“My experience in Multicultural Education at the University of Washington was powerful because it enabled me to connect the many contradictions of race, class, and gender in U.S. society to their manifestations in educational institutions. It gave me the theory and language to speak to and about power in educational contexts.”

MARY STONE HANLEY, ASSISTANT PROFESSOR OF EDUCATION, UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL
The Center for Multicultural Education focuses on research projects and activities designed to improve practice related to equity issues, intergroup relations, and the academic achievement of all students. The Center also engages in services and teaching related to its research mission. This publication describes the Center’s programs and publications which have been recognized locally, nationally, and internationally.

In 2004, Jossey-Bass published the second edition of the Center’s *Handbook of Research on Multicultural Education*, the first edition of which received the 1997 Book Award from the National Association for Multicultural Education. The *Handbook* covers a comprehensive array of issues in multicultural education and is a valuable resource for practicing educators, researchers, and graduate students.

In addition to dealing with diversity within the U.S., the Center is addressing complex questions related to global citizenship and democratic education in diverse multicultural societies. We hosted the conference “Ethnic Diversity and Citizenship Education in Multicultural Nation-States,” held at the Rockefeller Foundation’s Study and Conference Center in Bellagio, Italy, in June 2002. The book *Diversity and Citizenship Education: Global Perspectives* contains the major findings of this conference.

In 2003, the Diversity, Citizenship, and Global Education Consensus Panel was established with support from the Spencer Foundation. Using the major findings of the Bellagio conference as a departure point, the panel developed major principles and concepts that provide guidance to educators for implementing citizenship education programs that prepare students to become effective citizens in a diverse and interdependent world. The publication *Democracy and Diversity: Principles and Concepts for Educating Citizens in a Global Age* was released at an invitational conference on April 29, 2005, that was attended by 130 educators throughout Washington State.

Examining diversity and citizenship education within the global context is a major focus of the Center’s recent work. However, the Center’s attention has not shifted away from matters at home. The increasing cultural, linguistic, and religious diversity within the U.S. and the emphasis on accountability in U.S. schools make a commitment to social justice and equity imperative and a high Center priority. Our work focuses on the ways in which national and international educational issues are interrelated.

In this publication, we describe the Center’s projects and publications. The Center continues to bring world-class researchers to the University of Washington campus as part of the Symposium-Lecture Series and to teach Center summer courses. We profile several Center graduates who are doing important social justice work in schools, colleges, universities, and other institutions. We also include information on Center courses and degree programs.

The increasing diversity within the nation’s schools provides both opportunities and challenges. Diverse classrooms and schools make it possible to teach students from many different cultures and groups how to live together cooperatively and productively. Prejudice and discrimination are challenges that arise when people from diverse groups come together. Globalization and its consequences have revealed why it is essential to teach students to be critical thinkers and active citizens in a diverse, divided, and troubled world. The Center’s mission is to help educators respond effectively to both the challenges and opportunities of diversity. We invite you to participate in our work to expand educational equality by attending Center public lectures, taking Center courses, and using our publications. We also invite and encourage your comments on the Center’s publications, programs, and projects.
Published Reviews of *Multicultural Education, Transformative Knowledge, and Action*

“Among the growing number of recent publications on multicultural education, this book represents one of the more important contributions to our understanding of the movement. A significant contribution to the volume is made by the editor, James A. Banks. Through his work and that of other essayists, the book sets out to show how the work of present-day multicultural scholars and activists is based on and linked to the work of leaders in this field early in the century, especially the writings of W.E.B. DuBois, Carter G. Woodson, and Franz Boas.”

**HISTORY OF EDUCATION QUARTERLY, FALL, 1997**

“Although a variety of researchers and practitioners have provided contributions and demonstrated a commitment to multicultural education, James A. Banks continues as one of the most consistent and coherent advocates in the field for an integration of scholarship and social action. Building on his widely utilized textbooks, Banks, with his publication of the encyclopedic *Handbook of Research on Multicultural Education* and two critical articles in *Educational Researcher*, has further increased the legitimacy of multicultural education as a distinct domain of study. With the publication under review here, *Multicultural Education, Transformative Knowledge, and Action: Historical and Contemporary Perspectives*, Banks proceeds with his project to document the ways in which the current multicultural education movement is both connected to and a continuation of earlier scholarly and activist movements designed to promote empowerment, knowledge transformation, liberation, and human freedom in society.”

**EDUCATIONAL STUDIES: A JOURNAL IN THE FOUNDATIONS OF EDUCATION, SPRING, 1997**

“*Multicultural Education, Transformative Knowledge, and Action: Historical and Contemporary Perspectives* is required reading for all those concerned with the scholarly and activist roots of multicultural education. The central theme of the book is transformative knowledge and action, the idea that we all can and should make a difference in our work. An elegantly crafted collection. . . this new book demonstrates the transformation of multicultural education into a discipline or perhaps more appropriately, a meta-discipline. It thus belongs on the shelves of everyone concerned with transforming the mainstream dialogue on Multicultural America.”

