



**BESL 2301 Multicultural Influences on Learning  
Fall 2017**

**College of Education  
Department of Language, Literacy, and Special Populations**

**Instructor:** Dan Alves  
**Email:** dta007@shsu.edu

**Day and time the class meets:** Online

**Location of class:** Online

**Course Description:** This course builds and expands prior professional knowledge, preparation, and experience fostering astute awareness, knowledge, and skills so that individuals may interact in learning environments with learners whose cultural background may differ from their own. Major emphasis will be placed on the influence of culture, importance of understanding our own cultural backgrounds and experiences, and the micro cultures of class, ethnicity, race, gender, age, and language on education. The course develops knowledge on issues impacting the public schools and society in the area of diversity to help understand intellectual, social, physical, and emotional developmental characteristics of persons in different age, language, culture, race, social class, and educational areas. It also provides an overview on the diversity and richness of our multicultural nation and how the differences expand rather than limit one's education. Prerequisite: None. Credit 3.

**IDEA Objectives:** In this course, our focus will be on these major objectives:

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.

**Textbooks:** Bucher, R.D. (2015). *Diversity consciousness (4th ed.)*. Upper Saddle River, NJ: Pearson.

**Course Format:** BESL 2301 Multicultural Influences on Learning is an online course. Class sessions will include a combination of online discussions, assignments, quizzes and exams. This course will also utilize BlackBoard for communication, information sharing, assignment submission, and assessments.

Since this is an online course, please be sure to check your SHSU email daily.

**Course Content:**

1. Illustrate the importance of diversity in this era of globalization.
2. Articulate the positives and challenges created by our changing cultural landscape.
3. Describe and give examples of the demographic, technological, and social changes that are responsible for the growing importance of diversity.
4. Analyze how the social and cultural context mediates teaching and learning.

5. Analyze how social structures of race, class, gender, (dis)ability, and sexuality work to create relations that privilege to some and deny opportunity to others.
6. Identify and evaluate those diversity skills that promote a more inclusive school and work environment.
7. Articulate the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to promote working and learning environments that support the cultural identities of students.
8. Explain and apply selected dimensions of diversity to oneself and one's life experiences.

### **Course Requirements:**

#### **Late assignment policy**

Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates, ask your classmate to submit for you or contact the professor for special arrangements. **If your work is submitted later than the day specified, the following points are deducted from the assignment:**

1. Up to 24 hours-5% of the total assessed points are deducted.
2. 25-72 hours-10% of the total assessed points are deducted.
3. By the next class meeting 15% of the total points assessed are deducted.
4. Any other late assignment may not be accepted (each case is handled separately).

#### **Time requirement**

For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

#### **Professionalism policy**

Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects online.

#### **Academic Dishonesty policy**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, please see the following link: [Dean of Student's Office](#)

## Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
  - o [Procedures in Cases of Academic Dishonesty #810213](#)
  - o [Students with Disabilities Policy #811006](#)
  - o [Student Absences on Religious Holy Days #861001](#)
  - o [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
  - o [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

## NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

## The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

### SHSU Dispositions and Diversity Proficiency (DDP) Standards

|     | DDP                                                                                                                                                                             | CF    | CAEP                               | NCATE                    |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------------------------------|--------------------------|
| 1.  | Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.                                                                            | 2     | 1.1 (InTASC #10) & 3.3             | 1. c., 1.g., & 4. c      |
| 2.  | Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.               | 2     | 1.5 & 3.4                          | 1.b, 4.a., & 6.d.        |
| 3.  | Practices ethical behavior and intellectual honesty.                                                                                                                            | 3     | 1.1(InTASC #9) , 3.3, & 3.6        | 1.g. & 4.a.              |
| 4.  | Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.                                                                               | 3     | 3.1, 3.3                           | 4.a.                     |
| 5.  | Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. | 3 & 5 | 1.1 (InTASC #2)                    | 4.a.& 4.d.               |
| 6.  | Demonstrates ability to be understanding, respectful and inclusive of diverse populations.                                                                                      | 3 & 5 | 3.1                                | 4.a. & 4.d.              |
| 7.  | Uses assessment as a tool to evaluate learning and improve instruction for all learners                                                                                         | 4     | 1.1 (InTASC #6)                    | 1.d. & 4.a.              |
| 8.  | Demonstrates a commitment to literacy, inquiry, and reflection.                                                                                                                 | 1 & 4 | 1.1 (InTASC #9) & 3.3              | 1. d, 1. g., & 4.a.      |
| 9.  | Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.                                                                            | 5     | 1.1 (InTASC, & #2)                 | 4.a.                     |
| 10. | Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.                                                                            | 5     | 1.1 (InTASC #2 and #9), & 1.4, 2.3 | 1.c., 3.c., 4.a., & 4.d. |

