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An Introduction to Multicultural Education

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*To Angela and Patricia, my daughters
To whom the torch will pass.
And to Nelson James, my grandson, who gives me
hope for his generation.*



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About the Author

James A. Banks holds the Kerry and Linda Killinger Endowed Chair in Diversity Studies and is the founding director of the Center for Multicultural Education at the University of Washington, Seattle. Professor Banks is a past president of the American Educational Research Association and of the National Council for the Social Studies. He is a specialist in social studies education and multicultural education and has written widely in these fields. His books include *Teaching Strategies for Ethnic Studies*; *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*; *Educating Citizens in a Multicultural Society*; and *Race, Culture, and Education: The Selected Works of James A. Banks*. Professor Banks is the editor of the *Handbook of Research on Multicultural Education*; *The Routledge International Companion to Multicultural Education*; the *Encyclopedia of Diversity in Education*; and *Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching*. He is also the editor of the Multicultural Education Series of books published by Teachers College Press, Columbia University. Professor Banks is a member of the National Academy of Education and a Fellow of the American Educational Research Association.

Research by Professor Banks on how educational institutions can improve race and ethnic relations has greatly influenced schools, colleges, and universities throughout the United States and the world. Professor Banks has given lectures on citizenship education and diversity in many different nations, including Australia, Canada, China, Cyprus, England, France, Germany, Greece, Hong Kong, Iceland, Ireland, Israel, Japan, Kenya, Korea, Malaysia, the Netherlands, Norway, Portugal, Russia, Scotland, Singapore, Sweden, Turkey, and New Zealand. His books have been translated into Greek, Japanese, Chinese, Korean, Turkish, and Arabic. A video archive and interview of Professor Banks appears on “Inside the Academy” at <http://insidetheacademy.asu.edu/james-banks>.



Preface

Since the publication of the fifth edition of this book, a number of events have occurred in the United States and around the world that have stimulated renewed and contentious debates about how nations should respond to the growing racial, cultural, language, and religious diversity that is a consequence of global migration. These debates have been intensified by events such as the Black Lives Movement in the United States, which arose to protest police behavior in African American communities; the terrorist attacks that have occurred in cities such as Paris, San Bernardino, California, and London; the large number of people from nations such as Syria and Iraq who have fled their homelands seeking refuge in European nations (Murray, 2017); and the emergence of angry populist groups that have given rise to the election of conservative politicians and to the Brexit referendum in the United Kingdom. Nations such as the United States, the United Kingdom, and France are responding to the “super-diversity” (Vertovec, 2007) that characterizes the 21st century in very different and complex ways (Banks, 2017a).

Immigration and Changes in the U.S. Population

The United States is currently experiencing its largest influx of immigrants since the early 1900s (U.S. Census Bureau, 2016). In 2016, 45 million residents of the United States were foreign born, which was the largest number of foreign-born residents in any nation. The approximate 14 percent of foreign-born residents in the United States in 2015 was one of the highest in the world but was lower than the foreign-born percentage of the population in Australia and Canada (Pew Research Center, 2015; Organization for Economic Cooperation and Development, 2013). In 2010, non-Hispanic Whites made up 63.7 percent of the U.S. population, which was a decrease from 69.1 percent in 2000 (Mather, Pollard, & Jacobsen, 2011). The U.S. Census Bureau projects that non-Hispanic Whites will make up 43.6 percent of the U.S. population in 2060 and that people of color will make up 56.4 percent (Colby & Ortman, 2015).

Ethnic, cultural, and religious diversity is also increasing in schools, colleges, and universities in the United States. The percentage of White students enrolled in U.S. public schools decreased from 67 to 51 percent

between 1990 and 2013. During the same period, the Hispanic enrollment increased from 12 to 23 percent (National Center for Education Statistics [NCES], 2015). The percentage of African American students enrolled in the public schools decreased during this period from 17 to 15 percent. Students of color had become a majority in U. S. schools by 2014. A report by the National Center for Education Statistics (2014) indicated that students of color made up 50.3% of the public school student population. During the 2013–2014 school year, students of color were majorities in these 15 states: Alaska, Arizona, California, Delaware, Florida, Georgia, Hawaii, Louisiana, Maryland, Mississippi, Nevada, New Jersey, New Mexico, New York, and Texas (McFarland, Hussar, de Brey, & Snyder, 2017).

Diversity and Challenges for Education

Language diversity is also increasing in U.S. schools—20.7 percent of the school-age population spoke a language at home other than English in 2013 (U.S. Census Bureau, 2013). English language learners are the fastest-growing population in U.S. public schools. Immigrant-origin children made up 20% of all children in the United States in 2000 and are projected to increase to 33% by 2050 (Suárez-Orozco & Marks, 2016; Pew Research Center, 2013). Religious diversity is also increasing in the United States as well as in Europe. Harvard professor of religion Diane Eck (2001) calls the United States the most religiously diverse nation in the world. Islam is the fastest-growing religion in the United States as well as in several European nations, such as France, The Netherlands, and the United Kingdom (Cesari, 2004; O'Brien, 2016; Murray, 2017).

Diversity presents both challenges and opportunities for nations, schools, and teachers. An important goal of multicultural education is to help educators minimize the problems related to diversity and to maximize its educational opportunities and possibilities. To respond creatively and effectively to diversity, teachers and administrators need a sophisticated grasp of the concepts, principles, theories, and practices in multicultural education. They also need to examine and clarify their racial and ethnic attitudes and to develop the pedagogical knowledge and skills needed to work effectively with students from diverse racial, ethnic, cultural, gender, social-class, and religious groups.