**MULTICULTURAL EDUCATION, FALL, 1997**

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**Studies in the Historical Foundations of Multicultural Education**

A major goal of this project is to document the ways in which the current multicultural movement is both connected to and a continuation of earlier scholarly and activist movements designed to promote empowerment, knowledge transformation, liberation, and freedom in society. Another important goal is to mentor graduate students. This series was initiated with five papers presented at the annual meetings of the American Educational Research Association (AERA) in 1993. The Center also presented symposia on this project at the 1994 and 1995 annual meetings of AERA. *Multicultural Education, Transformative Knowledge, and Action*, edited by James A. Banks, was the first publication of this project (New York: Teachers College Press, 1996). This book contains most of the papers presented in the AERA symposium series. It documents persistent themes in the struggle for human freedom in the United States since the late nineteenth century as exemplified in the scholarship and actions of people of color and their White supporters.
Comments on *Improving Multicultural Education: Lessons from the Intergroup Education Movement by Leading Scholars*

“An outstanding achievement. Cherry A. McGee Banks's scholarship will aid all educators in their efforts to increase the depth and scope of their current knowledge of multicultural education.”

CARL A. GRANT, UNIVERSITY OF WISCONSIN–MADISON

“Cherry Banks provides an important historical analysis of the intercultural movement that is long overdue. Contemporary conversations about multicultural education will be greatly informed by this compelling depiction of the lessons of this previous era.”

VANESSA SIDDLE WALKER, EMORY UNIVERSITY

“This vivid and well-documented history has much to offer multicultural educators today. Anyone who cares about America's progress toward a just and pluralistic society should read this book.”

LINDA DARLING-HAMMOND, STANFORD UNIVERSITY

“In this meticulously researched book, Cherry Banks supplies a critical and heretofore missing link to current educational efforts in diversity and social justice. There are many lessons to be learned here. . . . This book is a treasure for researchers, policymakers, and others.”

SONIA NIETO, UNIVERSITY OF MASSACHUSETTS, AMHERST

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*A History of the Intergroup Education Movement*

*Improving Multicultural Education: Lessons from the Intergroup Education Movement,* by Cherry A. McGee Banks, is the second book in the Center’s Historical Foundations of Multicultural Education Series. This book builds upon and deepens the work contained in the author’s chapter in the first book in the Historical Series. Intergroup conflict has been a perennial problem in the United States since colonial times. This book describes how a group of educators, social activists, and scholars tried to reduce intergroup tensions and create schools where people of all groups could learn together and from each other. Demonstrating the links between the current multicultural education movement and the roots of intergroup education, the author helps us to understand where we've been, where we are, and where we might strive to be in our future attempts to reform schools so that they respond to the diversity within U.S. society.
The second edition of the *Handbook* brings together in one volume the major research and scholarship related to multicultural education that has developed since the 1960s and 1970s. Recognizing that the field has developed significantly in recent years, with new issues that have become important, such as the increase in immigration, the rising number of multiracial children in the U.S., and a focus on testing and accountability in schools, the editors have included 20 new chapters to address these topics. Moreover, 29 chapters from the first edition were updated to include contemporary information. Research is broadly defined in the *Handbook*. It includes discussions and summaries of research using experimental and quasi-experimental designs, historical and philosophical inquiry, ethnographic studies, survey research, scholarship broadly defined, and insights gained from practice. Each chapter, written by a leading authority, critically discusses and summarizes the research on a specific topic and describes the implications of the discussion for further research, policy, and practice. The first edition of the *Handbook* received the 1997 Multicultural Book Award from the National Association for Multicultural Education.

**Praise for the Second Edition of the *Handbook***

“This comprehensive and enlightening volume embraces the major research and scholarship in multicultural education—tracing historical themes that shape our contemporary views, crossing disciplinary boundaries, joining theory and practice, and provoking a new public discourse about navigating the twin goals of excellence and equity in education. The *Handbook of Research on Multicultural Education* will surely be a valuable resource for scholars, practitioners, and policymakers.”

**SARA LAWRENCE-LIGHTFOOT, EMILY HARGROVES FISHER PROFESSOR OF EDUCATION, HARVARD UNIVERSITY**

“I am large, I contain multitudes,” boasted Walt Whitman in his celebration of the American voice and spirit, “Song of Myself.” His claim applies equally well to the second edition of the *Handbook of Research on Multicultural Education*, ably edited by James A. Banks and Cherry A. McGee Banks. Newly revised and expanded, this volume indeed contains a multitude of voices and perspectives, providing an invaluable resource for all those interested in issues of equity and the role of education in a pluralistic democracy.”