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

| <b>Topic(s)/Objective(s)</b>                                                                                                                                                                                         | <b>Activities/Assignments<br/>(including field-based activities)</b>                                               | <b>Measurement<br/>(including performance-based)</b>                                                                                           | <b>DDP—Diversity and Disposition Proficiencies<br/>CF—Conceptual Framework Indicator<br/>TESOL – Teachers of English to Speakers of Other Languages<br/>NETS – ISTE NETS<br/>Technology Standards</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Differentiate characteristics and instructional needs of students with varied backgrounds, skill, interests, and learning needs.                                                                                     | Discussions, lecture, cultural interview, readings, movies and videos, quickwrites                                 | Discussion rubric<br>Cultural Interview Rubric, Movie reaction rubric<br>Quizzes and exams<br>Quick write rubric                               | <b>DDP-1, 4, 5, 6, 8, 10</b><br><b>CF-1, 2, 3</b><br><b>NETS- 3, 4</b><br><b>TESOL –1a</b> , All of Domain 2 (2.a, 2.b, 2.c, 2.d, 2.f, 2.g)                                                           |
| Demonstrates effective written communication of thought.                                                                                                                                                             | Cultural interview, cultural identity paper, readings, movie reaction essays, discussions, quick writes            | Cultural Identity rubric<br>Cultural Interview Rubric<br>Movie reaction rubric<br>Discussion rubric<br>Quick write rubric                      | <b>DDP-4, 5, 6, 8</b><br><b>CF- 2, 3, 5</b><br><b>NETS- 3</b><br><b>TESOL-1a</b> , All of Domain 2 (2.a, 2.b, 2.c, 2.d, 2.f, 2.g)                                                                     |
| Distinguish cultural and socioeconomic differences and significance of differences.                                                                                                                                  | Cultural Interview, lectures<br>Movies and videos, readings, discussions<br>Cultural identity paper<br>Quickwrites | Discussion rubric<br>Cultural Identity rubric<br>Cultural Interview Rubric<br>Movie reaction rubric<br>Quizzes and exams<br>Quick write rubric | <b>DDP-1, 4, 5, 6, 8, 10</b><br><b>CF 1, 2, 3, 5</b><br><b>NETS- 1, 3</b><br><b>TESOL- All of Domain 2</b> (2.a, 2.b, 2.c, 2.d, 2.f, 2.g), 3e                                                         |
| Practice use of resources beyond campus to help student's meet academic and nonacademic needs.                                                                                                                       | Cultural Interview<br>Videos and movies of various multicultural situations.<br>Readings, discussions              | Cultural Interview Rubric<br>Movie reaction rubric<br>Discussion rubric                                                                        | <b>DDP-1, 4, 5, 6, 8, 10</b><br><b>CF-2, 3, 5</b><br><b>NETS- 1, 2, 3, 4</b><br><b>TESOL- All of Domain 2</b> (2.a, 2.b, 2.c, 2.d, 2.f, 2.g)                                                          |
| Distinguish ways to establish positive classroom climate to foster active engagement in learning among students.                                                                                                     | Discussions<br>Movie reaction assignments<br>Quick writes<br>Lecture, readings                                     | Discussion Rubric<br>Quizzes and Exams<br>Movie reaction rubric<br>Quick write rubric                                                          | <b>DDP-1, 4, 5, 6, 8, 10</b><br><b>CF- 1, 2, 3</b><br><b>NETS- 3</b><br><b>TESOL- All of Domain 2</b> (2.a, 2.b, 2.c, 2.d, 2.f, 2.g), 3e                                                              |
| Recognizes different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts.<br>Applies principles of Multiculturalism through self-reflection | Discussions<br>Cultural Interview<br>Culture identity paper<br>Lecture, readings                                   | Discussion rubric<br>Cultural identity paper rubric<br>Movie reaction rubric<br>Cultural Interview Rubric<br>Quizzes and exams                 | <b>DDP-1, 4, 5, 6, 8, 10</b><br><b>CF- 1, 2</b><br><b>NETS- 3</b><br><b>TESOL-- All of Domain 2</b> (2.a, 2.b, 2.c, 2.d, 2.f, 2.g), 3e                                                                |