The Organization of This Text

An Introduction to Multicultural Education, Sixth Edition, is designed to introduce preservice and practicing educators to the major concepts, principles, theories, and practices in multicultural education. It was written for readers who can devote only limited time to the topic. Chapter 1 discusses the goals of multicultural education and the misconceptions about

it. Chapter 2 describes why multicultural education is essential to help students acquire the knowledge, skills, and attitudes needed to function as effective citizens in a diverse nation and world. This chapter incorporates some of the concepts and insights from my most recent work on citizenship and multicultural education in nations around the world (Banks, 2009b, 2012, 2016, 2017a, 2017b). The dimensions of multicultural education and the characteristics of an effective multicultural school are discussed in Chapter 3. Chapter 4 describes the ways in which multicultural education seeks to transform the curriculum so that all students can acquire the knowledge, attitudes, and skills needed to become effective citizens in a pluralistic democratic society. The idea that multicultural education is in the shared public interest of democratic nation-states is a key tenet of this chapter.

The types of knowledge that need to be taught to students and the knowledge components required by practicing educators to function effectively in multicultural schools and classrooms are examined in Chapters 5 and 6. Chapter 5 describes how knowledge reflects the life experiences, values, personal biographies, and cultural communities of the historians and social scientists who create it. This chapter also describes five types of knowledge and explains why students need to understand each type, as well as how to construct their own versions of the past and present and to realize the nature and limitations of the knowledge they create. The categories of knowledge that effective teachers need are described in Chapter 6. This chapter also describes the major paradigms, key concepts, powerful ideas, and the kinds of historical and cultural knowledge related to ethnic groups that are essential for today's educators. Chapter 7 discusses the characteristics of multicultural lessons and units organized around powerful ideas and concepts. This chapter contains two social studies teaching units that exemplify these characteristics and lessons that illustrate how to teach math and science lessons using multicultural content. This chapter also contains a lesson showing how to teach value inquiry with content that focuses on racial discrimination.

School reform and intergroup education are discussed in Chapter 8. The need to reform U.S. schools in response to demographic changes is examined in the first part of the chapter; the second part discusses intergroup education and the nature of students' racial attitudes. Guidelines for helping students develop democratic racial attitudes and values are presented. School reform with the goals of both increasing academic achievement and helping students develop democratic racial attitudes is essential if the United States is to compete successfully in an interdependent global society and to help all students become caring, committed, and active citizens. Chapter 9 summarizes the book with a discussion of major benchmarks that educators can use to determine whether a school or educational institution is implementing multicultural education in its best and deepest sense.

New to This Edition

In preparing this sixth edition of *An Introduction to Multicultural Education*, I have made the following changes:

- Incorporated new developments, trends, and issues throughout the text. Examples include:
- The author’s new typology of citizenship, in which four types of citizenship are conceptualized and examined —failed, recognized, participatory, and transformative (Banks, 2017b).
- An analysis of the ethnic studies controversy that occurred in the Tucson Unified School District, which culminated with a bill banning the program in 2011.
- A discussion of new research which shows the positive effects of ethnic studies on student engagement and achievement.
- A description of the Every Student Succeeds Act (ESSA) that was signed by President Barack Obama on December 10, 2015, and became effective in the 2017–2018 school year.
- A discussion of ways in which the nature of immigration to the United States has changed significantly since 2013. More immigrants are now coming from China and India than from Mexico. Since the 2007–2009 recession, more immigrants have returned to Mexico than have migrated to the United States.
- Updated the statistics, citations, and references throughout the book.
- Added **Chapter Summaries** at the end of each chapter.
- Added **Reflection and Action Activities** at the end of each chapter.
- Developed a new figure on immigration and questions for the math lesson in Chapter 7.

In updating the citations and references, I have incorporated many of the theories, findings, and examples from my book that was published by the American Educational Research Association in 2017, *Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching*. It describes theory, research, and practice that can be used in civic education courses and programs to help students from marginalized and minoritized groups in nations around the world attain a sense of structural integration and political efficacy within their nation-states, develop civic participation skills, and reflective cultural, national, and global identities.

An Introduction to Multicultural Education, Sixth Edition, was written to provide readers with a brief, comprehensive overview of multicultural education, a grasp of its complexity, and a helpful understanding of what it means for educational practice. Readers who want to study multicultural education in greater depth will find the references and resources at

the end of this book helpful, including Appendix D, “A Multicultural Education Basic Library.” I hope this book will start readers on an enriching path in multicultural education that will continue and deepen throughout their careers.

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James A. Banks



Introduction to Multicultural School Competencies”â€”5. third-generation settlers. Consequently, each child will have a specific family, educational, and language history. Some racial/ethnic and culturally and linguistically diverse groups in the United States have been citizens for centuries, while others have been here for only decades. Another important issue that is automatically connected to multiculturalism is education. Educators began using the expression “multicultural education” in the 1970s. Marshall (2002) defines multicultural education as “a vision of schooling based on the democratic ideas of justice and equality.” James A. Banks. A brief, highly readable overview of the important concepts, principles, theories, and practices of multicultural education Presenting need-to-know information in a concise, highly readable style, An Introduction to Multicultural Education helps busy pre-service and practicing educators increase their understanding of what multicultural education means for the increasingly diverse classrooms in the United States today. Leading authority James A. Banks includes the widely used concepts and paradigms that he has developed, such as the dimensions of multicultural education; approa