultural, and culturally relevant practice in their own classrooms.

Culturally Relevant Pedagogy. The first sub-section features an interview with Geneva Gay as she discusses what culturally relevant pedagogy is. The next two sub-sections illustrate culturally relevant pedagogy with the work of two elementary classroom teachers. Adriana Chairez discusses and shows how she uses culturally relevant pedagogy in a bilingual classroom, and Yer Thao discusses an after-school tutoring program he developed to bridge the school and the Mong community. The activities assist the user in synthesizing information gained from many other investigation activities in this e-book, and in translating that synthesis into pedagogically relevant information.

Multicultural Curriculum. This section opens with a discussion of characteristics of good multicultural curriculum and critiques weak or superficial curriculum that often passes as multicultural curriculum. The next two sub-sections show vignettes of teachers who have taught multicultural curriculum well. Kitty Drew is a middle school journalism teacher who teaches students to write exceptionally well. She helps them to produce an award-winning annual publication of student writing that expresses the concerns and perspectives of culturally diverse adolescents. Julie Livingstone teaches an interdisciplinary unit on immigration to a combination fourth-fifth grade class. The unit builds on what is familiar to students, but is designed to help them see complexity and diverse experiences with immigration.

Critical Literacy. This section applies the work of Freire to the classroom. It opens with a discussion that connects ideas about power, ideology, and social change from elsewhere in the e-book with democracy and classroom teaching. Two teacher vignettes illustrate elementary teachers putting the ideas into practice. Jamy Stillman shows how she taught her elementary students to critique stereotypic images of indigenous people, and to produce much richer understandings through reading and research. Bob Peterson describes several activities he has used with his fifth grade students, and discusses how they responded.

Just Schools. This section addresses building instruction and school processes around principles of equity. The first sub-section pulls together examples of schools and practices that substantially improve or reform schools, such as the Comer Schools model, the Effective Schools model, culturally-centered models of schooling, and GESA (Gender/Racial/Ethnic Expectations and Student Achievement). The second sub-section features an elementary school in which the leadership team has worked with the staff to make antiracist, multicultural teaching the cornerstone of the program, and has worked systematically to improve student learning. The third sub-section features Kelly Smith, a high school teacher, who connects Complex Instruction with multicultural curriculum very effectively.

Sample Syllabi

The remainder of this manual illustrates use of the e-book by presenting three sample syllabi that were designed for different student populations. The e-book itself contains more material than could be used in any single course. Instructors will need to decide what is relevant for any given course.

The first example is an undergraduate service learning course on cultural diversity. The students may be planning to enter the teaching profession, although this syllabus could be used with students in a variety of disciplines.

The second example is a teacher credential course in multicultural education. Many teacher education programs include a single course in multicultural education. This syllabus is written as if the students had fairly little background in issues of pluralism and power; it is not written as a sequel to the first syllabus.

The third example is a graduate course in education, in which students have some knowledge background in multicultural education and some practical experience. This course is more theoretical in nature, and this e-book is one of several sources for student reading.

These syllabi are written largely as if the course were being taught in a traditional face-to-face format. If an instructor is working in a distance learning format, some modifications might be needed.

**COURSE FOR SOPHOMORES AND JUNIORS
WHO MAY BE GOING INTO TEACHING**

Brief Description of the Students and the Course

This is a one-semester course that focuses on culture and institutional discrimination. It includes a community service learning experience. While most students in the course are planning to become teachers, it is open to the entire university, and attracts a number of students who are not interested in teaching.

Learning Outcomes

- Students will discuss implications of the growing cultural and linguistic diversity in schools and in the wider U.S. society, for the work of educators. (The New Demographics)
- Students will compare and contrast various conceptions of culture. (What is Culture?)
- Students will use ethnographic processes as tools for learning about a sociocultural community different from their own. (Exploring Culture)
- Students will identify, describe, evaluate, and use different kinds of resources for learning about or engaging with a socio-cultural group different from their own. (Encountering Difference)
- Students will examine their own cultural identity, including their racial/ethnic identity, how identity is expressed, and implications of their cultural identities for working with children and families who differ from themselves. (Identity)
- Students will examine social institutions for racism, sexism, classism, and ablism, using institutional discrimination, and partnership frameworks. (Power and Institutions)
- Students will connect racism with capitalism, and situate current issues within an analysis of wealth transfer within the new global economy. (Wealth and the Global Economy)

Topics and Readings

Week	Topic and Notes	Readings, Assignments for Today
1	<p>Introduction to the course. Using a projector, demonstrate use of the e-book, and have a couple of students fill out the "Talent and Skill Inventory" (<i>Exploring Culture</i>). Project the opening activity for <i>What Is Culture</i> and have students work through the activity with you and discuss what culture is.</p>	
2	<p>Discuss changing demographics nationally and locally. Discuss reasons for demographic shifts, and students' understandings of any implications. Discuss reasons for service learning as a part of the class, placement options, and placement process. Discuss ethics of entering "other people's" communities, and the readings about this.</p>	<p>Read: <i>Exploring Culture</i> "Learning in Communities" and "Ethics of Entering and Exiting Communities" <i>New Demographics</i> "Changing Demographics" Bring: Completed "Talent and Skill Inventory" from <i>Exploring Culture</i></p>
3	<p>Assign students to their service learning sites. Invite a director from one of the sites to talk about the experience of working in the community, and expectations of college students as helpers. Lead students through a discussion and demonstration of observing and interviewing in the community.</p>	<p>Read: <i>Exploring Culture</i> "Interviewing" and "Observing" <i>Encountering Difference</i> "Perspective Differences"</p>
4	<p>Discuss students' experiences with the Interviewing and Observation workshops. Help them to select community-based learning activities appropriate to their placement sites.</p>	<p>Read: <i>What Is Culture</i> "Complexities of Culture" and "Collective Interpretations of Life"</p>

