Chapter 1: Teaching

1.1. SUGGESTED READING: p. 12

1.2. SUGGESTED READING: p. 31

1.3. SUGGESTED READING: p. 34

1.4. SUGGESTED READING: p. 37

Chapter 2: Governance

2.1. SUGGESTED READING: p. 89

2.2. SUGGESTED READING: p. 89

Chapter 3: Social Class

3.1. **SUGGESTED READING: p. 133**


Chapter 4: Race

4.1. **SUGGESTED READING: p. 164**


4.2. **FOR READING: p. 196**


4.3. **FOR READING: p. 199**

An examination of teacher education in the United States and South Africa as well as proposals for new ways of preparing teachers for effective multicultural education and social change can be found in Arnetha F. Ball, *Multicultural Strategies for Education and Social Change: Carriers of the Torch in the United States and South Africa* (New York: Teachers College Press, 2006).

Chapter 5: Ethnicity

5.1. **SUGGESTED READING: p. 213**

5.2. SUGGESTED READING: p. 224

For a study of in-group differences among Chinese Americans, see Victor G. Nee and Brett de Bary Nee, Longtime Californ’: A Documentary Study of an American Chinatown (Boston: Houghton and Mifflin, 1974).

5.3. SUGGESTED READING: p. 224


5.4. SUGGESTED READING: p. 236


5.5. SUGGESTED READING: p. 237


5.6. SUGGESTED READINGs: p. 238


5.7. SUGGESTED READING: p. 242

To learn more about dual language education, which is one model of bilingual education, see Sonia White Soltero, Dual Language: Teaching and Learning in Two Languages (Boston: Pearson, 2004).

5.8. SUGGESTED READING: p. 243


5.9. SUGGESTED READINGs: p. 243

Gloria Swindler Bouttee, Resounding Voices: School Experiences of People from Diverse Ethnic Backgrounds (Boston: Allyn and Bacon, 2002); a lesson-based resource for multicultural education is Carl A. Grant and Christine E. Sleeter, Turning on Learning: Five Approaches on Multicultural Teaching Plans for Race, Class, Gender, and Disability, 5th edn (San Francisco: Wiley, 2009), 177.
5.10. SUGGESTED READING: p. 245


Chapter 6: Gender

6.1. SUGGESTED READING: p. 267


6.2. SUGGESTED READINGs: p. 276


6.3. SUGGESTED READING: p. 281


6.4. SUGGESTED READING: p. 282


6.5. SUGGESTED READING: p. 283


6.6. SUGGESTED READING: p. 285

For information on how to prepare teachers for sexual diversity in the classroom, see Rita M. Kissen, ed., Getting Ready for Benjamin: Preparing Teachers for Sexual Diversity in the Classroom (Lanham, MD: Rowman and Littlefield, 2002).
6.7. SUGGESTED READINGs: p. 285


6.8. SUGGESTED READING: p. 286


6.9. SUGGESTED READING: p. 290


6.10. SUGGESTED READING: p. 291


6.11. SUGGESTED READINGs: p. 294


6.12. SUGGESTED READING: p. 295

Chapter 7: Disabilities

7.1. SUGGESTED READING: p. 310
Edward M. Levinson, ed., Transition from School to Post-School Life for Individuals with Disabilities (Springfield, Ill.: Charles Thomas Publisher, 2004), for an in-depth discussion of how well schools prepare students with disabilities for the transition from school to postschool life.

7.2. SUGGESTED READING: p. 320

7.3. SUGGESTED READING: p. 321

7.4. SUGGESTED READING: p. 334
For an account of how sorting was used to meet government policy objectives, see Joel Spring, The Sorting Machine Revisited: National Educational Policy Since 1945, updated edn (New York: Longman, 1989).

7.5. SUGGESTED READING: p. 335

Chapter 8: Religion

8.1. SUGGESTED READING: p. 362

8.2. SUGGESTED READING: p. x