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Enriching Multicultural/ Multiethnic Perspectives



A SELECTED BIBLIOGRAPHY BY **TONI S. WALTERS**

This selected bibliography is for professionals who are seeking information to enhance and support multicultural/multiethnic diversity initiatives. It is especially for those who read to stretch to refine their information base for making a humanistic difference in the world they live and influence. The categorical headings for the annotated listing are: identity orientations, multicultural/multiethnic orientations, historical perspectives your history classes might have omitted, diversifying literature orientations, literary analysis, language orientations, and research views on education.

Today, perhaps more than ever before, teachers and other professionals seek information to enhance and support their many multicultural/multiethnic diversity initiatives. I submit that in order for these initiatives to become effective, the knowledge bases of professionals must move beyond the traditional monocultural paradigms created by an American society which privileges some groups of people at birth, and marginalizes or ignores other groups of people because of birth. Evidences of privileging, marginalizing and ignoring are prevalent within all-too-many aspects of elementary, secondary, and university curriculums. Teachers like other learned people frequently live vicariously through their encounters with non-fiction and fiction literature. Learned people also realize they are always in a state of becoming. As readers and learners individuals rely on prior knowledge and schemata, which are neither fixed nor

static but always evolving, to construct meaning from what they see, hear, read, or choose to create.

Also, perhaps more than ever before, it is essential for today's teachers to hear and read diverse perspectives from the literature in multiple disciplines in a quest to continually acquire the pertinent/relevant/foundational information for:

1. making comprehensive, fair, and reasonably accurate decisions about the materials to use in curriculum;
2. employing various pedagogical practices supporting students' learning needs and styles; and
3. understanding the assessment measures they use, those they should refuse to use, as well as those they yet need to have a voice in developing.

Teachers' operational paradigms must encompass diverse perspectives for the holistic decision-making about the cognitive and affective educational curricula for all students in our schools today, for it is these students who will forevermore live, create, work, play and make decisions in a diverse world.

This selected bibliography is for *people who read to stretch* because the selections represent those which alert the reader to writers whose perspectives, scholarship, and voices enrich knowledge bases beyond monocultural/monoethnic paradigms. Collectively, these books and articles are representative of the types of multicultural/multiethnic literature relevant to the realities of our national and global societies. The categorical headings for the selections are:

- Identity Orientations
- Multicultural/Multiethnic Orientations
- Historical Perspectives Your History Classes Might Have Omitted
- Diversifying Literature Orientations
- Literary Analysis
- Language Orientations
- Research Views on Education

These categories along with the bibliographic annotations should help readers make decisions for both independent and study-group endeavors.

Caution! Cognitive dissonance may result during or after reading some of the following selections. When it occurs, you may decide to quit because your sense of “universals” may be challenged, questioned, or affirmed. Or, you might proceed as an aggressive learner looking for the substances pertinent to *you* making a humanistic difference in the world we live and influence.

Identity Orientations — Books

Alba, Richard D. *Ethnic Identity: The Transformation of White America*. New Haven, CN: Yale University Press, 1990.

(This comprehensive study describes the emergence of a new ethnic group of “European Americans” which (1) defines itself in terms of its immigration history and mobility; (2) associates with a sense of social honor defined by the tribulations of immigrant experiences of whites; and (3) retains ethnicity as a carrier of political and economic interests. Alba believes that the contemporary account of the white ethnic experiences emerged into prominence during the civil rights movement of the 1950s and 1960s when black ethnics were challenging the racial inequities and discrimination in the American system.)

Anzaldúa, Gloria. *Making Face, Making Soul*. San Francisco: Aunt Lute

Foundation, 1990.

(This creative and critical anthology of poetry, scholarly research, personal narratives and folk tales by women of color elicits cultures without concession or dilution. The author’s poignant, powerful, purposeful introduction *must not* be overlooked.)

Ballantine, Betty and Ian Ballantine. *The Native Americans*. Atlanta, GA: Turner Publishing Company, 1993.

(This oversize book is magnificently rich with information, illustrations, and photos which will either enhance or correct information in classroom textbooks. The many stories and vignettes from the perspectives of Native Americans do not compromise or marginalize the legacy of American Indian history.)

Billingsley, Andrew. *Climbing Jacob’s Ladder: The Enduring Legacy of African-American Families*. New York: Simon & Schuster, 1992.

(African-American families are presented within a framework from ancient to present times correcting misconceptions and dispelling negative stereotypes about black family life. While Billingsley’s scholarly work reads with the ease of a novel, the book contains substantive qualitative data through the vignettes and portraits of real individuals and families, and it also includes substantial quantitative documentation for those who seek such information. This book enlightens readers about the depth and breadth, adaptive resiliency, belief in education, historical work ethics, survival patterns, and capacity to love of African-American families.)