Week	Topic and Notes	Readings, Assignments for Today
	<p>What is culture? Discuss basic ideas about what culture is. Discuss the idea that different theorists understand culture differently, which leads to different notions about why culture is important. Use the activity "Analyzing the Culture of Ever-ready University" to illustrate. Explore what difference it makes how one conceptualizes culture.</p>	<p>Do: <i>Exploring Culture</i> "Interviewing Workshop" and "Observation Workshop"</p>
5	<p>Culture and power. Discuss the section on culture and power; compare and contrast the perspective in this section with perspectives previously discussed.</p> <p>Self as a Cultural Being: In groups have students do one of the Activities in <i>Identity</i> (such as "Family History and the Mobility Structure"). Discuss implications of understanding one's own frames of reference for understanding other people.</p> <p>Discuss what students are doing in their community placement sites, and what they learned in the activity they completed.</p>	<p>Read: <i>What Is Culture</i> "Culture and Power"</p> <p><i>Identity</i>, "Teacher as a Cultural Being"</p> <p>Do: <i>Exploring Culture</i>, one activity in either "Exploring a Community" or "Learning Activities in a Community Center"</p>
6	<p>Discuss the two Activities students completed in <i>Identity</i> in relationship to "Teacher as a Cultural Being."</p> <p>What difference does it make to understand oneself as a cultural being? Why is this particularly difficult for White people? What insights did the two activities give? Project the opening frame from "Power and Institutions;" play with the graph as a class. Discuss how demographic shifts can be understood through a lens of cultural difference, and also through a lens of power conflict.</p>	<p>Read: <i>Identity</i> "Teacher as a Cultural Being"</p> <p>Do: <i>Identity</i>, two of the Activities</p> <p>Due: Draft of Culture Paper</p>

Week	Topic and Notes	Readings, Assignments for Today
7	<p>History of immigration. Discuss readings, and how the history of immigration has played out locally. Discuss the different conceptual frameworks from <i>Power and Institutions</i>. The simulation <i>BaFa BaFa</i> (Shirts, 1977) can be very appropriate to use.</p> <p>Return Culture Paper drafts, discuss as needed.</p>	<p>Read: <i>New Demographics</i> "Immigration" <i>Power and Institutions</i> "Conceptual Frameworks"</p>
8	<p>Social class stratification. Discuss the readings. Typically U.S. Americans have a very difficult time discussing social class. The simulation <i>Star Power</i> (Shirts, 1969) can be very helpful as a tool to examine social class and power. You might also bring in current news stories that illustrate class power in action today.</p> <p>Discuss what students are doing in their community placement sites, and what they learned in the activity they completed</p>	<p>Read: <i>Power and Institutions</i> "Social Class as an Institution" <i>Wealth and the Global Economy</i> "Today's Power Elite" Do: <i>Exploring Culture</i>, one activity in either "Exploring a Community" or "Learning Activities in a Community Center" Due: Culture paper</p>
9	<p>Institutional racism. Discuss readings. Many good films and videos are available today that can help students grasp the material here. It may also be helpful to invite a guest speaker such as someone from a local Fair Housing Council.</p>	<p>Read: <i>Power and Institutions</i> "Institutional Racism" Due: Self as Cultural Being project</p>
10	<p>Race and class. Discuss the readings. Several videos are available that examine global sweatshops or Third World nations in the global economy, such as "Banking on Life and Debt." Students may want to debate whether corporations such as Nike are helpful (in their support of Black athletics), or oppressive (in their use of sweatshops).</p>	<p>Read: <i>Wealth and the Global Economy</i> "Capitalism and Racism: Laying the Foundation" and "The New Global Economy"</p>

Week	Topic and Notes	Readings, Assignments for Today
	Tell students when reading "Institutional Sexism" for next week, to print the body images they create and bring them for discussion.	
11	<p>Sexism. Discuss the readings. A useful in-class activity is analyzing gender images in magazines, and discussing why those images are used, who profits from them, and what impact they have. Discuss students' body image drawings in that context.</p> <p>Discuss how sexism connects with heterosexism; how is heterosexism institutionalized and "normalized" in everyday life?</p>	<p>Read: <i>Power and Institutions</i>: "Institutional Sexism"</p> <p><i>Culture and Representation</i> "Media: Stereotypes and Beyond"</p> <p>Bring: printed Body Image drawings</p>
12	<p>Ablism. Discuss the readings. Invite a speaker from the local deaf or disability community.</p>	<p>Read: <i>Power and Institutions</i>: "Institutional Ablism"</p>
13	<p>Have students present their Community Investigation or Welcome Wagon projects. These two projects can be combined into one larger project.</p>	<p>Due: Community Investigation and Welcome Wagon</p>
14	<p>Discuss what students learned throughout the semester in their community field placements. What might they do to show their appreciation to their community hosts?</p> <p>Making social change: discuss the reading, in relationship to local change organizations.</p>	<p>Read: <i>Mobilizing for Social Justice</i>: "Social Change Movements"</p>
15	<p>Have students present their Institutional Analysis papers.</p>	<p>Due: Institution Analysis</p>