**PAMELA GROSSMAN, PROFESSOR, SCHOOL OF EDUCATION, STANFORD UNIVERSITY**

“Laden with new scholarship and updated revisions of some of the earlier chapters, this carefully conceptualized second edition of the *Handbook* promises to be an even more indispensable resource than its highly acclaimed predecessor. It presents both depth and breadth in the field and is essential reading for new scholars, established scholars, practitioners, and policy makers alike—indeed, anyone seeking equality of educational opportunities for all students.”

**VANESSA SIDDLE WALKER, PROFESSOR, DIVISION OF EDUCATIONAL STUDIES, EMORY UNIVERSITY**

“It is hard to imagine a multicultural scholar, researcher, K-12 educator, or administrator who could afford not to be thoroughly conversant with the rich content of this defining *Handbook*. Broadened, updated, and revised, this unrivaled second edition captures the diversity and impact of essential contemporary issues such as educational standards and provides a solid foundation for anticipating future developments.”

**EVELYN KALIBALA, DIRECTOR OF SOCIAL STUDIES AND MULTICULTURAL EDUCATION, NEW YORK CITY PUBLIC SCHOOLS**
The Center for Multicultural Education and the Center for Learning in Informal and Formal Learning Environments (LIFE) established a LIFE Diversity Consensus Panel during the 2004-2005 academic year. The LIFE Center, which is supported by the National Science Foundation, is a collaborative effort among three primary partners—the University of Washington, Stanford University, and the Stanford Research Institute—as well as other institutions across the country. Professor John Bransford is Principal Investigator of the LIFE Center. The overall purpose of the LIFE Center is to understand and advance human learning through a simultaneous focus on implicit, informal and formal learning, thus cultivating generalizable interdisciplinary theories that guide the design of effective new technologies and learning environments. The Center’s mission is threefold: (1) conduct scientific research; (2) develop collaborative partnerships; and (3) build capacity.

As a component of the LIFE project, the LIFE Diversity Consensus Panel is focusing on ways in which learning in informal settings can enhance the academic achievement of students of color and students who speak a first language other than English. The goal of the LIFE Diversity Consensus Panel is to identify what we know about diversity and informal learning and what we need to know. At its first meeting on the University of Washington campus on March 16 to 18, 2005, the LIFE Diversity Consensus Panel decided that its report would consist of two parts, a booklet and a DVD that would illustrate and give examples of the principles and concepts described in its report. The Panel presented a public forum related to its work at the University of Washington on March 17 that focused on “Diversity in the Twenty First Century: Learning Challenges and Opportunities.” The public forum was attended by more than 100 researchers and practitioners in the Seattle metropolitan area.

The second meeting of the LIFE Diversity Consensus Panel took place in January 2006 at the Center for Advanced Study in the Behavioral Sciences at Stanford, where James A. Banks, the chair of the committee, was a Fellow.

Members of the LIFE Diversity Consensus Panel

James A. Banks, University of Washington, Chair and Diversity Advisor for the LIFE Center
Kathryn H. Au, University of Hawaii, Manoa
Kris Gutierrez, University of California, Los Angeles
Shirley Brice Heath, Stanford University
Carol D. Lee, Northwestern University
Luis C. Moll, University of Arizona
Improving Citizenship Education Worldwide

Diversity and Citizenship Education: Global Perspectives

Resulting from papers that were presented at the conference “Ethnic Diversity and Citizenship Education in Multicultural Nation-States,” held at the Rockefeller Foundation’s Study and Conference Center in Bellagio, Italy, in June, 2002, this book presents international perspectives on how multicultural nation-states can balance unity and diversity and respond to globalization. Participants and contributing authors represented 12 different nations: Brazil, Canada, China, Germany, India, Israel, Palestine, Japan, Russia, South Africa, the United Kingdom, and the United States.

Since World War II, worldwide immigration has increased the racial, ethnic, cultural, and language diversity in many nation-states. These nation-states are faced with the problem of how to reflect the diversity within their societies while maintaining national unity. Increasing globalization throughout the world is also challenging nationalism and the nation-state. Diversity and Citizenship Education discusses how civic education can be reformed so that it will advance democracy as well as be responsive to the needs of cultural, ethnic, immigrant, language, and religious groups. The contributors present historical and philosophical analyses of civic education programs, research, and curriculum guidelines to guide action and school reform.

Praise for Diversity and Citizenship Education

“Kudos to James A. Banks for undertaking this exciting project and doing a superb editorial job. This set of coherent chapters by leading scholars from twelve nations is essential reading for anyone concerned with the role that multicultural/international education can play in contributing to democratic and globally conscious citizens in increasingly diverse societies in an interconnected world.”