Cose, Ellis. *The Rage of a Privileged Class*. New York: Harper Collins, 1993.

(Why are middle-class blacks angry? Why should America care? Cose’s journalistic skill gives scope to the answers of these two questions.

Through numerous first-person accounts and analyses, he addresses many pertinent questions relevant to the frustrations and anger felt by many economically and educationally accomplished African-Americans.

Cose's *The Rage of a Privileged Class* should become companion reading to Hacker's *Two Nations* (see below.)

Hacker, Andrew. *Two Nations*. New York: Charles Scribner's Sons, 1992. (While not deliberately ignoring some ethnic groups, Hacker focuses on black and white Americans who he views as the prominent players in the struggle of coexistence. Some readers may feel Hacker's views are radical and extreme; and others may view them as generic followed by, "How is it that so many educated people do not already know this information?" Hacker's *Two Nations* should become companion reading to Cose's *The Rage of the Privileged Class*.)

Wellman, David T. *Portraits of White Racism*. Cambridge, MA: Cambridge University Press, 1977.

(Wellman's study of white racism explores racist beliefs which defend the advantages that whites gain from the presence of blacks in America. According to the author, whites attempt to explain racial inequality without implicating themselves. Wellman's study, frequently cited in the theoretical sociological and educational literature, continues to remain relevant to multicultural/multiethnic literacy initiatives.)

Identity Orientations — Articles and Papers

Asante, Molefi. "The Afrocentric Idea in Education." *Journal of Negro Education*, 60, 1991: 170-180. (With clarity and precision Asante articulates the significance of African-centered theories as "pro-human" and "... against racism, ignorance, and

monoethnic hegemony in school curriculum." Not only does this primary source article summarize the rationale for African-centered theories, Asante reminds those who are accustomed to being in charge of the major ideas in educational curriculums that the intellectual sources for African-centered theory is in the research and writings of African-American and African academic scholars.)

McIntosh, Peggy. *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies*. Working paper No. 189, Wellesley College, Center for Research on Women, Wellesley, MA 02118:1988. (McIntosh identifies about forty daily effects of white privilege in her life. Her examples are poignant reminders of the privileges which must be addressed to dismantle racism. This copyrighted paper is available from Peggy McIntosh at the address above.)

Multicultural/Multiethnic Orientations — Books

Au, Kathryn H. *Literacy Instruction in Multicultural Settings*. Orlando, Florida: Harcourt Brace Jovanovich College Publishers, 1993.

(Although the author's target audience is preservice teachers, anyone who teaches reading and writing to students from various cultural and linguistic backgrounds will find this book useful.)

Banks, James A. and Cherrie A. Banks, eds. *Multicultural Education*. 2nd ed. Boston: Allyn and Bacon, 1991.

(In order to become effective practitioners in a culturally diverse society, current and future educators must acquire the concepts, paradigms, and language which influence our thinking. This edition of *Multicultural Education*, contains a solid frame-

work derived from a talented pool of multicultural/multiethnic scholars. These diverse author-educators competently and passionately provide depth and insight to such topics as social class and religion, school reform, exceptionality, ethnicity and language.)

Banks, James A. *Teaching Strategies for Ethnic Studies*. 5th ed. Boston: Allyn & Bacon, 1991.

(A good resource with extensive bibliographies for both teachers and students. *Teaching Strategies for Ethnic Studies* might be regarded as a practical primer for those whose monocultural frameworks have them spinning in circles and seeking answers to the question, "Where do I begin?")

Bennett, Christine I. *Comprehensive Multicultural Education: Second Edition*. Boston: Allyn & Bacon, 1990.

(A good resource that includes case studies, cross-cultural research findings, and many examples and activities which are adaptable for various classroom uses.)

Hall, Edward T. *Beyond Culture*. New York: Doubleday, 1981.

(Originally published in 1976, Hall's book interrelates the aspects of culture which help us to understand our own values and centering as we rethink how we might better understand cultural differences. Hall challenges the notions of cultural neutrality as he skillfully guides readers to think about themselves and others. This easy-to-read book is one that you will want to own and reread in part, if not in entirety, many times because each reading will yield enriched insights.)

Multicultural/Multiethnic Orientations — Articles

Greene, Maxine. "The Passions of Pluralism: Multiculturalism and the Expanding Community." *Journal of*

Negro Education, 61, 1992: 250-261. (see below)

Greene, Maxine. "The Passions of Pluralism: Multiculturalism and the Expanding Community." *Educational Researcher*, 22, 1993: 13-18 (see below).