Assignments

Self as a Cultural Being. After completing the readings and at least three of the activities in *Identity*, prepare a presentation that may be written, oral, dramatized, or artistic, that describes your own cultural identity. Include implications of this identity for your work with children, such as discussing assumptions that you bring to your work that could both assist and get in the way of understanding others.

Culture Paper. Based on the readings, ideas, and activities, write a short paper comparing and contrasting different views about what culture is. You may ask questions such as:

- What are some definitions of culture? How are they similar and how are they different?
- How do different people view the boundaries of a cultural group, that define who is in it and who isn't?
- How much change over time do various conceptions of culture account for? What main factors bring about change? How much power do people have in daily life to create or change culture, according to different perspectives?
- What difference does it make how one thinks about culture?

Community Investigation. From your field placement, select a topic you would like to learn more about. Create a "community map" or portrayal of the community that reflects the perspectives of people who are members. Include at least one interview, at least one popular media source, at least one intellectual (library) source, and at least one other source. In addition, observe in a setting related to your question for at least one hour. Synthesize what you found out, and look for patterns; check the patterns with someone you interviewed in the community, and gather more information as needed. This can be in the form of a paper or a multimedia presentation. Use "Why Project" in *Encountering Difference* for guidance.

Welcome Wagon. Construct a portrait of your geographic region in terms of who is moving there and why. Include an analysis of the push-pull factors that are involved. Describe the kinds of experiences people are having. Create a "Welcome Wagon" plan for a school or neighborhood that addresses needs and concerns of newcomers.

Institution Analysis. Identify a social institution with which you are familiar. Using the institutional discrimination framework, and the partnership framework, analyze the institution for discrimination based on race, class, gender, and/or disability. Use the activity "Researching an Institution" in *Power and Institutions* for guidance. Then propose a model for changing the institution to embody partnership principles.

**MULTICULTURAL EDUCATION COURSE
IN A TEACHER CREDENTIAL PROGRAM****Brief Description of the Students and the Course**

This is a one-semester multicultural education course in a teacher credential program. While taking this course, students are also placed in a classroom, either as a field experience or for student teaching.

Learning Outcomes

- Students will discuss implications of the growing cultural and linguistic diversity in schools and in the wider U.S. society, for the work of educators. (The New Demographics)
- Students will examine their own cultural identity, including their racial/ethnic identity, how identity is expressed, and implications of their cultural identities for working with children and families who differ from themselves. (Identity)
- Students will critically examine a piece of curriculum for its representation of difference and social relations, its ideology, and its relationship to the institutional context in which it is produced and/or used. (Knowledge and Ideology)
- Students will identify, describe, evaluate, and use different kinds of resources for learning about or engaging with a socio-cultural group different from their own. (Encountering Difference)
- Students will construct culturally relevant pedagogy, using information about their students and students' home communities. (Culturally Relevant Pedagogy)
- Students will construct multicultural curriculum in a way that reflects multiple intellectual groups' perspectives, their students' level of insights and questions, and in a way that works organically as a part of the school curriculum. (Multicultural Curriculum)
- Students will design and teach a unit that engages students in analyzing a social issue related to difference, power, and ethics, and in proposing a solution that affirms values of democracy, pluralism, and power-sharing. (Critical Literacy)

Topics and Readings

Week	Topic and Notes	Readings, Assignments for Today
1	<p>Introduction to the course. Using a projector, demonstrate use of the e-book. Open up the section on <i>Schools as Institutions</i>, and from the Ideas menu, go to "Schools and Social Reproduction Theory." As a group, do the activity that introduces that section, and discuss it.</p>	
2	<p>Knowing ourselves as teachers. In small groups, have students discuss their responses to "Thinking about Human Variation." What implications do beliefs have for the work of teachers? For the culture that teachers construct in school? Have the class discuss what the activity they did from <i>Identity</i> reveals about themselves, and any implications this may have for their work as teachers.</p>	<p>Read: <i>Human Variation</i> "Thinking about Human Variation" <i>Identity</i> "Teacher as a Cultural Being" <i>Schools as Institutions</i> "School Culture" Do: <i>Identity</i>, one of the activities</p>
3	<p>Changing demographics. Discuss the material in the readings, focusing on how people who already live in an area often treat newcomers. Discuss relationships between these national trends and local area schools. Find out what experiences the students have had personally with migration and immigration.</p>	<p>Read: <i>The New Demographics</i>, all three sections <i>Human Variation</i> "Biological Determinism"</p>
4	<p>Curriculum and ideology. Discuss "Culture and the Organization of Consciousness," and have students identify ways in which images they encounter might shape their thinking. Suggest that they complete the activity "Media Journal" in <i>Culture and Representation</i>.</p>	<p>Read: <i>Culture and Representation</i> "Culture and the Organization of Consciousness" <i>Knowledge and Ideology</i> all three sections</p>

