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The Politics of Multiculturalism and Bilingual Education

Students and Teachers Caught in the Cross Fire

McGraw-Hill Humanities, Social Sciences & World Languages Collection of articles on the theory and pedagogy of multicultural and bilingual education.

Bilingual and ESL Classrooms: Teaching in Multicultural Contexts

McGraw-Hill Humanities/Social Sciences/Languages Demographic predictions are that students with close connections to their bilingual/bicultural heritages (now labeled "language minority students" by the federal government) will be very large in number in the near future, becoming the majority in many states over the next three decades. The authors feel it is the responsibility of all educators, not just specialists, to prepare themselves to work with language minority students. This time-tested classic text (not an edited volume) integrates theory and practice and provides comprehensive coverage of bilingual and ESL issues. The text integrates the fields of ESL, bilingual, and multicultural education and provides rich examples of effective practices and their underlying research knowledge base and provides an extremely clear and balanced overview of research on teaching in multilingual and multicultural contexts

Making Multicultural Education Work

Multilingual Matters Limited Addresses the issue of the efficacy of multicultural education. May advocates the need for a more critically conceived approach to multicultural education. A case study - of Richmond Road School in Auckland, New Zealand - illustrates what can be achieved when this is effectively implemented.

CLIL exemplified through the teaching topic "Multiculturalism in Berlin and London" in the subject of political science

GRIN Verlag Seminar paper from the year 2010 in the subject Pedagogy - Intercultural Pedagogy, grade: 2,0, University of Kassel (-), course: Introduction to Bilingual Teaching, language: English, abstract: 1. Introduction In this paper, I would like to clarify the importance of bilingual teaching as an innovative and modern development in scholastic education. I would like to do so on using as an example of a lesson I developed on "multiculturalism in Berlin and London" which could be subject matter for a 9th grade political science class in Germany. A requirement for the topic of this paper was to combine the two courses of module 5b ("An Excursion to London," and "Introduction to Bilingual Teaching"), which I attended during summer semester 2009 and winter semester of 2009/ 2010, with my content subject, political science. At the beginning of my work, I would like to define the term "Content and Language Integrated Learning" (CLIL) and thus point out the inconsistency in the usage of this term. Furthermore, I would like to focus on various justifications for bilingual teaching. In this context it is important to examine and illustrate the importance, potential, and future prospects of CLIL. In addition, this work demonstrates the objectives of bilingual teaching. The concept of bilingual teaching is supported by the paradigm of Language Awareness which will be discussed in detail in this paper. Another focus of this work will be to put CLIL into a suitable context within the chosen topic of multiculturalism in the European metropolises of London and Berlin. The broad term "multiculturalism" will be defined in advance in this work in order to avoid misunderstandings. Moreover, I will present some material for bilingual political science that I partly used as a becoming teacher during my internship in a German High School in the city of Kassel. This material mostly consists of empirical data about the ethnic population structure in London and Berlin that should be analyzed and evaluated by the students.

Language and Cultural Diversity in U.S. Schools

Democratic Principles in Action

Greenwood Publishing Group An introduction and eight articles explore the possibility that language and culture will eventually not be an impediment to fulfilling the idea that America is a democracy.

The Promise of Integrated Multicultural and Bilingual Education

Inclusive Palestinian-Arab and Jewish Schools in Israel

Oxford University Press The Promise of Integrated and Multicultural Bilingual Education presents the results of a long-term ethnographic study of the integrated bilingual Palestinian-Jewish schools in Israel that offer a new educational option to two groups of Israelis--Palestinians and Jews--who have been in conflict for the last one hundred years. Their goal is to create egalitarian bilingual multicultural environments to facilitate the growth of youth who can acknowledge and respect "others" while maintaining loyalty to their respective cultural traditions. In this book, Bekerman reveals the complex school practices implemented while negotiating identity and culture in contexts of enduring conflict. Data gathered from interviews with teachers, students, parents, and state officials are presented and analyzed to explore the potential and limitations of peace education given the cultural resources, ethnic-religious affiliations, political beliefs, and historical narratives of the various interactants. The book concludes with critique of Western positivist paradigmatic perspectives that currently guide peace education, maintaining that one of the primary weaknesses of current bilingual and multicultural approaches to peace education is their failure to account for the primacy of the political framework of the nation state and the psychologized educational perspectives that guide their educational work. Change, it is argued, will only occur after these perspectives are abandoned, which entails critically reviewing present understandings of the individual, of identity and culture, and of the learning process.

