Dr. Maurianne Adams to Provide 2011 MCTI Keynote Address

Dr. Maurianne Adams, professor emerita of the School of Education at University of Massachusetts Amherst, will provide the keynote address at the 2011 Multicultural Curricular Transformation Institute. The address will be open to the public. Those interested in attending should check the Multicultural Curriculum Transformation website for details.

Dr. Adams’ professional interests include Social Justice Education, Social Identity/Cognitive Development, Multicultural Learning Styles and Teaching Strategies, and Multicultural Adult Development. She has authored or co-authored several notable books, including:


The 2011 Multicultural Curricular Transformation Institute runs from May 16 - 20 in the Holmes Student Center. Questions may be directed to mcti@niu.edu or 753-8557.
Featured Resource: Teaching for Diversity and Social Justice, by Maurianne Adams et. al.

The Multiculturalist

For nearly a decade, Teaching for Diversity and Social Justice has been the definitive sourcebook of theoretical foundations and curricular frameworks for social justice teaching practice. This thoroughly revised second edition continues to prove teachers and facilitators with an accessible pedagogical approach to issues of oppression in classrooms. Building on the groundswell of interest in social justice education, the second edition offers coverage of current issues and controversies while preserving the hands-on format and inclusive content of the original. Teaching for Diversity and Social Justice presents a well-constructed foundation for engaging the complex and often daunting problems of discrimination and inequality in American society.

The Second Edition:
- Presents new curriculum designs for additional forms of oppression - racism, immigration, and globalism; transgender oppression; religious oppression; ageism and adultism - and fully revised designs for other social justice topics
- Incorporates thoroughly updated resources, references, and examples
- Includes a CD-ROM with extensive appendices for participant handouts and facilitator preparation
- Offers practical curriculum designs for integrating social justice issues into both standard semester and condensed formats
- Provides relevant commentary and trouble-shooting to address typical participant fears and challenges.

—www.goodreads.com

Excerpts from reviews at Amazon:

“This is a great book for teaching and understanding social justice and diversity issues. It has curriculum designs and sample activities. I will use this for training with my staff on these issues. It also has a great CD that has several useful items as well.”

“If you provide diversity training on any level, this is the one resource that is a "must have". The theory is clear, the exercises are innumerable and varied and the writing is excellent. I recently presented on new topics to me related to diversity and this book gave me ALL the resources and the confidence I needed. This book is worth every penny!”

“This book is full of great activities and historical information that can help anyone wanting to do a training on social justice issues. As a consultant I refer to it often.”
The Multiculturalist

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The Ultimate Goal of Multicultural Education

Multicultural education is a progressive approach for transforming education that holistically critiques and responds to discriminatory policies and practices in education. It is grounded in ideals of social justice, education equity, critical pedagogy, and a dedication to providing educational experiences in which all students reach their full potentials as learners and as socially aware and active beings, locally, nationally, and globally. Multicultural education acknowledges that schools are essential to laying the foundation for the transformation of society and the elimination of injustice.

The underlying goal of multicultural education is to affect social change. The pathway toward this goal incorporates three strands of transformation:
1. the transformation of self;
2. the transformation of schools and schooling; and
3. the transformation of society.

The Transformation of Society

Ultimately, the goal of multicultural education is to contribute to the transformation of society and to the application and maintenance of social justice and equity. This stands to reason, as the transformation of schools necessarily transforms a society that puts so much stock in educational attainment, degrees, and test scores. In fact, it is particularly this competitive, market-centric hegemony underlying the dominant mentality of the United States (and increasingly, with the "help" of the United States, the world) that multicultural education aims to challenge, shake, expose, and critique. This is precisely the reason that it is not enough to continue working within an ailing, oppressive, and outdated system to make changes, when the problems in education are themselves symptoms of a system that continues to be controlled by the economic elite. One does not need to study education too closely to recognize that schools consistently provide continuing privilege to the privileged and continuing struggle for the struggling with very little hope of upward mobility. "Informal" tracking, standardized testing, discrepancies in the quality of schools within and across regions, and other practices remain from the industrial-age model of schools. Only the terminology has changed -- and the practices are not quite as overt.