Week	Topic and Notes	Readings, Assignments for Today
	<p>Discuss textbooks and curriculum frameworks that are currently being used in local schools in terms of how multicultural they might be. Show students how to use the "Curriculum Analysis" tool in <i>Knowledge and Ideology</i>. Discuss the hidden curriculum with relationship to schools students attended as children.</p>	
5	<p>Schooling and equity. The readings in <i>Schools as Institutions</i> show how patterns of discrimination are institutionalized in schools. If students lack a good conception of discrimination, you can draw on material in <i>Power and Institutions</i> for background. The reading "Envisioning a School for Everyone" presents models of school reform. Have students draw as many parallels between issues in these readings and local schools as they can, looking for both forms of institutional discrimination, and forms of equality and justice.</p>	<p>Read: <i>Schools as Institutions</i>. "Social Reproduction Theory" and "Access to Education" <i>Just Schools</i> "Envisioning a School for Everyone"</p>
6	<p>Schooling and equity. The readings continue the discussion from last week. Have students analyze the issues in the readings in relationship to their Teacher as a Cultural Being paper. A main idea to emphasize is that multicultural teaching is not a program to import, but rather a way of reforming schools and classrooms.</p> <p>Give brief overview of material in the Pedagogy section of the e-book. Show students how the Activities for each of the four subsections there actually synthesize investigation activities from throughout the e-book. Although the class will not use all of these investigation activities, as students work on their units they may wish to use selected activities for help. The Curriculum Analysis activity due next week is one example.</p>	<p>Read: <i>Schools as Institutions</i>. "Teacher Expectations" and "School Culture and Power" Due: Teacher as a Cultural Being paper</p>

Week	Topic and Notes	Readings, Assignments for Today
7	<p>Knowledge and identity. Have students synthesize the main findings of their curriculum analyses. Discuss what overarching ideas curricula teach about various sociocultural groups, and about society as a whole? How might curriculum interact with students' developing sense of self? Pay particular attention to the stages of identity development, and their implications for classroom dynamics and for teaching.</p>	<p>Read: <i>Identity</i> "Becoming Somebody" and "Emancipatory Identities" Due: Curriculum Analysis</p>
8	<p>Culturally relevant pedagogy. Discuss the section, and how the two teacher vignettes illustrate culturally relevant pedagogy. Discuss the story "Susana's Immersion" by Ledesma and suggest what the teacher could have done that would have reflected culturally relevant pedagogy.</p> <p>Discuss various ways teachers can become familiar with the culture of their students. The Activities in <i>Culturally Relevant Pedagogy</i> direct one toward other activities throughout the e-book that can help. Have students come next week with at least one activity completed.</p>	<p>Read: <i>Culturally Relevant Pedagogy</i>, all three sections <i>Encountering Difference</i> Susana's Immersion (use Shortcuts menu to find it) Also works well with <i>Turning on Learning</i> (Grant & Sleeter, 1998)</p>
9	<p>Constructing culturally relevant pedagogy. Have students work in groups to suggest pedagogically relevant uses of the information they found from the activity they brought in. Connect their ideas to the article by Smith-Hefner.</p> <p>Discuss strategies teachers can use to build bridges with parents, get to know parents on their own terms, and involve them in the school.</p>	<p>Read: <i>What Is Culture</i>, Smith-Hefner article Bring: at least one Activity from <i>Exploring Culture</i> "Exploring a Community," or <i>Knowledge and Ideology</i> "Interviews with Kids"</p>

Week	Topic and Notes	Readings, Assignments for Today
10	<p>Constructing multicultural curriculum. Discuss the section, and how the three teacher vignettes illustrate multicultural curriculum.</p> <p>Identify where teachers can locate good multicultural curriculum resources. Have available a variety of curriculum resources, and have students suggest how these resources can be used.</p>	<p>Read: <i>Multicultural Curriculum</i>, all three sections <i>Just Schools</i> "Difference and Equity in the Classroom"</p>
11	<p>Critical literacy. Discuss the readings, and how the two teacher vignettes illustrate critical literacy. Spend time on Freire's ideas about educating citizens for democratic participation, and on how this notion differs from educating youth for the job market.</p> <p>In the reading "Developing Critical Literacy," page 2 includes several scenarios. Ask students for their reactions; there is a deeper level to this page than first meets the eye!</p> <p>If students have kept a "Media Journal," discuss what they have learned from doing this. Use the activity in <i>Culture and Representation</i> "Advertising and Beyond" as a springboard to brainstorm the design of a lesson or unit.</p>	<p>Read: <i>Critical Literacy</i>, all three sections <i>Culture and Representation</i> "Media Stereotypes and Beyond" and "Media Industries"</p>
12	<p>Discuss issues students read about in <i>Power and Institutions, and in Wealth and the Global Economy</i>. Then discuss the section "Transformation."</p> <p>How might schools prepare young people to address these issues? Connect this discussion back to the earlier readings and vignettes on <i>Critical Literacy</i>. Students who wish to explore more of what teachers can do should examine recent issues of <i>Rethinking Schools</i>. (http://www.rethinkingschools.org)</p>	<p>Read: One section from <i>Power and Institutions</i> or <i>Wealth and the Global Economy</i> <i>Mobilizing for Social Justice</i> "Transformation"</p>