The two journals above, both reputable and refereed, published versions of Greene's article, "The Passion of Pluralism: Multiculturalism and the Expanding Community." Thus a reader has two chances of locating the article. The author's tenets and theses remain the same in both publications.

(Greene emphasizes that the diverse voices, too long considered by some as the "others" can no longer remain ignored or excluded. Young people are being educated when they are learning to build bridges among themselves by viewing multiple perspectives that are possible when curricula is infused with openness, variety and inclusion which reaffirms, justice, equality, freedom and commitment to human rights.)

Pine, Gerald and Asa Hilliard. "Rx for Racism: Imperatives for America's Schools," *Phi Delta Kappan*, April 1991: 593-600.

(Blatant forms of racism may not be evident in many walks of life today compared to the years of legislatively enforced segregation. Nevertheless, institutional racism continues to plague our society and weakens students' learning potential in the public schools. Racism affects us all: the oppressor, the oppressed, and those who feel they are neither the oppressor nor the oppressed. Pine and Hilliard provide substantive suggestions for educators to pro-actively confront and challenge racism so that schools become learning environments for all children.)

Swartz, Ellen. "Multicultural Education:

Disrupting Patterns of Supremacy in School Curricula, Practices, and Pedagogy." *Journal of Negro Education*, 62, 1993: 493-506.

(While offering a powerful definition of multicultural education, Schwartz contends that any definition must be continually reworked and reformulated so that pedagogical models and materials reflect informed, race-, class-, and gender-specific knowledge bases. A multicultural education encompasses multivoiced theoretical and practical foundations which provide the substance for a transformative challenge to the supremacist attitudes, feelings and behaviors in school curriculum and practices.)

Walters, Toni S. "Multicultural Literacy: Mental Scripts for Elementary, Secondary and College Teachers." *Equity & Excellence in Education*, 27, 1994: 45-52.

(This article explores how teachers' monocultural and multicultural mental scripts influence what they say and do, and what they do not say and do in their classrooms. In other words, the verbal and non-verbal language that teachers use in the classroom and the materials they include or exclude have a profound impact on the overall classroom curriculum and the development of holistic literacy of students in today's schools. Multicultural literacy relative to school curriculum is operationally clarified for teachers at the elementary, secondary and college educational levels.)

Historical Perspectives Your History Classes Might Have Omitted — Books

Bennett, Lerone. *Before the Mayflower*. 6th ed. New York: Penguin Books, 1982.

(Originally published in 1962, this classic book is an excellent reference

for any historian, anyone who allegedly "studied" United States history in high school and college, and those who are attempting integrated thematic instruction in their educational settings, especially if you are reading this annotation and you find yourself thinking, "I've never heard of this book." Historian, Bennett accounts the struggles and triumphs of the history of Black America which unquestionably is an integral part of United States history.)

Bernal, Martin. *Black Athena: Volume I: The Fabrication of Ancient Greece 1785-1985*. New Brunswick, NJ: Rutgers University Press, 1987.

(Chapter 4 chronicles the development of racism based on skin-color in 17th-century Europe alongside the dual policy of extermination of the Native Americans and the enslavement of Black Africans in the American colonies. Bernal's comprehensive scholarly work continues the research by other American and European scholars which documents the significant role of the ancient Egyptian civilizations in the development of later civilizations.)

McPherson, James M. *The Negro's Civil War*. New York: Ballantine Books, 1991.

(The movie *Glory* removed some caveats of ignorance about the Civil War in the United States.

McPherson's book is rich with personal narratives augmenting the historical realities of those who were active in the Union Army. Readers of this book have another opportunity for understanding the perseverance and tenacity that people of African descent demonstrated for human rights during this critical period of a divided nation.)

Takaki, Ronald, ed. *Strangers From a Different Shore: A History of Asian-Americans*. New York: Little, Brown

& Co., 1989.

(This book is a panoramic history of the vast majority of the Asian-American population: Chinese, Korean, Asian Indians, Filipino and Indo-Chinese, the "strangers" of the title. Takaki's book contains authentic documents, oral histories, and literature of immigrants as critical examples of integral aspects of United States history.)

Van Sertima, Ivan, ed. *African Presence in Early America*. New Brunswick, NJ: Transaction Publishers, 1992.

(Van Sertima and the contributors of this edited work continue uncovering and refining the analysis of evidence substantiating African presence in early America. This controversial thesis Van Sertima originally set forth in *They Came Before Columbus*, a book which Random House has reprinted at least seventeen times since it was first published in 1977.)