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlvl.asp>

Web address for **TESOL standards**: <http://www.tesol.org>

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

[http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)

### College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

### Course Evaluation:

#### Grading the Course Assignments:

|                              |      |                                                                                                                                                                                                                                  |
|------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self-Introduction            | 20   | <b>**To receive an "A" in the class all course assignments must be completed.</b><br><b>The Instructor reserves the right to alter, add, change, delete, and/or modify the syllabus to meet individual needs of the student.</b> |
| Family History               | 50   |                                                                                                                                                                                                                                  |
| Cultural Identity Paper      | 100  |                                                                                                                                                                                                                                  |
| 6 Discussions (20 pts. each) | 120  |                                                                                                                                                                                                                                  |
| Cultural Interview Paper     | 100  |                                                                                                                                                                                                                                  |
| 4 Quizzes (30 pts. each )    | 120  | 90 – 100 % A                                                                                                                                                                                                                     |
| Exams (100 pts. each)        | 200  | 89 – 80 % B                                                                                                                                                                                                                      |
| 2 Movie reaction essays      | 200  | 79 – 70% C                                                                                                                                                                                                                       |
| 3 Quickwrites (30 pts. each) | 90   | 69 – 60 % D                                                                                                                                                                                                                      |
|                              |      | below 59 % F                                                                                                                                                                                                                     |
| Total                        | 1000 |                                                                                                                                                                                                                                  |
|                              | pts  |                                                                                                                                                                                                                                  |

### Expectations:

Attendance for BSL236: **Punctual and regular attendance is expected. In an online class, this is measured by completing tasks on the scheduled due date. Failing to complete work on time will be considered an absence. Each absence after the first one will result in the deduction of 3 percentage points from final grade.** Remember that all assignments need to be submitted in order for a student to receive an "A" grade in the course regardless of the number of points earned.

**FORMAT FOR COURSE DOCUMENTS:** All assignments outside of class must be computer-generated, double-spaced, using a 12 point Arial or Times New Roman font. Please put your name on all assignments uploaded.

- 1. Self-introduction assignment:** Write a short introduction of yourself on BB. Respond to at least two other classmates self-introductions. **20 pts. total.** See BB for details.
- 2. Family History:** You must watch the video part 1 (Our American Stories) Faces of America BEFORE completing this assignment. Write a one page essay about what you know about your family's history. If you don't know your history, write a reflection on the video. See BB for details. **50 pts. total.**
- 3. Cultural Identity Paper:** Write a 3-4 page reflective paper that describes your cultural identity and the social and economic factors that have influenced your cultural identity. See BB for additional details. **100 pts.**
- 4. Discussions and discussion responses -** There are six discussions online. You must complete one initial post and one response to a classmate's in order to receive credit. (20 pts. each). **120 pts.** See BB for details
- 5. Cultural Interview Paper:** Interview someone from a different cultural or ethnic group. Write a 3- 4 page report on this interview. The interview report will begin with a section describing (giving a detailed background of the person you are interviewing) the interviewee and why this person is considered someone from a different culture from yours. Additional guidelines are posted on BB. **100 pts.**
- 6. Quizzes:** Four quizzes (30 pts. each) will be given to ensure that you are completing the readings. The quiz will cover the readings listed in the syllabus. If you do not complete quiz by the due date you will be marked absent. **120 pts. total.**
- 7. Exams:** There will be two exams (**midterm and final**). Each exam will be worth 100 pts. **200 pts. total.**
- 8. Movie reaction essay:** Choose two of movies on the list posted. Watch the movie and write a 2-3 page reaction to each movie using the guidelines provided on BB. Please check the syllabus for due dates. 100 pts. each. **200 pts. total.**
- 9. Quickwrites:** Quick writes are brief, timed writing opportunities that require only 10 minutes to engage in critical thinking in written form. There are three quickwrites 30 pts. each. **90 pts. total**