Week	Topic and Notes	Readings, Assignments for Today
13	<p>Have students present their community portraits, and discuss what they learned about the students and community that would inform their work as teachers.</p> <p>Discuss how they might approach a similar learning process when they begin to teach.</p>	Due: Community Portrait
14	<p>"The Starlight Story" presents a school, and the kinds of questions one might ask teachers or the leadership team in a school to address.</p> <p>If possible, have a group of teachers or a leadership team from a school that is doing multicultural education well visit the class, or better yet, take the class to visit such a school. It is important for preservice teachers to see real teachers engaging with these issues well.</p>	Read: <i>Just Schools</i> "The Starlight Story"
15	Present units	Due: Unit

Assignments

Teacher as a Cultural Being. Using the activities in *Identity* for guidance, write a portrait of yourself as a cultural being. Then analyze this portrait for implications of your own identity and culture for teaching students from communities and socio-cultural groups different from your own.

Curriculum Analysis. Identify a form of curriculum (such as a textbook), and analyze the ideology represented in it, using the Curriculum Analysis guide in *Knowledge and Ideology*. Suggest how people who use that piece of curriculum might interpret its messages and ideology.

Community Portrait. Construct a portrait of a group of young people who live in a particular community or neighborhood, that focuses on the culture and everyday life of their out-of-school world. Use interviews with the kids, activities in *Exploring Culture*, "Exploring a Community," and *Encountering Difference*, "Collecting Resources."

Unit. Design and, if possible, teach a unit that reflects at least one of the following: culturally relevant pedagogy, multicultural curriculum, or critical literacy. The unit should be accompanied by 1) a description of the students the unit is for and how the unit relates to them, and 2) a discussion of how the unit reflects multicultural education and why you designed it as you did. If you are able to teach the unit, include an analysis of its strengths and weaknesses, and any changes you would make to the unit next time you teach it.

GRADUATE COURSE IN EDUCATION**Brief Description of the Students and the Course**

This course assumes that students bring some background in multicultural education, and uses this e-book to deepen their knowledge and analysis. Below are suggestions for using the e-book; it would be used in conjunction with additional books and resources, rather than as the only text.

Learning Outcomes

- Students will examine social institutions for racism, sexism, classism, and ablism, using institutional discrimination and partnership frameworks. (Power and Institutions)
- Students will use theories of representation to analyze media and curricula for representation of difference and social relations, ideology, and relationship to the institutional context in which they are produced and/or used. (Culture and Representation, and Knowledge and Ideology)
- Students will connect racism with capitalism, and situate current issues within an analysis of wealth transfer within the new global economy. (Wealth and the New Global Economy)
- Students will analyze multiple dimensions of a human difference, including its basis in biology, its social meaning and social history, and its symbolic representation. (Human Variation)
- Students will critically analyze a classroom, school, or school system for who holds power, how power is institutionalized, and what ideologies are supported by what forms of power. (Schools as Institutions)
- Students will analyze culture, the arts, and alternative media as sources of power. (Modification of Encountering Difference)
- Students will examine how people have worked collectively to make a social change, and apply this examination to suggest how a current issue could be addressed through collective action. (Mobilizing for Social Change)

Topics and Readings

Week	Topic and Notes	Readings, Assignments for Today
1	Introduction to the course.	
2	Real problems in schools. The course begins with an open-ended discussion of what students see as the main issues facing schools today, and how these may or may not relate to the readings. The purpose of this discussion is to place on the table concerns and questions students bring, and to provide a basis for dialog.	Read: assorted readings the instructor may select that address issues in one's local schools
3	Conceptual tools: Institutions, ideology and representation, culture and identity. The e-book provides a conceptual framework for analyzing difference and oppression, which is developed most succinctly in the suggested reading. That framework connects with and draws on the work of theorists such as those listed. Suggested articles can be selected from the References in the e-book.	Readings that address these issues by theorists such as Stuart Hall, James Banks, bell hooks, Donald Macedo, Peter McLaren, Antonia Darder, Riane Eisler. In addition, use <i>Power and Institutions</i> "Conceptual Frameworks"
4	Unpacking difference. The readings examine the social construction of categories of difference in the context of unequal power relations; they also examine the significance of insider versus outsider perspectives. Students might be asked to consider the social creation of categories of difference that are often presumed to be rooted mainly in biology, such as gender and disability.	Read: <i>Human Variation</i> "Social Construction of Categories of Difference" and "Biological Determinism" <i>Encountering Difference</i> "Perspective Differences" and "Intellectual Work"