Woodward, C. Vann. *The Strange Career of Jim Crow*. 3rd ed. New York: Oxford University Press, 1974.

(Originally published in 1955, Woodward's most recent work continues to revise the implications of the tenets insidiously ingrained in the Jim Crow system of racial segregation which was born and advanced in the North before moving South. In the South, Jim Crow began after the end of Reconstruction (1877), some twelve years after the thirteenth constitutional amendment prohibited slavery. This publication provides insights about about race and policies in the 1880s and 1890s which are relevant to race relations in the United States in the 1980s and 1990s.)

Diversifying Literature Orientations — Books

Allen, Paula Gunn, ed. *Spider Woman's Granddaughters*. New York: Fawcett Columbine, 1989.

(This collection of tales and contemporary writings by Native American women gives dimension to literary genres. Gunn's introduction to this anthology presented as an informative chronological vignette will enhance both history and literature courses in schools, as well as daily human interactions.)

Cisneros, Sandra. *Woman Hollering Creek*. New York: Vintage Books, 1991.

(Cisneros, a contemporary author with verve, writes vibrantly rich stories of life, love, and childhood on both sides of the Mexican border.)

Clarke, John Hendrix, ed. *Black American Short Stories*. 1966. New York: Hill & Wang, 1993.

(This anthology contains an impressive authentic sampling by authors whose stories span more than a century. The ingenuity, passions, tones, postures, loves, survival techniques, humor, historical underpinnings and wit, to name a few, represent some of the elements which make this an excellent collection.)

Major, Clarence. *Calling the Wind*. New York: Harper Perennial, 1993.

(This collection of short stories provides readers with works by classic and contemporary writers. Major tucks gems of wisdom about African-American short stories throughout the introduction of this anthology.)

_____. *African-American Literature: Voices in Tradition*. Chicago: Harcourt Brace Javanovich, 1992.

(This high school textbook is excellent for several reasons. First, the selections reveal scope, depth, breadth, and authentic perspectives to the writings by African-American and African authors. Second, this publication is among the first publications, if not the first, by a major textbook company that resulted in a com-

prehensive anthology of African-American literature for high school students. Third, this volume is also suitable for many teachers and others, who had high school and college literature experiences which were void of the talents and voices of many of the authors in this collection.)

Literary Analysis — Books

Morrison, Toni. *Playing in the Dark*.

Cambridge, MA: Harvard University Press, 1992.

(Morrison alters conventional notions about American literature by skillfully discussing the Africanist presence in the literature of the United States.

Morrison's insight about *Huckleberry Finn*, pp. 54-57, is poignantly brilliant. This literary analysis book is for anyone who studies or teaches literature.)

Rosenblatt, Louise. *The Reader, the Text, the Poem*. Carbondale, IL: Southern Illinois Press, 1979.

(Rosenblatt's works are greatly appreciated by those who value the interactions between author and reader. This book, which is becoming a classic, provides a holistic perspective of the role of the reader and the aesthetic nature of the literature experience. Rosenblatt eloquently reminds us about some of the very special joys of reading for pleasure.)

Sims-Bishop, Rudine. *Shadow & Substance: Afro-American Experience in Contemporary Children's Fiction*. Urbana, IL: National Council of Teachers of English, 1982.

(Sims analyzes children's books published from 1965-1979 featuring African-American children. The literary analysis categories — "social conscience," "melting pot" and "culturally conscience" — provided by this children's literature expert remain relevant in the 1990s. This book is partic-

ularly relevant for readers seeking understanding about story characters and events as objects of another's thoughts and observations compared to characters and events perceived as subjects of one's thoughts and observations.)

Literary Analysis — Articles

Fox, Mem. "Politics and Literature:

Chasing the 'isms' from Children's Books." *The Reading Teacher*, 46, 1993: 654-658.

(Fox, an Australian resident raised in Rhodesia (now Zimbabwe), uses her internationally famous book, *Wilfred Gordon McDonald Partridge*, to illustrate that children's books are politically loaded. Fox explicitly reveals her white race identity to illustrate how her childhood and adult encounters with text reflect the politics, values, and supremacy propaganda that is used by those who need to establish and emphasize their own superiority by denigrating others.)

Harris, Violet J. "African-American Children's Literature: The First One Hundred Years." *Journal of Negro Education*, 59, 1990: 540-555.

(Harris' "eye-opening" article provides chronological information about children's literature depicting the struggles, stereotypes, and cultural consciousness of literature written about African-American children for all children. This article is relevant to anyone trying to facilitate children's interaction with good-quality children's literature.)