ROBERT ARNOVE, CHANCELLOR’S PROFESSOR EMERITUS OF EDUCATION, INDIANA UNIVERSITY, BLOOMINGTON, AND PAST PRESIDENT, COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY

“Rather than simply a problem of appreciating differences in race, ethnicity, and language, preparing citizens for democracy in the twenty-first century is a complex project that must be firmly rooted in social justice and socio-political realities. The international authors of Diversity and Citizenship Education: Global Perspectives tackle knotty problems but leave readers with hope in facing the many challenges that lie ahead if we are serious about promoting justice and equity through education. This terrific and informative book is sure to be a great help to educators.”

SONIA NIETO, PROFESSOR, SCHOOL OF EDUCATION, UNIVERSITY OF MASSACHUSETTS, AMHERST

“This book makes a brilliant and comprehensive contribution to understanding education for citizenship in a global context. It offers the best analysis yet of the contradictions between diversity and equality, and the need for democratic citizenship education in a global context. It should be read by all educators around the world who are concerned about creating just and inclusive multicultural societies.”

SALLY TOMLINSON, EMERITUS PROFESSOR OF EDUCATION, GOLDSMITHS COLLEGE, UNIVERSITY OF LONDON, AND RESEARCH ASSOCIATE, EDUCATION DEPARTMENT, UNIVERSITY OF OXFORD, ENGLAND
Print copies of DEMOCRACY AND DIVERSITY may be ordered from:
CME Publications • Center for Multicultural Education
Box 353600 • University of Washington
Seattle, WA 98195-3600 • (206-543-1847)
1-9 copies, $9.50 each; 10 or more copies, $8.00 each.
Prices include tax and postage. Checks or purchase orders should be made out to the University of Washington.

Democracy and Diversity: Principles and Concepts for Educating Citizens in a Global Age

The Center for Multicultural Education at the University of Washington established—with support from the Spencer Foundation—a Diversity, Citizenship, and Global Education Consensus Panel. The Panel’s goal was to develop a set of research and theory based principles and guidelines that school practitioners can use to structure citizenship education programs that reflect diversity and unity and prepare students to become effective citizens in a global context. An important foundation for the Panel’s work was the book that resulted from the Bellagio conference sponsored by the Center, Diversity and Citizenship Education: Global Perspectives, along with two commissioned papers and eight concept papers.

In Democracy and Diversity: Principles and Concepts for Educating Citizens in a Global Age, the Panel presents four principles and identifies ten concepts to facilitate the implementation of citizenship education programs that focus on democracy, diversity, and globalization. This publication also contains a checklist designed to be used by educators to determine the extent to which the principles and concepts identified by the Consensus Panel are reflected in their classrooms and schools. The work of the Consensus Panel was reviewed by an International Review Panel.

In April, 2005, an invitational conference was held to release the report. Superintendents from throughout the state of Washington attended the conference and brought with them a team of administrators responsible for curriculum development and change in their districts. Heads of independent schools and their staffs as well as teacher educators in the Puget Sound region also attended the conference.

CONSENSUS PANEL MEMBERS
James A. Banks
University of Washington, Seattle, Chair
Cherry A. McGee Banks
University of Washington, Bothell
Carlos E. Cortés
University of California, Riverside
Carole L. Hahn
Emory University
Merry M. Merryfield
The Ohio State University
Kogila A. Moodley
University of British Columbia, Canada
Stephen Murphy-Shigematsu
University of Tokyo, Japan
Audrey Osler
University of Leeds, England
Walter C. Parker
University of Washington, Seattle
Mark Purcell
University of Washington, Seattle
Farhat J. Ziadeh
University of Washington, Seattle

INTERNATIONAL REVIEW PANEL
Angela M. Banks
Iran–United States Claims Tribunal, The Hague, The Netherlands
Svetla Dave Chakravartty
Centre for Education Management and Development, New Delhi, India
Carlos F. Diaz
Florida Atlantic University, USA
Petronilha Beatriz Gonçalves e Silva
Universidade Federal de São Carlos, Brazil
Yasumasa Hirasawa
Osaka University, Japan
Reva Joshee
Ontario Institute for Studies in Education, University of Toronto, Canada
Seiji Kawasaki
Tokyo Gakugei University, Japan
Christine Kim-Eng Lee
National Institute of Education, Nanyang Technological University, Singapore
Sigrid Luchtenberg
Essen University, Germany
Margarita Luna Delgado
Universidad IberoAmericana, Mexico
Darren E. Lund
University of Calgary, Canada
Sonia Nieto
University of Massachusetts, USA
Mokubung Nikomo
University of Pretoria, South Africa
Gary Partington
Edith Cowan University, Australia
Andrew F. Smith
The American Forum for Global Education, USA
Sally Tomlinson
University of Oxford, United Kingdom
David B. Willis
Soai University, Japan
Diversity Within Unity is the product of a four-year project during which a consensus panel reviewed and synthesized research related to diversity. The panel was supported by a grant from the Carnegie Corporation of New York and chaired by James A. Banks. The 12 major findings of the panel, which are called essential principles, constitute this publication. It also contains a checklist designed to be used by educational practitioners to determine the extent to which their institutions and environments are consistent with the essential principles. Diversity Within Unity differs from many academic publications in its concise length and practical features. “We wanted to produce a document educators would keep and refer to on a regular basis,” explains Banks.