Week	Topic and Notes	Readings, Assignments for Today
	Students should also grapple with the question of who decides what perspective about a group or category of difference is "right" or an authentic "insider" perspective.	Additional readings could be drawn from selected work of authors who are mentioned in those sections.
5	Unpacking ideology and representation. Students should be challenged to go beyond stereotyping, to consider how ideology shapes everyday interpretations of experience. Videos such as "Manufacturing Consent: Noam Chomsky and the Media," "Advertising and the End of the World," and "Still Killing us Softly" coordinate well with the readings.	Read: <i>Culture and Representation</i> , all three sections <i>Knowledge and Ideology</i> "Curriculum, Ideology and the Textbook" and "Ideology and Curriculum: An Example"
6	Unpacking institutions. Collectively, these readings connect local forms of institutional discrimination with global relations of power. Students should be challenged to apply those connections to an analysis of local institutions in their own environment.	Read: <i>Power and Institutions</i> , all sections <i>Wealth and the Global Economy</i> , all sections
7	Social reproduction theory. Weeks 1-6 provided a context in which schools are situated, and conceptual tools for examining that both context and schools. Social reproduction theory applies that analysis directly to schools. Students can be asked to identify ways in which the schools that they are familiar with both challenge as well as reproduce unequal relations.	Read: <i>Schools as Institutions</i> , all sections Additional readings could be drawn from the work of theorists such as Michael Apple
8	Students as agents of their own identities. How do students claim a sense of identity and power in the context of inequality? How do students define themselves?	Read: <i>Identity</i> "Becoming Somebody" and "Emancipatory Identities"

Week	Topic and Notes	Readings, Assignments for Today
	The video "Skin Deep", based on an intensive workshop with college students, can surface issues very effectively.	Additional readings could be drawn from the work of theorists such as Philip Wexler, Antonia Darder, Janet Helms, and Beverly Tatum
9	Power and resistance. The remainder of the course examines the basis on which oppressive relationships can be challenged. Weeks 8 and 9 are closely connected. The readings for week 9 focus on various forms of culture as a source of power, and various ways resistance to oppression plays out in everyday life. Students might invite to class members of grass-roots organizations, and /or examine various forms of alternative media.	Read: <i>What Is Culture?</i> "Collective Interpretations of Life" and "Culture and Power" <i>Encountering Difference</i> "Intellectual Work," "Popular Media," and "Arts" Additional readings could be drawn from the work of theorists such as Henry Giroux, Stuart Hall
10	Social movements and social transformation. The class might examine a specific social movement that has had an identifiable impact, using the tools of analysis in the section on "Social Change Movements."	Read: <i>Mobilizing for Justice</i> , both sections Additional readings could be drawn from the work of theorists such as Riane Eisler, Manning Marable
11	Rethinking the classroom. What implications does all of this have for classroom teaching? The readings and video vignettes address this question. Students might consider how to connect with progressive social change organizations to support progressive, multicultural classroom practice. A suggested resource is the publication <i>Rethinking Schools</i> .	Read: <i>Culturally Relevant Pedagogy, Multicultural Curriculum, and Critical Literacy</i>

Week	Topic and Notes	Readings, Assignments for Today
12	Rethinking the school. Here, the classroom is contextualized in the school as a whole. The discussion here extends the discussion from the previous week.	Read: <i>Just Schools</i>
13	Claiming technology. This e-book is one example of an effort to use technology for progressive purposes. Other examples are beginning to emerge (see, for example, <i>Brave New Schools</i> by Cummins & Sayers, 1995). Discuss the extent to which technology might serve as a means of empowerment, and the extent to which it might serve as a means of oppression. Given that analysis, what can educators do?	
14	Presentation of projects	
15	Presentation of projects	

Assignments

The learning outcomes above are actually learning outcomes for specific sections within the e-book, to identify larger ideas. As such, they suggest potential student projects. Present these outcomes to the class early in the semester, and engage students in designing the projects they will complete over the semester.

Chapter Outlines

Each of the main sections, or chapters, is guided by a Learning Outcome. Each contains a menu of “Ideas” and “Activities.” Below is a brief listing of the Learning Outcome, Ideas, Activities, and suggested culminating student activity for each chapter. This might be a handy reference list for e-book users, who want to know at a glance where ideas are located within the e-book.

Overview

Ideas

- Foreword by James Banks
- Acknowledgements
- Conceptual Overview
- Navigational Overview

The New Demographics

Learning Outcome: Students will discuss implications of the growing cultural and linguistic diversity in schools and the wider U.S. society, for the work of educators.

Ideas

- Changing Demographics
- Immigration
- Immigrant Kids in School

Activities

- Quiz
- Migration in Your Family Tree
- Interview with an Immigrant
- Demographic Changes Locally

Suggested Culminating Assignment: Construct a portrait of your geographic region in terms of who is moving there and why. Include an analysis of the push-pull factors that are involved. Describe the kinds of experiences people are having. Create a "Welcome Wagon" plan for a school or neighborhood that addresses needs and concerns of newcomers.

What Is Culture?

Learning Outcome: Students will compare and contrast various conceptions of culture.

Ideas

- Complexities of Culture
- Collective Interpretations of Life
- Culture and Power

Activities

- Quiz
- Analyzing the Culture of Everready University
- Culture Stories

Suggested Culminating Assignment: Based on the readings, ideas, and activities, write a short paper comparing and contrasting different views about what culture is. You may ask questions such as:

- What are some definitions of culture? How are they similar and how are they different?
- How do different people view the boundaries of a cultural group, that define who is in it and who isn't?
- How much change over time do various conceptions of culture account for? What main factors bring about change? How much power do people have in daily life to create or change culture, according to different perspectives?
- What difference does it make how one thinks about culture?