The Politics of Education Challenging Multiculturalism

Routledge Education is a thoroughly political enterprise. The process of determining the purpose of education has always been highly controversial. It has resulted in disputes that have not only divided people philosophically, but also on the basis of religion, region, class, race, and ethnicity. As a result, education provides us with a spectacular arena in which to explore the tensions inherent in European and North American societies, as well as an understanding of how current politics shape education policy. This book focuses on the politics of education, relating to the formation of national identities as affected by globalization and multiculturalism. It assesses the ways in which governance institutions, political ideologies and competing interests, both within and outside of the education community, influence the content, form, and functioning of education. As a collection of studies of the political aspects of education and educational policy-making, this book reaffirms that educational phenomena reflect and inevitably serve specific political agendas. Political scientists, sociologists and education scholars will find this to be an important and valuable text.

Multicultural Education

A Source Book, Second Edition

Routledge The second edition of this source book contains essays and annotations on a number of issues related to multicultural education. The authors define multicultural education as a process-oriented creation of learning experiences that foster an awareness of, respect for, and enjoyment of the diversity of our society and world. Inherent in this definition of multicultural education is a commitment to create a more just and equitable society for all people. This book, then, offers suggestions relevant to the teaching of all children, all teaching and curricular decisions, and every aspect of educational policy.

The Politics Of Multiculturalism

A Ukrainian-Canadian Memoir

University of Alberta Press The book Politics of Multiculturalism is the memoir of an academic whose expertise in the education of Canadian minorities led him to take on a major political role in the Canadian multicultural movement. Born in the Ukrainian bloc settlement of east-central Alberta and educated at the universities of Alberta, Minnesota, and Harvard, Manoly R. Lupul combined the outlook of a liberal secular humanist with a conviction that modern society could be enriched by the cultural potential of ethnicity. His concern for the expansion of minority linguistic and cultural rights in Canada was sharpened by a direct encounter with the policy of Russification in Ukraine during a sabbatical leave in the late 1960s. Dr. Lupul's involvement in Canadian multiculturalism began with the drafting and passage of Alberta's first school legislation for bilingual programs (1971); similar laws were subsequently enacted in Saskatchewan and Manitoba. He went on to serve as an executive member of the Canadian Consultative Council on Multiculturalism and a member of the Alberta Cultural Heritage Council. In 1976 Dr. Lupul became the founding director of CIUS Press at the University of Alberta, the first publicly funded institution of its kind outside Ukraine. He contributed significantly to the development of the multiculturalism section of the Constitution of Canada (1982). This memoir, based not only on personal writings and recollections but also on extensive documentation, brings together much information previously unavailable in print. In his frank account, Dr. Lupul offers unrivalled first-person insight into the aspirations that gave rise to Canada's policy of multiculturalism and the interplay of forces that shaped and blunted its development. The book will appeal to readers interested in Canadian culture and politics and, more generally, in the problem of promoting minority-group rights in democratic societies.