Language Orientations — Books

Bowers, C.A. and David J. Flinders.

Responsive Teaching: An Ecological Approach to Classroom Patterns of Language, Culture, and Thought. New York: Teacher's College Press, 1990.

(The authors emphasize a culturally

sensitive approach to understanding the classroom. Neither teachers nor students are culturally neutral. Language and thought are explored: metaphorically, within the dynamics of primary socialization, and as a means of cultural domination and subordination.)

Hall, Edward T. *The Silent Language*. New York: Anchor Books, 1959.

(Hall states he wrote this book as a message to his own group, those of European heritage. He discusses the unconscious culture residing within the time and space of spoken words and he cautions readers not to confuse the uniqueness of European cultural patterns as universals. Like *Beyond Culture* — also on this bibliography, *The Silent Language* is a reference to own because each revisit enlightens the reader.)

Holloway, Joseph E. and Winifred K.

Vass. *The African Heritage of American English*. Bloomington, IN: Indiana University Press, 1993.

(Without question, American education has generally disregarded, stereotyped or ignored the substantial influences of the African connections to the language of the United States. The authors' informative introduction provides background about African-American linguistics on the development of the English spoken in the United States. The extensive dictionary, which can be a reference or study guide, contains words and derivatives from the Bantu language family.)

Smitherman, Geneva. *Black Talk*.

Boston: Houghton Mifflin, 1994.

(Smitherman extends and updates the linguistic discourse and glossary of terms she began in *Talkin' and Testifyin'*, subsequently published by Houghton Mifflin in 1977. Again Smitherman gives culturally relevant breadth and depth to the language of

African-Americans, and the vocabulary and other aspects of the language of Black Americans which "crosses-over" into "standard English." The thoroughly researched dictionary section of *Black Talk* should be viewed as a reference rather than an absolute source for definitions and word meanings.)

Research and Views on Education — Books

Dandy, Evelyn B. *Black Communications: Breaking Down the Barriers*. Chicago: African-American Images, 1991.

(Dandy's synthesis of information on Black English, which she labels Black Communication, provides analyses and knowledge bases for effective language arts instruction. This little book is a practical source for classroom teachers interested in the linguistic strengths within the dialects and language patterns of their students.)

Kozol, Jonathon. *Savage Inequalities*. New York: Crown Publishers, Inc., 1991.

(The many schools presented in *Savage Inequalities* are tragic environments for children and an embarrassment to the United States. Kozol provides penetrating, heart-wrenching portraits of children lacking educational opportunities in many urban and suburban schools. An award-winning author, former teacher, and long-time advocate of children, Kozol put into print what many urban teachers and parents have long articulated.)

Freire, Paulo. *Pedagogy of the Oppressed*. 1970. New York: Continuum Press, 1993.

(Within the four chapters of this book, Freire offers explications about (1) oppression relative to the oppressed and the oppressor; (2) the teacher-student contradictions which

prevail in what the author identifies as the "banking" concept of education; (3) the content of dialogue and the content of educational programs; and (4) the opposing theories of cultural actions. This is not a book of simple answers to the complex dimensions of oppression. Yet, it is an extraordinary revolutionary thought provoking work for anyone seriously interested in the science of pedagogy.)

Research and Views on Education — Articles

Hamilton, Charles V. "Race and Education: A Search for Legitimacy." *Harvard Educational Review*, 38, 1968: 669-684.

(Do not let the fact that this article was written over twenty-five years ago, fourteen years after the Brown vs. the Board of Education decision, dissuade you from reading it. Then as

now, the issues of equity, control, parent involvement, cultural pride and the content of the school curricular are pressing issues for quality public schools for children.)

Oakes, Jeannie. "Keeping Track, Part 1: The Policy and Practice of Curriculum Inequality." *Phi Delta Kappan*, 68, 1986: 12-17.

(This article attacks the tracking systems used with high school students. Tracking is perceived by some educators and parents as a means of accommodating variability of students' cognitive, aptitude, interests, learning styles, etc. Others view tracking as a means of controlling who has access to knowledge and opportunity. Oakes clearly presents the data in this article, as she does in her 1990 book *Multiplying Inequalities: The Effects of Race and Social Class and Tracking on Opportunities to Learn Mathematics and Science*, about how

the policy of tracking promotes and institutionalizes inequities in education.)

Dr. Toni Walters is an associate professor in the Department of Reading and Language Arts at Oakland University in Rochester, MI. She chairs the Multicultural Literacy Committee of the MRA.

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