Culture and Representation

Learning Outcome: Students will use theories of representation to analyze media in one's own environment, stereotypes and imagery in the media, impact of the media on people, and how the media relate to power issues.

Ideas

- The Power to Organize Consciousness
- Media: Stereotypes and Beyond
- Media Industries

Activities

- Media Journal
- Media Analysis
- Advertising and Beyond
- Point of View

Suggested Culminating Assignment: Complete the student activities. (Skip the first one, the Media Journal, if you are pretty sure you won't get much out of it.) Using data from the activities, write an essay discussing how mainstream media and advertising in your own environment could influence how you, or children in your environment, see the world, and how these media might be connected to corporate power.

Exploring Culture

Learning Outcome: Students will use ethnographic processes as tools for learning about a sociocultural community different from their own.

Ideas

- Learning in Communities
- Ethics of Entering and Exiting Communities
- Interviewing
- Observation

Activities

- Volunteering in an Agency
- Talent and Skill Inventory

- Interviewing Workshop
- Observation Workshop
- Activities Exploring a Community
- Learning Activities in a Community Center

Suggested Culminating Assignment: Select a socio-cultural community that is different from your own, and select a topic or focus that you would like to learn more about. For example, what is something that you simply don't understand very well about this community? Conduct interviews with at least two members of the community, and observe in a setting related to your question for at least one hour. Synthesize what you found out, and look for patterns. Check the patterns with someone you interviewed in the community, and gather more information as needed.

Power and Institutions

Learning Outcome: Students will examine social institutions for racism, sexism, classism, and ablism, using institutional discrimination and partnership frameworks.

Ideas

- Conceptual Frameworks
- Social Class as an Institution
- Institutional Racism
- Institutional Sexism
- Institutional Ablism

Activities

- Quiz over the Ideas
- Applying the Framework to Gender and Sport
- Pair Investigation
- Researching an Institution

Suggested Culminating Assignment: Identify a social institution with which you are familiar. Using the institutional discrimination and the partnership frameworks presented in this section, analyze the institution for discrimination based on race, class, gender, and/or disability. Then propose a model for changing the institution to embody partnership principles.

Wealth and the Global Economy

Learning Outcome: Students will connect racism with capitalism, and situate current issues within an analysis of wealth transfer within the new global economy.

Ideas

- Capitalism Overview
- Capitalism and Racism
- Today's Power Elite
- The New Global Economy

Activities

- Quiz over the Ideas
- Supporting Ethical and Responsible Businesses
- Your Local Economy

Suggested Culminating Assignment: Select a current issue involving schooling, or something else of professional interest. Develop an analysis of connections between that issue and globalization of the economy. Include in that analysis, where relevant, an examination how the issue impacts on people of color, women, and children. This can be presented in the form of a paper, oral presentation, or media project.

Knowledge and Ideology

Learning Outcome: Students will critically examine a piece of curriculum for its representation of difference and social relations, its ideology, and its relationship to the institutional context in which is produced and/or used.

Ideas

- Curriculum, Ideology, and the Textbook
- Ideology and Curriculum: An Example
- The Hidden Curriculum

Activities

- Quiz over the Ideas
- Curriculum Analysis
- Kid Interviews

Suggested Culminating Assignment: Identify a form of curriculum (such as a textbook), and analyze the ideology represented in it. Examine that ideology in relation to students' understanding of people and difference. Situate that analysis in the institutional context in which the curriculum is produced and consumed; to the extent possible, examine how people who use the curriculum interpret its messages and ideology.

Schools as Institutions

Learning Outcome: Students will critically analyze a classroom, school, or school system for who holds power, how power is institutionalized, and what ideologies are supported by what forms of power.

Ideas

- Social Reproduction Theory
- Access to Education
- Teacher Expectations
- School Culture and Power

Activities

- Quiz over the Ideas
- Using Social Reproduction Theory
- Access within Schools
- Student Relationships in School

Suggested Culminating Assignment: Identify a school with which you are familiar. Develop an analysis of how power relations are institutionalized within that school, and how those power relations connect with power relations in the broader society. Suggest a proposal for transforming the school to address these issues.

Human Variation

Learning Outcome: Students will analyze multiple dimensions of a human difference, including its basis in biology and its social meaning and social history.

Ideas

- Thinking About Human Variation
- Biological Determinism
- The Social Construction of Categories of Difference

Activities

- Quiz
- Interview Activity
- Ms. Smith's New Student

Suggested Culminating Assignment: Select one category of human difference. Prepare an essay or presentation that:

- reviews significant research about its connection to biology,
- reviews research and arguments about its historical social construction,
- examines human commonalities across this difference, and assesses the degree to which the category actually defines a difference, and
- relates this discussion to real people in a school or other institution.

Encountering Difference

Learning Outcome: Students will identify, describe, evaluate and use different kinds of resources for learning about or engaging with a socio-cultural group different from their own.

Ideas

- Perspective Differences
- Face-to-Face Contact and Interaction
- Intellectual Work
- Popular Media
- Arts

Activities

- Quiz over Ideas
- Collecting Resources
- Why Project

Suggested Culminating Assignment: Select a socio-cultural group of which you are not a member. Create a “community map” or portrayal of the community, or the community’s point of view about an issue, in a way that reflects the perspectives of people who are members. This can be in the form of a paper or a multimedia presentation. Include at least one interview, at least one popular media source, at least one intellectual (library) source, and at least one other source. (The “Why Project” above is a very helpful guide.)

