Race, Culture, and Equity

Selected Readings

Sharon Ransom 4/29/2000

The educational challenge of the 21st century is to provide the equal opportunity for success in school for all children. The fact that the majority of the students in our urban schools will be African American, Latino American, Asian American, or Native American suggests that we must begin in some cases, and continue in others, to have honest conversations that will help bridge the divides between cultures. We also must take note that as the number of students of color increases the percentage of teachers of color steadily decreases, and the possibilities of miscommunication and mis-education are endless. It is important that we approach these challenges armed with the knowledge of our cultural selves, honesty about our American school culture, and compassion toward the "other".

Teacher consultants, teacher educators and professional developers must be prepared to deal with teaching and learning problems often mistakenly attributed to race, class, and culture. It will be our charge in the 21" century to help support the needs of teachers as they work to provide an equitable learning experience for everybody's children.

In this list of selected readings I have attempted to point out topics, issues, and authors that will promote a greater understanding of the complexity of this work as well as spark the interest and energy needed to accomplish it.

Race, Racism, and Anti - Racist Pedagogy

Allen, A. (1997). Creating Space for Discussions about Social Justice and Equity in an Elementary Classroom. *Language Arts,* 74(7), 518-524.

Bondy, E. & Ross, D. (1998). Confronting myths about black children: a challenge for teacher educators, *Teacher Education and Special Education,* 21(4), 241-254.

Carr, P. R. & Klassen T.R. (1997). Different perceptions in race in education: racial minority and white teachers. Canadian Journal of Education, 27, 67-81.

Cohen, M.N. (1998). Culture not race explains diversity. *The Education Digest,* 64(2), 30-34.

Darling-Hammond, L. (1998). Unequal Opportunity: race and education. *Brookings Review,* 16(2), 28-32.

Grant, C.A. (1990). Desegregation, racial attitudes, and intergroup contact: A discussion for change. *Phi Delta Kappan,* 72(l), 25-32.

Howard, G. (1993). Whites in Multicultural Education: Rethinking Our Role. *Phi Delta Kappan,* 75(l), 36-4 1.

Lathan, A.S. (1999). The teacher-student mismatch. *Educational Leadership.* 56(7), 8485.

McGregor, J. (1993). Effectiveness of Role Playing and Antiracist Teaching in Reducing Student Prejudice *Journal of Educational Research,* (86)4, 215-226.

Natale, J. (1998). Education in Black and White: How kids learn racism and how schools can help them unlearn it. *The American School Board Journal,* 185(2), 18-23.

Orfield, G., Eaton, S. (1996). *Dismantling Segregation. The Quiet Reversal of Brown v. Board of Education.* New York, NY: The New Press.

Parks, S. (1999) Reducing the Effects of Racism in Schools. *Educational Leadership,* 56(7),14-18.

Sipress, J. (1997). Relearning race: teaching race as a cultural construction. *The History Teacher,* 30, 175-85.

Spencer, M.S. (1998) Reducing Racism In Schools: Moving beyond Rhetoric. *Social Work in Education,* 20(l), 25-35.

Culture

Beuf, A.H. (1975). The Home of Whose Brave: Problems confronting Native Americans in Education. Paper presented at the annual conference of the National Association for Women Deans, Administrators, and Counselors (Philadelphia, PA: April 2-5).

Clark, G.& Hernandez, C. (1999). The Bus pass is Cheaper: learning and acculturation. *Radical Teacher,* 55, 7-12.

Cole, R. W. (1995). *Educating Everybody's Children: Diverse Teaching Strategiesfor Diverse Learners. What Research and Practice Say about Improving Achievement.* Alexandria, VA.: Association for Supervision and Curriculum Development.

Craig, S.E., Hull K., & Haggart, A.G. (2000). Promoting Cultural Competence through teacher assistance teams. *Teaching Exceptional Children,* 32(3), 6-12.

Eaton, M. & Dembo M. (1996) *Differences in Motivational Beliefs ofAsian American and Non-Asian American Students.* Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12).

Feng, J. (1997). *Asian American Children: R*at Teachers Should Know.* ERIC Digests

Filmore, L.W. (1993) Educating citizens for a multicultural 21st century. *Multicultural Education, I(l),* 10-12,37.

Gillihand, H. (1995). *Teaching The Native American.* Third Edition. Debuque, IA: Kendall/Hunt Publishing Co.

Hillard, A. (1991). Why we must pluralize the curriculum. *Educational Leadership,* 49(4),12-14.

