



Comprehensive Multicultural Education: Theory and Practice, Pearson eText -- Access Card

By Christine I. Bennett

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This comprehensive, balance approach to multicultural education gives pre- and in-service teachers a look at the different types of diversity, plus practical teaching strategies and tools delivered through lesson plans and cases and vignettes of actual classroom teachers and students. The new Eighth Edition of Comprehensive Multicultural Education: Theory and Practice presents a comprehensive framework integrating four interactive dimensions of multicultural education; presents an accessible overview of contemporary immigration; and updates and improves many f the helpful in-text features which made the previous editions so popular, including the case studies, census data, graphics, maps, photos, and Selected Sources for further Study.

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Editorial Review

From the Back Cover

As our nation's population becomes more culturally, ethnically and racially diverse, the challenge of multicultural education has become essential. Yet many of our nation's schools, hampered by societal policies, shortage of funds, and lack of understanding, have not yet risen to this challenge to become multicultural in vision and practice. In response to this void, this book helps educators to understand multicultural education, to implement multicultural education across the curriculum, and to approach controversial topics like prejudice, racism, social justice and cultural pluralism. This book is based on the premise that teachers must understand and value students' individual differences for each student to reach his or her full potential. The author also offers vignettes of teachers and students she has known over the years to bring the discussion and subject matter "to life." Topics covered include: the connections between multicultural concepts, classroom practices and curriculum development, the understanding of students' cultural and individual differences, and the connection between multicultural and global education. Classroom teachers and administrators.

About the Author

Christine Iverson Bennett is Professor Emerita in the Department of Curriculum and Instruction at Indiana University. She earned her B.A. in sociology at Northwestern University, her M.A. in social studies education at Stanford University, and her Ph.D. in social science education with specializations in ethnic studies at the University of Texas in Austin. Prior to her doctoral studies she taught high school social studies in San Jose and Los Angeles. During her thirty-one years at Indiana University, Professor Bennett developed and taught graduate and undergraduate courses in multicultural education; and initiated and directed The Teacher as Decision Maker Program, The Research Institute on Teacher Education, and Project TEAM, a program to recruit and support students from underrepresented minorities. She also served as director of Indiana University's Exchange Program with Hangzhou University and conducted seminars for faculty at Al-Ain University in the United Arab Emirates and for visiting international scholars at Indiana University. Her research publications focus on the impact of multicultural social studies, classroom climates in desegregated schools, racial inequities in school discipline, racial issues in higher education, and multicultural teacher education. She can be reached at bennettc@indiana.edu.

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James Brady:

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