Becoming Multicultural Emblems

The Politics and Poetics of Quichua Language and Culture in Intercultural Bilingual Education in Ecuador

This dissertation asks: How, and why, does a politics of indigeneity, especially through intersecting with liberal recognition initiatives, draw from and bring about particular ways of speaking about and in Amerindian languages? Ecuador is revered for having indigenous organizations with unprecedented success. Advances have led to constitutional recognition of the language Quichua in 2008 as a "language of intercultural relations," as well as the first time in Latin America that 70 indigenous leaders have run an entire school system from inside national-level government offices. This project draws on 25 consecutive months of ethnographic research from 2011 to 2013. Research sites have included the National Directorate of Intercultural Bilingual Education, the coordinating offices of indigenous education in Ecuador's Ministry of Education; two intercultural bilingual schools; and an indigenous migrant neighborhood in urban Quito. This dissertation examines the interplay between shifting social hierarchies of "indigeneity," recent waves of liberal multicultural policies, and the politics of speaking in indigenous languages like Quichua. It re-thinks two roles that have long been considered mutually exclusive in the social sciences: being both an upper-level state agent and a director of an indigenous organization. It argues that policies of liberal multiculturalism usefully create spaces that help indigenous individuals achieve certain positions of influence while at the same time promoting particular models of indigenous citizenship, especially external notions that convey indigeneity and Amerindian languages through Western terms as discrete and objectified. It shows how Quichua directors ambivalently promote such ideals across different activity frames like speaking in Quichua at international conferences, or conducting official translations of major laws from Spanish to Quichua. This dissertation offers that the irony of marginalized groups assuming control of an educational system within the state is that by virtue of fulfilling their newly recognized roles of power, they are placed at odds with those whom they represent.

The Politics of Multiculturalism

Multicultural Governance in Comparative Perspective

Springer This book develops an account of 'inclusive multicultural governance' which is contrasted with assimilationist and separatist/differentialist approaches to the political management of and accommodation of multicultural diversity in liberal democracies.

Multicultural Education Policies in Canada and the United States

UBC Press Multicultural Education Policies in Canada and the United States uses a dialogical approach to examine responses to increasing cultural and racial diversity in both countries. It compares and contrasts foundational myths and highlights the sociopolitical contexts that affect the conditions of citizenship, access to education, and inclusion of diverse cultural knowledge and languages in educational systems.

Language, Power, and Pedagogy

Bilingual Children in the Crossfire

Multilingual Matters As linguistic diversity increases in countries around the world, policy-makers and educators are faced with complex and conflictual issues regarding appropriate ways of educating a multilingual school population. This volume reviews the research and theory relating to instruction and assessment of bilingual pupils, focusing not only on issues of language learning and teaching but also the ways in which power relations in the wider society affect patterns of teacher-pupil interaction in the classroom.

The Handbook of Educational Theories

IAP Although educational theories are presented in a variety of textbooks and in some discipline specific handbooks and encyclopedias, no publication exists which serves as a comprehensive, consolidated collection of the most influential and most frequently quoted and consulted theories. There is a need to put such theories into a single, easily accessible volume. A unique feature of the Handbook is the way in which it conveys the theories. The organization of the chapters within each section makes the volume an easy-to-use and understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks. In addition to the traditional theories presented, the Handbook includes emerging theories for the 21st Century as well as presenting practical examples of the use of these theories in research from dissertations and published articles. An appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included. The Handbook consists of 12 sections. Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice. The remaining sections address Philosophical Educational Constructs, Learning Theory, Instructional Theory, Curriculum theory, Literacy and Language Acquisition Theory, Counseling Theory, Moral Development Theory, Classroom Management Theory, Assessment Theory, Organizational Theory, and Leadership/Management Theory. Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors. Each chapter within the section will include (a) a description of the theory with goals, assumptions, and aspects particular to the theory, (b) the original development of and interactions of the theory, (c) validation of the theory, (d) generalizability of the theory across cultures, ethnicities, and genders, (e) the use and application of the theory, (f) critiques of the theory, (g) any instruments associated with the theory, and (h) two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles and be written by the original theorist or prominent contributors to the theory. The Handbook is intended for graduate students enrolled in research courses or completing theses and dissertations. Additionally, professors of all educational disciplines in the social sciences would be an interested audience. There is also potential use of the text as administrators, counselors, and teachers in schools use theory to guide practice. As more inquiry is being promoted among school leaders, this book has more meaning for practitioners.