McDougall, W.A. (1999). Merits and peri Is of teaching cultures. *Orbis,* 43(4), 599-604. Shade, B., & Robinson, J.(Ed.). 1989. *Culture, style, and the educative process.* Springfield, 11: Charles C. Thomas

Montone, C. L. (1995). *Teaching Linguistically and Culturally Diverse Learners: Effective Programs and Practices.* Proceedings of an Institute Hosted by the national Center for Research on Cultural Diversity and Second Language Learning (Santa Cruz, CA. , June 28-30, 1994).

Phuntsog, N. (1999). The magic of culturally responsive pedagogy: In search of the genie's lamp in multicultural education. Teacher Education Quarterly, 26(3), 97-111.

Rothstein-Fish, C., Greenfield, P.M., and Trumbull, E. (1999). Bridging Cultures with classroom strategies (understanding individualism-collectivism). *Educational Leadership,* 56(7), 64-67.

Culturally Responsive/Culturally Appropriate/Culturally Relevant Teaching

Curtis, A.C. (1998). Creating culturally responsive curriculum: Making race matter. *The Clearing House,* 71(3), 135-139.

Hanley, M. S. (1999). A Culturally Relevant lesson for African American students. New Horizons Leaming. http://www.newhorizons.org

Jackson, F.R. (1993/1994). Seven Strategies to support a culturally responsive pedagogy. *Journal of Reading,* 37(4),298-303.

Ladson-Billings, G. (1992). Liberatory Consequences of Literacy: A case of Culturally Relevant Instruction for African American Students. *Journal of Negro Education,* 61(3), 378-391.

Ladson-Billings, G. (1995). But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy. *Theory into Practice,* 34(3), 159-165.

Villegas, A.M. (199 1). *Culturally responsive pedagogy for the 1990s and beyond* (Trends and Issues Paper No.6). Washington, DC: Eric Clearinghouse on Teacher Education.

Culture and Literacy

Blake, B.E. (1998). "Critical" reader response in an urban classroom: creating critical texts to engage diverse readers. *Theory into Practice,* 37(3), 238-243.

Garcia, E. (1995). Meeting the Challe nge of Linguistic and Cultural Diversity in Early Childhood Education. *Yearbook in Early Childhood Education Series,* 6, 216-225.

Ladson-Billings, G. (1992). Libaratory consequences of literacy: a case for culturally relevant instruction for African Americ an students. *Journal of Negro Education,* 61(3),378-391.

Lee, C.D. (1992). Literacy, cultural diversity, and instruction. *Education and Urban Society,* 24(2), 279-291.

Reyes, M. de la Luz. (1991). Challenging venerable assumptions: Literacy Instruction for linguistically different students. *Harvard Educational Review,* 62(4), 427-446.

Reyes, M. de la Luz, & IaLiberty, E.A. (1992). A teacher's "Pied Piper" effect on young authors. *Education and Urban Society,* 24(2), 263-278.

Taylor, S.V. (2000). Multicultural is who we are: literature as a reflection of ourselves. *Teaching Exceptional Children,* 32(3), 24-29.

Equity

Bailey, S.M. (1996). Shortchanging girls and boys. Educational Leadership, v.53, 75-59.

Banks, C. M. & Banks, J. (1995). Equity pedagogy: an essential component of multicultural education. *Theory into Practice,* 34(4), 152-158.

Barona, A. & Garcia, E. (1990) *Children at Risk: Poverty, Minority Status, and Other Issues in Educational Equity.* Silver Springs MD.: National Association of School Psychologists Press

Carnegie Foundation for the Advancement of Teaching. (1988). The mandate: Excellence for all. In *An imperiled generation: Saving Urban Schools, (pp.* 1-4). Princeton University Press.

Davidman, P.& Davidman, L. (1998). On teaching and personal construction of educational equity. *Multicultural Education,* 5(3), 18-22.

Foley, C.L.& Boulware, J. (1996). Gender equity in 1990 middle school basal readers. Reading Improvement, 33, 220-223.

Goodlad, J. I., & Oakes, J. (1988). We must offer equal access to knowledge. *Educational Leadership,* 45(5), 16-22.

Grant, L., & Rothberg J. (1986). The social enhancement of ability differences: Teacherstudent interactions in first and second-grade reading groups. *The Elementary School Journal,* 87(t), 29-49.