Diversity Within Unity moves multicultural education out of the realm of theory and into everyday practices. School districts, colleges, and universities throughout the nation are using it as a key component of staff development initiatives. The Denver Public Schools, where Banks presented the report to the board of education and leading school administrators, ordered 600 copies to use in their staff development program; the Seattle School District purchased and distributed 7500 copies to its entire staff. Diversity Within Unity is being used in a number of local school districts to guide school reform related to diversity, including the Everett School District, the Kent School District, and the Federal Way School District in the Puget Sound area. It is also being used by the Office of the Superintendent of Public Instruction (Washington State) and the Washington Education Association. Diversity Within Unity has been adapted for higher education by the Multicultural Concerns Committee (MCC) and the Center for Research on Developmental Education and Urban Literacy (CRDEUL) at the University of Minnesota General College. The adapted publication is available at the CRDEUL web site: http://www.gen.umn.edu/research/crdeul/reports.htm.

Comment and Published Review of Diversity Within Unity

“The report addresses two complex issues in K-12 education reform: disparities in academic achievement, and what does it mean to live in a diverse nation. In the first matter, it provides a road map to different areas that need attention in order for all students to achieve academic success. In the second matter, it provides methods for students from all groups to interact positively, preparing them to participate in an increasingly diverse society.”

DAVID KOYAMA, PH.D., PRINCIPAL, LYNNWOOD (WASHINGTON) INTERMEDIATE SCHOOL

“The value of the 12 principles lies in their usefulness as benchmarks for which educators and schools can strive. Indeed, perhaps one of most valuable aspects of the report is the ‘Diversity Within Unity Essential Principles Checklist.’ . . . The checklist has great potential for adaptation as a research instrument to measure or evaluate school progress toward multiculturalism.”

MULTICULTURAL PERSPECTIVES, VOLUME 4, NUMBER 2, 2002
The Book Talk Series features books by Center Faculty, Center Faculty Affiliates, and other authors related to issues of diversity, equity, and education. The Series provides an opportunity for Center Faculty and other authors to discuss their work with the broader education community.

January, 2005
**Cherry A. McGee Banks**, University of Washington, Bothell
*Improving Multicultural Education: Lessons from the Intergroup Education Movement*

May, 2003
**Geneva Gay**, University of Washington, Seattle
*Becoming Multicultural Educators: Personal Journey Toward Professional Agency*

January, 2003
**Walter C. Parker**, University of Washington, Seattle
*Teaching Democracy: Unity and Diversity in Public Life*

May, 2002
**Johnnella E. Butler**, University of Washington, Seattle
*Color-Line to Borderlands: The Matrix of American Ethnic Studies*

June, 2000
**Geneva Gay**, University of Washington, Seattle
*Culturally Responsive Teaching: Theory, Research, and Practice*

April, 1999
**Gary Howard**, REACH Center, Seattle, WA
*You Can’t Teach What You Don’t Know: White Teachers in Multiracial Schools*
Enriching the College and University Community with Lectures by World-Class Researchers

Through the Symposium-Lecture Series, researchers and scholars are invited to the University of Washington to engage in discussion of issues related to racial, ethnic, language, and cultural diversity and education. These lectures are well attended by the College of Education faculty and students, teachers, and school administrators, as well as by members of the wider university community.

“The Center has sponsored the University of Washington’s most important lecture series for K-12 educators. Thanks to this series, my students and I have had the chance to meet and learn from some of the best thinkers in the field of education.”

WALTER PARKER, PROFESSOR OF EDUCATION, UNIVERSITY OF WASHINGTON, SEATTLE

“The Center’s Symposium-Lecture series has added an incredible interdisciplinary vibrancy to our campus. Not only have the speakers represented a rich breadth of perspectives and expertise, but they have shared a wonderful depth and dedication to teaching and learning. Presentations by speakers and the ensuing dialogue among colleagues have fundamentally influenced the ways we engage in our twin commitments of advancing scholarship and preparing students for the complexity and excitement inherent in a changing multicultural world.”