American Identity and the Politics of Multiculturalism

Cambridge University Press This book uses national public opinion data and public opinion data from Los Angeles to compare ethnic differences in patriotism and ethnic identity and ethnic differences in support for multicultural norms and group-conscious policies. The authors find evidence of strong patriotism among all groups and the classic pattern of assimilation among the new wave of immigrants.

Multiculturalism and Education

Diversity and its Impact on Schools and Society

SUNY Press This book introduces multiculturalism and its relationship to education and schooling, while also highlighting current approaches to multicultural education and placing them in a broad comparative and international context. Through a comparative view that is both domestic and international, the book explores ethnicity, race, class, and education (kindergarten through higher education) as they interact to integrate populations, while also serving vested interests and enhancing group identity and status. The authors position multiculturalism as a political and social phenomena that affects and interacts with education and its institutions. To do this, they draw upon international cases as well as the history of segmentation and integration in the United States.

The Politics of American Education

Taylor & Francis Turning his distinctive analytical lens to the politics of American education, Joel Spring looks at contemporary educational policy issues from theoretical, practical, and historical perspectives. This comprehensive overview documents and explains who influences educational policy and how, bringing to life the realities of schooling in the 21st century and revealing the ongoing ideological struggles at play. Coverage includes the influence of global organizations on American school policies and the impact of emerging open source and other forms of electronic textbooks. Thought-provoking, lucid, original in its conceptual framework and rich with engaging examples from the real world, this text is timely and useful for understanding the big picture and the micro-level intricacies of the multiple forces at work in controlling U.S. public schools. It is the text of choice for any course that covers or addresses the politics of American education. Companion Website: The interactive Companion Website accompanying this text includes relevant data, public domain documents, YouTube links, and links to websites representing political organizations and interest groups involved in education.

Global Perspectives on the Politics of Multiculturalism in the 21st Century

A case study analysis

Routledge Multiculturalism is now seen by many of its critics as the source of intercultural and social tensions, fostering communal segregation and social conflicts. While the cultural diversity of contemporary societies has to be acknowledged as an empirical and demographic fact, whether multiculturalism as a policy offers an optimal conduit for intercultural understanding and social harmony has become increasingly a matter of polarised public debate. This book examines the contested philosophical foundations of multiculturalism and its, often controversial, applications in the context of migrant societies. It also explores the current theoretical debates about the extent to which multiculturalism, and related conceptual constructs, can account for the various ethical challenges and policy dilemmas surrounding the management of cultural diversity in our contemporary societies. The authors consider common conceptual and empirical features from a transnational perspective through analysis of the case studies of Australia, Canada, Columbia, Germany, New Zealand, the United Kingdom and Uruguay. This book will be of interest to students and scholars of political science, comparative politics, international studies, multiculturalism, migration and political sociology.

Encyclopedia of Bilingual Education

SAGE The book is arranged alphabetically from Academic English to Zelasko, Nancy.

The Praeger Handbook of Latino Education in the U.S.

Greenwood Publishing Group Latinos in the United States have fought hard to attain equality, especially in the field of education. This set of books focuses on the fight for equal educational access. The contributors reveal that many Latino children still face decades-old challenges. In addition to such obstacles as cultural conflicts and racism, they also face teachers, curricula, and assessments that are not always respectful to their backgrounds.

Language and Minority Rights

Ethnicity, Nationalism and the Politics of Language

Routledge The second edition addresses new theoretical and empirical developments since its initial publication, including the burgeoning influence of globalization and the relentless rise of English as the current world language. May's broad position, however, remains largely unchanged. He argues that the causes of many of the language-based conflicts in the world today still lie with the nation-state and its preoccupation with establishing a 'common' language and culture via mass education. The solution, he suggests, is to rethink nation-states in more culturally and linguistically plural ways while avoiding, at the same time, essentializing the language-identity link. This edition, like the first, adopts a wide interdisciplinary framework, drawing on sociolinguistics, applied linguistics, sociology, political theory, education and law. It also includes new discussions of cosmopolitanism, globalization, the role of English, and language and mobility, highlighting the ongoing difficulties faced by minority language speakers in the world today.