## CLASS SCHEDULE

Assignments in red, Discussions in purple, Quizzes and exams in blue

| Date                                                 | Topic                                                         | Reading assigned                                        | Assignments due                                                                                                           |
|------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Week 1<br>8/23-8/27                                  | Introduction to the class                                     |                                                         | Self-introduction due on BB 8/24 (Thursday) 11:59 pm<br>Response to others' intro due 8/27 (Sunday) 11:59 pm              |
| Week 2<br>8/27-9/3                                   | Faces of America                                              | None                                                    | Family history due 9/3 (Sunday) 11:59 pm                                                                                  |
| Week 3<br>9/4-9/10                                   | Overview of diversity                                         | Ch 1                                                    | Discussion 1 post 9/7 (Thursday) 11:59 pm/ response due 9/10 (Sunday) 11:59 pm                                            |
| Week 4<br>9/11-9/17                                  | What is diversity consciousness?                              | Ch. 2                                                   | Quiz 1 – chapters 1 & 2 Due 9/17 Sunday 11:59 pm                                                                          |
| Week 5<br>9/18-9/24                                  | Personal and social barriers to success                       | Ch. 3                                                   | Discussion 2 post 9/21 (Thursday) 11:59 pm/ response due 9/24 (Sunday) 11:59 pm                                           |
| Week 6<br>9/25-10/1                                  | Developing diversity consciousness                            | Ch. 4                                                   | Quiz 2 – chapters 3 & 4<br>Cultural Identity paper due<br>Both due 10/1 (Sunday) 11:59 pm                                 |
| Week 7<br>10/2-10/8                                  | A Class Divided                                               |                                                         | Discussion 3 post 10/5 (Thursday) 11:59 pm/ response<br>Due 10/8 (Sunday) 11:59 pm                                        |
| Week 8<br>10/9-10/15                                 | Midterm                                                       | Midterm covers Ch. 1 – 4 and all content from Weeks 1-7 | Movie Review 1 due<br>Midterm exam<br>Both due 10/15 (Sunday) 11:59 pm                                                    |
| Week 9<br>10/16-10/22                                | Communication in a diverse community                          | Ch. 5                                                   | Discussion 4 post 10/19 (Thursday) 11:59 pm / response due 10/22 (Sunday) 11:59 pm                                        |
| Week 10<br>10/23-10/29                               | Social networking and diversity consciousness                 | Ch. 6                                                   | Quiz 3 – chapters 5 & 6<br>Due 10/29 (Sunday) 11:59 pm                                                                    |
| Week 11<br>10/30-11/5                                | Diversity in schools – race, ethnicity & SES                  |                                                         | Quick write 1<br>Cultural Interview due<br>Both due 11/5 (Sunday) 11:59 pm                                                |
| Week 12<br>11/6-11/12                                | Diversity in schools –religion                                |                                                         | Quick write 2 due 11/12 (Sunday) 11:59 pm<br>Discussion 5 post 11/9 (Thursday) 11:59 pm/ response 11/12 (Sunday) 11:59 pm |
| Week 13<br>11/13-11/19                               | Inclusiveness                                                 | Ch. 9                                                   | Quiz 4 – chapter 9<br>Movie review 2 due<br>Both due 11/19 (Sunday) 11:59 pm                                              |
| <b>Thanksgiving Week 11/20-11/26 Happy Holiday ☺</b> |                                                               |                                                         |                                                                                                                           |
| Week 14<br>11/27-12/3                                | Diversity in schools – Gender identity and sexual orientation |                                                         | Quick write 3 due 12/3 (Sunday) 11:59 pm                                                                                  |
| Week 15<br>12/4-12/7                                 | Final thoughts and final exam                                 | Test covers Ch. 5, 6 & 9, Weeks 9-14                    | Final exam<br>Discussion 6 post / response<br>All due 12/7 (Thursday) 11:59 pm                                            |



## **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: [http://www.shsu.edu/~vaf www/aps/documents/861001.pdf](http://www.shsu.edu/~vaf/www/aps/documents/861001.pdf)

## **STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center . They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center . For a complete listing of the university policy, see: [http://www.shsu.edu/~vaf www/aps/811006.pdf](http://www.shsu.edu/~vaf/www/aps/811006.pdf)

## **Bibliography:**

- Allen, J., & Labbo, L. (2001). Giving it a second thought: Making culturally engaged teaching culturally engaging. *Language Arts*, 79(1), 40-52.
- Allen, W. R., & Jewell, J. O. (2002). A backward glance forward: Past, present, and future perspectives on historically Black colleges and universities. *The Review of Higher Education*, 25(3), 241-261.
- Anderson, S. K., Macphee, D., & Govan, D. (2000). Infusion of multicultural issues in curricula: A student perspective. *Innovative Higher Education*, 25(1), 37-57.
- Andrews, L. (2002). Curriculum development for multicultural and multilingual students. *Multicultural Education*, 9(3), 15-18.
- Antonio, A. L. (2001). The role of interracial interaction in the development of leadership skills and cultural knowledge and understanding. *Research in Higher Education*, 42, 593-617.