BIREN “RATNESH” NAGDA, ASSOCIATE PROFESSOR, SCHOOL OF SOCIAL WORK, UNIVERSITY OF WASHINGTON, SEATTLE

“I have benefited beyond measure from the Center’s work. For example, I have learned many new facts, paradigms, and theories. I have been introduced to new books, many of which I have purchased and used in my classes. I have been stimulated to modify my own research and teaching. I have even used some material to develop a new course. Accordingly, I am deeply grateful to the Center for being such a magnet for attracting great scholars and a source of great ideas. After all, as scholars, ours is a world of ideas.”

JOSEPH W. SCOTT, PROFESSOR EMERITUS OF SOCIOLOGY, UNIVERSITY OF WASHINGTON, SEATTLE

“The Center for Multicultural Education’s Symposium-Lecture Series has provided me the opportunity to learn from noted national experts. More importantly, the series has provided a public space for me and my colleagues to enter a dialogue about issues that are only too frequently whispered about in private. I have confidence this dialogue will lead to an improved University.”

EUGENE EDGAR, PROFESSOR OF EDUCATION, UNIVERSITY OF WASHINGTON, SEATTLE

“The Symposium-Lecture Series is an extraordinary gift given to the extended University of Washington community by the Center for Multicultural Education. The Series has brought to campus some of the most respected names in education, and the conversations sparked by the lectures have endured well beyond the scheduled visits and expanded far beyond the walls of Miller Hall.”

DEBORAH MCCUTCHEN, PROFESSOR AND ASSOCIATE DEAN FOR RESEARCH, COLLEGE OF EDUCATION, UNIVERSITY OF WASHINGTON, SEATTLE

“The Center for Multicultural Education embraces and enhances the University’s commitment to diversity. The quarterly seminars sponsored by the Center bring internationally renowned scholars to this campus to broaden our knowledge base and understanding of diverse ethnic, racial, sexual, learning disabled, and other special populations.”

LOIS PRICE SPRATLEN, PROFESSOR, SCHOOL OF NURSING, UNIVERSITY OF WASHINGTON, SEATTLE
Symposium Speakers

**Zeus Leonardo**  
*California State University–Long Beach, October, 2005*  
Critical Perspectives on Diversity, Research, and Education

**Gloria Ladson-Billings**  
*University of Wisconsin–Madison, October, 2004*  
What If We Leave All the Children Behind?  
The Challenge of Teaching in the New Millenium

**Stephen Murphy-Shigematsu**  
*University of Tokyo, Japan, October, 2003*  
Expanding the Borders of the Nation:  
Ethnic Diversity and Citizenship Education in Japan

**Luis C. Moll**  
*University of Arizona, October, 2002*  
The Development of Biliteracy in Children:  
The Mediating Roles of Language Ideologies

**Sara Lawrence-Lightfoot**  
*Harvard University, November, 2002*  
Will Anybody Know Who I Am?  
On Witness, Justice, and Respect

**Jeannie Oakes**  
*University of California, Los Angeles, October, 2001*  
Becoming Good American Schools:  
The Struggle for Civic Virtue in Education Reform

**Alan H. Shoenfeld**  
*University of California, Berkeley, May, 2001*  
Mathematical Literacy and Civil Rights:  
Issues of Equity, Standards, and Testing

**Lisa D. Delpit**  
*Georgia State University, October, 2000*  
Touched by Their Fire / Blinded by Their Brilliance:  
Reinventing the Education of African American Children

**Marilyn Cochran-Smith**  
*Boston College, October, 1999*  
Blind Vision: Diversity and Teacher Education

**Guadalupe Valdés**  
*Stanford University, October, 1998*  
The World Inside and Outside Schools:  
Language and Immigrant Children

**Quintard Taylor**  
*University of Oregon, May, 1998*  
In Search of the Racial Frontier:  
African Americans in the American West, 1529-1990

**Reva Joshee**  
*University of British Columbia, January, 1998*  
Multiculturalism in the Land of the Mouse:  
Policy Implementation in Canada

**Claude Steele**  
*Stanford University, November, 1997*  
How Stereotypes Shape Academic Identity and Performance

**Lily Wong Fillmore**  
*University of California, Berkeley, October, 1996*  
Cross-Cultural Views of Learning

**Kathryn H. Au**  
*University of Hawaii, Manoa, November, 1994*  
Improving the Literacy Achievement of Students of Diverse Backgrounds

**Linda Darling-Hammond**  
*Teachers College, Columbia University, October, 1994*  
Inequality and Access to Knowledge:  
Implications for Teacher Education

**Shirley Brice Heath**  
*Stanford University, October, 1993*  
Portraying African American Cultures:  
Rethinking the Oral-Literature Dichotomy

**Gary Partington**  
*Edith Cowan University, Australia, January, 1993*  
Educating Ethnic Minorities in Australia

**Elizabeth G. Cohen**  
*Stanford University, October, 1992*  
Groupwork: Strategies for the Heterogeneous Classroom

**Edmund G. Gordon**  
*Yale University*  
**Geneva Gay**  
*University of Washington, January, 1992*  
The National Assessment Movement: How Will It Affect Educational Practices Related to Diversity and Equity?
Summer Courses

Bringing World Class Scholars to Teach Summer Courses

Each summer the Center invites distinguished scholars to teach short courses on their topics of specialization. This program provides opportunities for teacher education and graduate students to interact with eminent scholars from other universities. It also greatly enhances the teaching and research opportunities for students on the University of Washington's three campuses.