Knapp, M.S.,Adelman, N.E., Marder, C., McCollum, H. Needels, M., Shields, P.M., Turnbull, B.J., & Zucker, A.A. (1992). *Academic challenge for the children of poverty.* Volume 1: Findings and conclusions. Washington, DC: U.S. Department of Education, Office of Policy and Planning. Final report of SRI International Project 6765: Study of academic instruction for disadvantaged students. U.S. Department of Education contract number LC880540001.

Peterson, J.M. (1989). Remediation is no remedy. *Educational Leadership,* 46(6), 24-25.

Reinstein, D. (1997). Crossing the economic divide. *Educational Leadership,* v.55, 2829.

Winfield, L., & Woodard, M.D. (1994). Assessment, equity, and diversity in reforming America's schools. *Educational Policy, 8* (1), 3-27.

S tevens, F.I. (1993) *Opportunity to learn: Issues of equity for poor and minority students.* Washington, DC: National Center for Education Statistics.

Professional Development and Teacher Education

Barrett, M.B. (1995). Preparation for Cultural Diversity: Experimental Strategies for Educators. *Equity and Excellence in Education.* (26)1, 19-26.

Cadray, J. & McAllister, G. (1998). *Educating culturally responsive teachers: An introduction to process-oriented or developmental approaches.* Paper presented at the Annual Meeting of the American Association of College Education (AACTE), New Orleans, LA. (Eric Document Reproduction Service No. ED 418053)

Curtis, C.A. (1998). Creating Culturally Responsive Curriculum: making race matter. *The Clearing House,* 71(3),135-139.

Gay, G.(1993). Building cultural bridges. A bold proposal for teacher education. *Education and Urban Society,* 25(3), 285-299.

Grant, C. (1986). Increasing the educational opportunities of black students by training teachers in multicultural curriculum development. *The Western Journal of Black Studies,* 10(t), 29-33.

Grant, C.A., & Sleeter, C.E. (1989). *Turning on learning: Five approaches for multicultural teaching plans for race, class, gender, and disability.* Columbus, OH: Merrill Publishing Company.

Kailin, J. (1994). Antiracist staff development for teachers: considerations for race, class and gender. *Teacher &Teacher Education,* 10(2), 169-184.

Lawrence, S. M. & Tatum, B.D. (1997). Teachers in transition: the affects of anti-racist professional development on classroom practice. *Teachers College Record,* 99, 162-178.

Sleeeter, C.E. (1990). Staff development for desegregated schooling. *Phi Delta Kappan,* 72(1),33-40.

Stallworth, B. J. (1998). Practicing What We Preach. *Educational Leadership,* 55(5), 7779.

Zeichner, K.M. (1993). *NCRTL special report: Educating teachers for cultural diversity.* East Lasing, MI: National Center for Research on Teacher Learning.

Recommendations for your Professional Library

Dilworth, M.E. (1998). *Being Responsive to Cultural Differences: How Teachers Learn.* American Association of Colleges for Teacher Education. Thousand Oaks, CA: Cowan Press.

Delpit, L.(1995). *Other People's Children: Cultural Conflict in the Classroom.* New York, NY: The New Press

Dennan-Sparks,L. & Phillips, C.B. (1997). *TeachinglLearning Anti-Racism.* New York, NY: Teachers College Press.

Ellis, A. & Llewellyn, M. (1997). *Dealing with Differences: Taking action on class, race, gender, and disability.* Thousand Oaks, CA: Cowan Press.

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

Grossman, H. & Grossman, S. (1994). *Gender Issues in Education.* Needham, MA: Allyn and Bacon.

Hale-Benson, J. (1982). *Black Children Their Roots, Culture, and Learning Styles.* Baltimore, MD: John Hopkins University Press.

Horgan, D. (1995). *Achieving Gender Equity: Strategies for the Classroom.* Needham Heights, MA: Allyn and Bacon.

Kozol, J. (199 1). *Savage Inequalities. Children In America's Schools.* New York, NY: Harper Collins Publishers.

Ladson-Billings, G. (1994). *The Drearnkeepers: Successful Teachers of African American Students.* San Francisco, CA: Jossey-Bass Publisher.

Phelan, P. Davidson, A.L. (1993). *Renegotiating Cultural Diversity in American Schools.* New York, NY: Teachers College Press.

Sadker, M. & Sadker, D. (1994). *Failing at Fairness: How America's Schools Cheat Girls.* New York, NY: Macmillan Publishing.

Takaki, R. (1993). A *Different Mirror:* A *History of Multicultural America.* Boston, MA: Little, Brown and Company.

Woodson, C., (1933). *The Mis-Education of the Negro.* Washington D.C: Associated Publishers.