The Ethics of Multicultural and Bilingual Education

In this era of increasing emphasis on multicultural education, it is easy to get lost in the twin labyrinths of legal issues and cultural relativism as we seek the path that will allow all members of a diverse society to reconcile their differing visions and hopes for their children's futures. In *The Ethics of Multicultural and Bilingual Education*, the authors propose an analytical approach that helps clarify these intercultural issues.

Multicultural Education, Critical Pedagogy, and the Politics of Difference

SUNY Press This book explores and expands upon linkages between multicultural education and critical pedagogy, drawing on the shared goal of challenging oppressive social relationships.

Widening the Circle

Culturally Relevant Pedagogy for American Indian Children

Psychology Press It is estimated that between 40-60% of American Indian students drop out of school each year. Klug and Whitfield take a critical look at the issues of American Indian education to suggest a way to change this trend. Recognizing the need for a pedagogy that better serves American Indian students, *Widening the Circle* constructs a culturally relevant model of teaching that blends native and non-native worldviews and methods. Among the building blocks of this new pedagogy are the use of oral histories to supplement traditional texts and a re-evaluation of the knowledge base these students need for academic success.

Bilingual Education

A Dialogue with the Bakhtin Circle

State University of New York Press Examines the theories of Bakhtin and Freire in relation to bilingual education and second language learning.

Handbook of Research in the Social Foundations of Education

Routledge Parts one and two of this volume present the theoretical lenses used to study the social contexts of education. These include long-established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory, feminist educational theory, and cultural studies in education. Parts three, four, and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization, media, popular culture, technology, youth culture, and schooling. This groundbreaking volume helps readers understand the history, evolution, and significance of this wide-ranging, often misunderstood, and increasingly important field of study. This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning (formal and informal). It is also appropriate as a textbook for graduate-level courses in Social Foundations of Education, School and Society, Educational Policy Studies, Cultural Studies in Education, and Curriculum and Instruction.

Encyclopedia of Bilingualism and Bilingual Education

Multilingual Matters This encyclopedia is divided into three sections: individual bilingualism; bilingualism in society and bilingual education. It includes many pictures, graphs, maps and diagrams. The book concludes with a comprehensive bibliography on bilingualism.

Defining and Designing Multiculturalism

One School System's Efforts

State University of New York Press An activist group works to bring a multicultural education program to an urban public school system.

Language and Politics in the United States and Canada

Myths and Realities

Routledge This volume critically analyzes and explains the goals, processes, and effects of language policies in the United States and Canada from historical and contemporary perspectives. The focus of this book is to explore parallel and divergent developments in language policy and language rights in the two countries, especially in the past four decades, as a basis for reflection on what can be learned from one country's experience by the other. Effects of language policies and practices on majority and minority individuals and groups are evaluated. Differences in national and regional language situations in the U.S. and Canada are traced to historical and sociological, demographic, and legal factors which have sometimes been inappropriately generalized or ignored by ideologues. The point is to show that certain general principles of economics and sociology apply to the situations in both countries, but that differing notions of sovereignty, state and nation, ethnicity, pluralism, and multiculturalism have shaped attitudes and policies in significant ways. Understanding the bases for these varying attitudes and policies provides a clearer understanding of the idiosyncratic as well as more universal factors that contribute to tensions between groups and to outcomes, many of which are unintended. The volume makes clear that language matters always involve issues of culture, economics, politics, individual and group identities, and local and national histories. The chapters provide detailed analyses on a wide range of issues at the national, state/provincial, and local levels in both countries. The chapter authors come from a variety of academic disciplines (education, geography, journalism, law, linguistics, political science, and sociology), and the findings, taken together, contribute to an evolving, interdisciplinary theory of language policy.