2005  Sandra Harding, University of California, Los Angeles
2004  Luis C. Moll, University of Arizona
2003  Linda McNeil, Rice University
2002  Marcelo M. Suárez-Orozco, Harvard University
2001  Lisa Delpit, Georgia State University
2000  Marilyn Cochran-Smith, Boston College
1999  Christine Sleeter, California State University, Monterey Bay
1998  Carol Lee, Northwestern University
       Tsianina Lomawaima, University of Arizona, Tucson
1997  Peter McLaren, University of California, Los Angeles
       Walter Secada, University of Wisconsin, Madison
1996  Ricardo L. Garcia, University of Wisconsin, Stevens Point
       Valerie Ooka Pang, San Diego State University
1995  Kathryn Au, University of Hawaii, Manoa
       Quintard Taylor, University of Oregon
1994  Carlos Ovando, Indiana University, Bloomington
       Shirley Brice Heath, Stanford University
1993  Gloria Ladson-Billings, University of Wisconsin, Madison
       Carlos F. Diaz, Florida Atlantic University
1992  Jacqueline Jordan Irvine, Emory University
       Edmund W. Gordon, Yale University

From left: Edmund W. Gordon, Sandra Harding, Shirley Brice Heath, Gloria Ladson-Billings, Peter McLaren, Marcelo M. Suárez-Orozco
MARY STONE HANLEY, PH.D., 1998

Assistant Professor, Arts Education and Multicultural Education, University of North Carolina–Chapel Hill

“My experience in Multicultural Education at the University of Washington was powerful because it enabled me to connect the many contradictions of race, class, and gender in U.S. society to their manifestations in educational institutions. It gave me the theory and language to speak to and about power in educational contexts.”

Current Research/Practice Focus

My research deals with how artistic agency and aesthetic ways of knowing can inform multicultural knowledge in classrooms and communities. I study young hip-hop artists in classrooms and other public spaces who use Afrocentric forms of music and poetry to transform culture. A second research project deals with the ways that people from diverse cultural groups view schooling, and how performance of their stories may help school practitioners and families to understand educational research.


CHARLENE MANO SHEN, M.ED., 2000

Senior Program Manager, Wing Luke Asian Museum

“Returning to school for my M.Ed. challenged me intellectually (which I had anticipated), but also influenced me in a very emotional manner. The courses that generated experiences vital to my personal as well as academic growth were ones where issues of power, race, and difference were openly shared. These dialogues among amazing faculty and classmates have continued to shape who I am today.”

Current Research/Practice Focus

PATRICIA ESPIRITU HALAGAO, PH.D., 2001

Assistant Professor, Department of Curriculum Studies, University of Hawaii, Manoa

“Studying multicultural education at the Center was liberating because it helped me make sense of my experience as a woman of color. The program provided valuable tools to enact my vision of equity and social justice. But, it is the relationships with faculty and friends that I will always remember and cherish.”

**Current Research/Practice Focus**

My scholarship focuses on the study and integration of transformative multicultural curriculum and pedagogy in social studies education with the intent of decolonizing and improving the educational experiences and achievement of Filipino Americans and other Asian Pacific ethnic groups.


JEANNINE DINGUS, PH.D., 2003

Assistant Professor, Teaching and Curriculum, University of Rochester

“I came to the University of Washington from the classroom, and my experiences at the Center gave me a leg up on my transition into the professoriate through networking, exposure to the publication process, guest speakers, and the hidden curriculum of life in academia. I continue to draw on the Center’s resources in my courses, using its publications and the professional networks I developed during my time there.”

**Current Research/Practice Focus**

I am currently building on my work on intergenerational African American teachers. A new direction of my work explores the perspectives and personal memories of African American and White teachers who lived and experienced school desegregation.


KIPCHOGE NEFTALI KIRKLAND, 1970-2005

Ph.D., 2001, University of Washington
Assistant Professor, Curriculum and Instruction, School of Education, Indiana University

Dr. Kirkland’s research and scholarship focused on incorporating different forms of popular culture with the principles of multicultural education, culturally responsive teaching, and social studies education. His profile for this publication was being prepared when we learned of his untimely death. He wrote, “My experiences with mentors such as Geneva Gay, Ed Taylor, James Banks, and many other colleagues from the University of Washington have kept me rooted in the foundations of multicultural education. The Center continues to be a place of academic and cultural support for me. During my time as a graduate student, I witnessed the theory, research, and practice of multicultural education develop through the work of scholars associated with the Center. Now, as a developing scholar myself, I look to the Center as a place that invites innovative ideas about how to effectively educate students of color, teachers, and their school communities.”