More advanced students may wish to analyze culture, the arts, alternative media, and intellectual frameworks as sources of power for survival and launching social transformation.

Identity

Learning Outcome: Students will examine their own cultural identity, including their racial/ethnic identity, how identity is expressed, and implications of their cultural identities for working with children and families who differ from themselves.

Ideas

- Becoming Somebody
- Emancipatory Identities
- Teacher Cultural Identities

Activities

- Interpreting the Issue of Mascots
- Family History and the Mobility Structure
- Home and Family Culture
- Microcultures or Affinity Groups
- Everyday Life
- Cross-cultural Comparison

- Material Analysis
- Gender Identity

Suggested Culminating Assignment: After completing the readings and at least three of the activities, prepare a presentation that may be written, oral, dramatized, or artistic, that describes your own cultural identity. Include implications of this identity for your work with children, such as discussion assumptions that you bring to that work that could both assist in understanding others as well as get in the way of understanding others.

Mobilizing for Social Justice

Learning Outcome: Students will examine how people have worked collectively to make a social change, and apply this examination to suggest how a current issue could be addressed through collective action.

Ideas

- Social change movements
- Transformation

Activities

- Issue Analysis
- Interview with a Change Agent
- Transforming Schools: From Dominator to Partnership
- Activist Organizations

Suggested Culminating Assignment: Students will apply insights from research on social movements to analyzing local issues and political dynamics, and based on that analysis, will suggest a strategy for mobilizing people who have been historically disempowered.

Culturally Relevant Pedagogy

Learning Outcome: Students will construct culturally relevant pedagogy, using information about their students and students' home communities.

Ideas

- Designing Culturally Relevant Pedagogy

- Like What You Do at Home
- Connecting the School and the Mong Community

Activities

- Implications for Teaching
- Culturally Relevant Discipline
- Engaging with Parents

Suggested Culminating Assignment: Design and teach a curriculum unit that teaches challenging new academic concepts in a way that builds on:

- examples that are familiar to students in their everyday lives,
- material that connects with what they know from home,
- teaching strategies that are compatible with those students use in their own everyday learning,
- aspirations and strengths of their homes and communities, and
- other strengths students bring such as their language, interests, and talents.

The unit should be written, and preferably a teaching episode should be videotaped and include a self-critique.

Multicultural Curriculum

Learning Outcome: Students will construct multicultural curriculum in a way that reflects multiple intellectual groups' perspectives, their students' level of insights and questions, and in a way that works organically as a part of the school curriculum.

Ideas

- Creating Multicultural Curriculum
- The Power of Words
- Immigration

Activities

- Critique
- Students' Beliefs

- Resources
- Curriculum

Suggested Culminating Assignment: Design and teach a curriculum unit that teaches challenging new academic concepts in a way that:

- reflects concerns, perspectives, and substantive information of historically marginalized groups,
- affirms collective self-hoods of students in the class, and at the same time gives students tools to understand experiences and perspectives of people different from themselves,
- connects with experiences and questions students have related to diversity, and
- builds on what is familiar to the students, and engages them actively in thinking.

The unit should be written, and should include a discussion of the ideology embedded in it. If possible, at least one teaching episode should be videotaped or observed by another adult who is familiar with multicultural curriculum construction.

Critical Literacy

Learning Outcome: Students will design and teach a unit that engages students in analyzing a social issue related to difference, power, and ethics, and in proposing a solution that affirms values of democracy, pluralism, and power-sharing.

Ideas

- Developing Critical Literacy
- Rethinking Indigenous People
- Rethinking Our Classrooms

Activities

- Social Justice Issues
- Reading Symbol Systems Critically
- Making Social Change
- Teaching Critical Literacy

Suggested Culminating Assignment: Design and teach a unit that:

- engages students in analyzing and critiquing power relationships and forms of ideology (such as in media) related to those power relationships,
- engages students in collective democratic decision-making, and
- engages students in debating ethical issues involved in resolving power conflicts

The unit should be written, and should include a discussion of power relations embedded in the unit. If possible, at least one teaching episode should be videotaped or observed by another adult who is familiar with critical pedagogy.

Just Schools

Learning Outcome: Students will propose a holistic model for structuring a real school in a way that supports and affirms equality, pluralism, and challenging academic inquiry; and a plan for working toward that model.

Ideas

- Envisioning a School for Everyone
- The Starlight School Story
- Difference and Equity in the Classroom

Activities

- Analyzing Your School
- Visioning a Better School

Suggested Culminating Assignment: Develop an institutional analysis of a school that is consistent with or draws on the section "Schools as Institutions." Develop a restructuring plan that:

- builds on aspirations and resources of the parents and community the school serves,
- makes productive use of research on effective or promising models of bilingual, multicultural, inclusive schooling,
- uses principles of partnership rather than domination as basic organizational principles for grouping students, selecting curriculum and testing, relating with communities, and so forth, and
- models equity and pluralism in every dimension of the school.

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