Educators, educational theorists, researchers, activists, and everyone else must continue to practice and apply multicultural teaching and learning principles both inside and out of the classroom. We must not allow the knowledge that the vast majority of schools are well-intentioned lead us to assume that our schools are immune to the oppression and inequity of society. We must ask the unaskable questions. We must explore and deconstruct structures of power and privilege that maintain the status quo.

In a sense, multicultural education uses the transformation of self and school as a metaphor and point of departure for the transformation of society. Ultimately, social justice and equity in schools can, and should, mean social justice and equity in society. Only then will the purpose of multicultural education be fully achieved.
The Multiculturalist is pleased to reprint, with permission, the following article as a running feature. Part one was published in Volume 2, Issue 2. Read the entire article online now, or stay tuned for future installments.

6. Multicultural education should be taught as a separate subject. Just as touring and detouring are not recommended practices, neither is teaching multicultural education as a separate subject. In fact, this is just another detour. In a subtle way, it points out that many groups are still on the margin of society.

James Banks (1994) has divided multicultural curriculum reform into four approaches. These include: 1) the contributions approach, 2) the additive approach, 3) the social action approach, and 4) the transformation approach. This fourth approach is particularly powerful in addressing the myth of teaching multicultural education as a separate subject. In a transformation approach, the structure and basic assumptions of the curriculum are changed so that students can view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups. History often is written from the winner’s perspective, and so in traditional curricula, students only get to hear the voice of the victor. In a transformation approach, “students are able to read and listen to voices of the victors and the vanquished” (p. 26).

Making multicultural education a separate topic would simply add something else to teachers’ already full plates. We advocate an approach that promotes education that is multicultural overall. Multicultural concepts should be infused throughout the curriculum.

7. Multicultural education is an accepted part of the curriculum. In fact, this is far from true. There are current efforts to eliminate multicultural education from the schools. The popular media also has its staunch critics of multicultural education. On the back cover of Rush Limbaugh’s (1994) popular book See, I Told You So he says, “Multicultural education is just an excuse for those who have not made it in the American way.” It is important to note, however, that there has never been one American culture, but many. Ross Perot used the term “melting pot” throughout his presidential campaigns. Perhaps a better way to look at the United States would be as a salad bowl (Aldridge, 1993). Unique, different cultures contribute to the whole country, just as a tomato or celery adds to the salad.

References


2011 Multicultural Curriculum Transformation Institute
Call for Participation: December 3 Deadline

The Office of the Provost and the Committee on Multicultural Curriculum Transformation invite full-time tenured and tenure-track faculty, instructors, and supportive professional staff to participate in the 2011 Multicultural Curriculum Transformation Institute. The Institute assists participants in incorporating multicultural perspectives and content into their courses, improving communication with students, and preparing alumni to participate in a diverse workplace and society.

Qualified faculty and instructional staff are encouraged to apply for Multicultural Curriculum Transformation stipends. Individuals selected will receive a $1,000 stipend to support transforming existing courses or developing new classes that address multiculturalism. Faculty and staff on 12-month contracts can participate in the institute but are not eligible for the stipend. The deadline for applications is December 3, 2010. Information about applications for the institute is available on the Multicultural Curriculum Transformation website - http://www.niu.edu/mct/institute/application.shtml. Applications should be submitted electronically to mcti@niu.edu.

Please join your colleagues in this important and exciting opportunity! Approximately 250 individuals have participated in the institute since its inception, and they have made a significant impact on NIU's programs at all levels. We look forward to your contributions in continuing this effort.

Questions regarding the institute may be directed to Graduate Assistant Rachel Stade, at 753-8557 or email mcti@niu.edu.

Fifteen Misconceptions
(continued)

Credits


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About The Multiculturalist

Published twice yearly, THE MULTICULTURALIST is brought to you by the Office of the Provost. All members of the NIU community are invited to submit their multicultural methodology or success story to editor-in-chief Donna Askins. For all questions related to the Multicultural Curriculum Transformation Institute, contact mcti@niu.edu or call 815.753.8557.