Handbook of Research on Multicultural Education

Jossey-Bass Publisher Description

Foundations of Bilingual Education and Bilingualism

Multilingual Matters The fifth edition of this bestselling book provides a comprehensive introduction to bilingualism and bilingual education. In a compact and clear style, its 19 chapters cover all the crucial issues in bilingualism at individual, group and national levels. These include: • defining who is bilingual and multilingual • testing language abilities and language use • languages in communities and minority groups • endangered languages • language planning, language revival • the development of bilingualism in infancy and childhood • bilingualism in the family • age and language learning • adult language learning • bilinguals' thinking skills • bilingualism and the brain • theories of bilingualism • types of bilingual education • heritage language education • evaluations of bilingual education • minority language literacy • biliteracy and multiliteracies • effective teaching and learning methods in bilingual classrooms • the effectiveness of bilingual education in the United States • the history of bilingual education in the United States • language minority underachievement • bilingual special education • the assessment of language minority children • Deaf bilinguals • the spread of English as a global language • learning English as a second or third language • language identity and multiple identities • the politics surrounding language minorities and bilingual education • assimilation and pluralism • bilingualism and employment • bilingualism and the internet

Bilingualism and Multiculturalism in Greek Education

Investigating Ethnic Language Maintenance among Pupils of Albanian and Egyptian Origin in Athens

Cambridge Scholars Publishing Bilingualism and Multiculturalism in Greek Education investigates the factors affecting language maintenance/shift among second-generation Albanian and Egyptian migrant pupils in Athens. Using a combined quantitative and qualitative methodology, it explores the influence of three sets of variables on language maintenance. These are a) ethnolinguistic vitality, defined by the demography, status and institutional support of each group in Greece, as well as migrant and Greek pupils' perceptions regarding these factors; b) migrant parents' attitudes to language maintenance and their role in language transmission in the home; and c) the attitudes of teachers and the institutional approaches of mainstream Greek education to linguistic and cultural diversity. Results indicate that: • knowledge of Greek is common among today's children of Albanian and Egyptian immigrants and preference for that language is dominant; • bilingualism varies slightly between Albanian and Egyptian second-generation pupils with Egyptians being more dominant in the parental language, due to their higher degree of identification with their ethnic group in comparison to the Albanian pupils; • the school context plays a significant role in the ability of second-generation youths to achieve and maintain bilingual fluency.

Multiculturalism in Education and Teaching

The selected works of Carl A. Grant

Routledge In the World Library of Educationalists series, international experts compile career-long collections of what they judge to be their finest pieces - extracts from books, key article, salient research findings, major theoretical and practical contributions - so the world can read them in a single manageable volume. Readers will be able to follow the themes and strands and see how their work contributes to the development of the field. Carl A. Grant has spent the last 35 years researching, teaching, thinking and writing about some of the key enduring issues in multicultural education. He has contributed to a multitude of books and articles, and is former President of the National Association for Multicultural Education. In his selected works, Carl Grant brings together 14 of his key writings in one place. Starting with a specially written Introduction, which gives an overview of his career and contextualises his selection within the development of the field, the book is divided into three parts: - Race and Educational Equity - Theorizing Multicultural Education - Multicultural Teacher Education. This book not only shows how Carl Grant's thinking developed during his long and distinguished career, it also gives an insight into the development of the fields to which he contributed.

International Perspectives on Bilingual Education

Policy, Practice, and Controversy

IAP This book is a defense of linguistic pluralism and language policies and practices in education that sustain that ideal. Educational meanings and models are influenced by different populations and different social and historical contexts. International comparisons can shed interesting light on the issues. Therefore, the purpose of the book is to provide scholars an international comparative understanding of language policy, its relation to educational practice, and current debates within the field. The book is divided into three sections dealing with the general topical areas of policy, practice, and controversy. This book will be of interest to policy-makers, scholars, and graduate students in the areas of bilingual education, language policy, and sociolinguistics.