- Banks, J. A. (2001). *Cultural diversity and education: Foundations, curriculum and teaching* (4thed.). Boston: Allyn and Bacon.
- Banks, J. A., & Banks, C. A. M. (Eds.). (2001). *Multicultural education: Issues and perspectives* (4thed.). Boston: Allyn and Bacon.
- Banks, J. A., Cookson, P., Gay, G., Hawley, W. D., Irvine, J. J., Nieto, S., Schofield, J. W., & Stephan, W. G. (2001). *Diversity within unity: Essential principles for teaching and learning in a multicultural society*. Seattle: Center for Multicultural Education, College of Education, University of Washington.
- Brady, J. F., & Kanpol, B. (2000). The role of critical multicultural education and feminist critical thought in teacher education: Putting theory into practice. *Educational Foundations*, 14 (3), 39-50
- Callahan, R. M., & Obenchain, K. M. (2013). Bridging worlds in the social studies classroom: Teachers' practices and Latino immigrant youths' civic and political development. *Sociological Studies of Children and Youth*, 16, 97-123.
- Campano, G., & Ghiso, M. P. (2011). Immigrant students as cosmopolitan intellectuals. In P. Coates, P. Enciso, C. Jenkins, & S. Wolf (Eds.), *Handbook of research on children's and young adult literature* (pp. 164-176). Mahwah, NJ: Lawrence Erlbaum Associates.
- Castles, S. (2004). Migration, citizenship, and education. In J. Banks (Ed.), *Diversity and citizenship education: Global perspectives* (pp.17-48). San Francisco, CA: Jossey-Bass.
- Cuero, K. K. (2010). Artisan with words: Transnational funds of knowledge in a bilingual Latina's stories. *Language Arts*, 87(6), 427-436.
- Dabach, D. B. (2014a). "I am not a shelter!": Stigma and social boundaries in teachers' accounts of students' experience in separate "sheltered" English learner classrooms. *Journal of Education for Students Placed at Risk*, 19(2), 98-124
- Gallo, S., & Link, H. (2015). "Diles la verdad": Deportation policies, politicized funds of knowledge, and schooling in middle childhood. *Harvard Educational Review*, 85(3), 357-382.
- Garcia, E. E. (2001). *Hispanic education in the United States: Raices y alas*. Lanham, MD: Rowman & Littlefield.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.
- Gonzales, R. G., Heredia, L., & Negrón-Gonzalez, G. (2015). Untangling Plyler's legacy: Undocumented students, schools, and citizenship. *Harvard Educational Review*, 85(3), 318-341.
- Jackson, L. (2014). *Muslims and Islam in US education: Reconsidering multiculturalism*. New York, NY: Routledge.
- Jaffe-Walter, R. (2013). "Who would they talk about if we weren't here?": Muslim youth, liberal schooling, and the politics of concern. *Harvard Educational Review*, 83(4), 613-635.
- Lam, W. S. E., & Warriner, D. S. (2012). Transnationalism and literacy: Investigating the mobility of people, languages, texts, and practices in contexts of migration. *Reading Research Quarterly*, 47(2), 191-215.
- Lee, S. J., & Walsh, D. (2015). Teaching (in)justice: One teacher's work with immigrant English learners. *Urban Review*, 47, 45-66.
- Malsbary, C. B. (2014). "It's not just learning English, it's learning other cultures": belonging, power, and possibility in an immigrant contact zone. *International Journal of Qualitative Studies in Education*, 27(10), 1312-1336. doi: 10.1080/09518398.2013.837210
- Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85-100.
- Salinas, C. & Blevins, B. (2014). Critical historical inquiry: How might preservice teachers confront master historical narratives? *Social Studies Research and Practice*, 9(3), 35 -50