Communicative Spaces in Bilingual Contexts

Discourses, Synergies and Counterflows in Spanish and English

Taylor & Francis This collection bridges disciplinary scholarship from critical language studies, Latinx critical communication, and media studies scholarship for a comprehensive exploration of Spanish-English bilingualism in the US and in turn, elucidating, more broadly, our understanding of bilingualism in a post-digital society. Chapters offer a state-of-the-art on research at the intersection of language, communication, and media, with a focus on key debates in Spanish-English bilingualism research. The volume provides a truly interdisciplinary perspective, synthesizing a wide range of approaches to promote greater dialogue between these fields and examining different communicative bilingual spaces. These include ideological spaces, political spaces, publicity and advertising spaces, digital and social media spaces, entertainment and TV spaces, and school and family spaces. This book will be of interest to students and scholars in bilingualism, language and communication, language and media, and Latin American and Chicano/a studies.

Comprehensive Multicultural Education

Theory and Practice

Allyn & Bacon This book provides readers with the historical background, basic terminology, and social science concepts of multicultural education. Comprehensive Multicultural Education provides a curriculum model with six goals and numerous lesson plans illustrating how each goal can be implemented in the classroom. The book includes conceptual frameworks from the social sciences and historical backgrounds. Both theory and practice in the book present interdisciplinary content through primary source material and vignettes of actual teachers and students, and encourage interactions between readers' cultural and individual differences. For anyone interested in multicultural education, teaching in a pluralistic society, and/or foundations of American culture and society.

Policy and the Political Life of Music Education

Oxford University Press Why policy matters : developing a policy vocabulary within music education / Patrick Schmidt -- Arts policies and their local importance : from history to practice -- Richard Colwell -- The context of education policy in the United States and the intersection with music education policy / Ross Rubenstein -- Policy and research endeavors / Katherine Zeserson, Graham Welch -- Policy and the question of assessment / Martin Fautley -- Revisiting bildung and its meaning for international music education policy / Alexandra Kertz-Welzel -- Policy and governmental action in Brazil / Sergio Figueiredo -- Music education for both the talented and the masses : the policy of assessment-based reform / Mei-Ling Lai, Yao-Ting Sung -- Curriculum as policy : state-level music curriculum creation and reform / Stephanie Horsley -- Policy and the lives of school-age children / Margaret S. Barrett -- Policy and the work of the musician/teacher in the community / David Myers -- Policy, access, and multicultural (music) education / Sidsel Karlsen -- Can music education policy save American orchestras? / Alan Fletcher -- Policy and higher education / Patrick M. Jones -- K-16 music education in a democratic society / Robert A. Cutietta

Multiculturalism, Migration, and the Politics of Identity in Singapore

Springer This edited volume focuses on how multiculturalism, as statecraft, has had both intended and unintended consequences on Singapore's various ethnic communities. The contributing authors address and update contemporary issues and developments in the practice of multiculturalism in Singapore by interfacing the practice of multiculturalism over two critical periods, the colonial and the global. The coverage of the first period examines the colonial origins and conception of multiculturalism and the post-colonial application of multiculturalism as a project of the nation and its consequences for the Tamil Muslim, Ceylon-Tamil, and Malay communities. The content on the second period addresses immigration in the context of globalization with the arrival of new immigrants from South and East Asia, who pose a challenge to the concept and practice of multiculturalism in Singapore. For both periods, the contributors examine how the old migrants have attempted to come to terms with living in a multicultural society that has been constructed in the image of the state, and how the new migrants will reshape that society in the course of their ongoing politics of identity.

Multicultural Education

A Synopsis

University Press of Amer A collection of original essays by scholars of multicultural and bilingual education which serves as an ideal introduction to both fields. A review of selected multicultural publications and a descriptive analysis of teacher education models related to the process of multiculturalism provides the reader with a unique overview of this rapidly-growing area.

Inside American Education

Simon and Schuster Criticizes the American educational system, and discusses falling SAT scores, political correctness, tuition fixing, tenure, athletic programs, and racism on campus