IN LOVING MEMORY OF CHOGE

(as he was affectionately known), a researcher and teacher of integrity, and a friend who touched us all.

His poetry and spirit will remain in the hearts and minds of all the students and colleagues who were fortunate enough to know him.

KIPCHOGE NEFTALI KIRKLAND, 1970-2005

Ph.D., 2001, University of Washington
Assistant Professor, Curriculum and Instruction, School of Education, Indiana University

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Professor James A. Banks Receives Killinger Chair in Diversity Studies

By Doug Marsano
Assistant Director for Development, College of Education
University of Washington, Seattle

Professor James A. Banks, widely recognized as the founding father of multicultural education, will be the first recipient of the new Linda and Kerry Killinger Endowed Chair in Diversity Studies. The chair was created by the generous support of the Killingers, and of Washington Mutual, Inc., where Kerry Killinger is CEO. Their support ensures that the College of Education will always have a faculty member whose work is dedicated to diversity issues and secures the College’s position as a leader in multicultural education and issues of social justice.

Professor Banks is the natural choice for the Killinger Chair. In 1971 he became the first African American to receive tenure at the University of Washington by going through the tenure process. Professor Banks has received many awards and honors for his research and professional service. He was elected president of the National Council for the Social Studies (NCSS) in 1982 and received that organization’s Distinguished Career Research Award in 2001. In 1997, he was elected president of the American Educational Research Association (AERA), the chief educational research association in the United States and the world. From AERA, Professor Banks has received the Research Review Award (1993), a Distinguished Career Contribution Award (1996), and the inaugural Social Justice Award (2004) for his work “demonstrating the critical role of education in supporting social justice.”

Professor Banks is currently a member of the Board of Children, Youth, and Families of the National Research Council and the Institute of Medicine of the National Academy of Sciences. He was elected to the National Academy of Education in 2000 and is a member of its board of directors. He was a Fellow at the Center for Advanced Study in the Behavioral Sciences during the 2005-2006 academic year.

Professor Banks holds honorary doctorates from the Bank Street College of Education (New York), the University of Alaska, Fairbanks, the University of Wisconsin, Parkside, DePaul University, and Lewis and Clark College. In 2005, he was awarded the UCLA Medal from the University of California, Los Angeles, the University’s highest honor.

On March 3, 2005, Professor Banks delivered the 29th Annual Faculty Lecture at the University of Washington, entitled, “Democracy, Diversity, and Social Justice: Education in a Global Age.” The lecture is awarded by the Faculty Senate to only one University of Washington faculty member each year and is considered the highest honor a faculty member can receive from his or her peers. Recipients are judged to have made a substantial contribution to their profession, to the research or performance of others, and to society.

Professor Zeus Leonardo, Associate Professor of Education at California State University-Long Beach, served as Visiting Associate Professor and Acting Director of the Center for Multicultural Education at the University of Washington during the 2005-2006 academic year. Center Director James A. Banks was on sabbatical and a Fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford during the 2005-2006 academic year.

Professor Leonardo is the author of Ideology, Discourse, and School Reform (Praeger), editor of Critical Pedagogy and Race (Blackwell), and co-editor (with C. Tejeda and C. Martinez) of Charting New Terrains of Chicano(a)/Latino(a) Education (Hampton). His articles have appeared in Educational Researcher; Race, Ethnicity, and Education; and Educational Philosophy and Theory.
The Center sponsored conferences, institutes, and workshops to disseminate cutting-edge research to practitioners in schools, college, universities, and other institutions. Occasionally, these events are co-sponsored with organizations such as the Anti-Defamation League of B’nai B’rith and the Southern Poverty Law Center in Birmingham, Alabama.

The Center co-sponsored the first Teaching Tolerance Institute with the Southern Poverty Law Center, July 13 through August 1, 1997. Thirty K-12 teachers from throughout the United States spent three weeks on the University of Washington campus learning how to promote interracial understanding in their classrooms.

Photo right: Conference speaker Karen Kodama, Principal of the John Stanford International School in Seattle, talks to a participant at the Center’s conference held April 29, 2005 to release Democracy and Diversity: Principles and Concepts for Educating Citizens in a Global Age (See page 7).
Graduate Degree Programs in Multicultural Education

University of Washington, Seattle and Bothell

Master of Education Degree in Multicultural Education, Seattle Campus

The Master of Education Degree (M.Ed.) in Multicultural Education may be pursued as a study option within Curriculum and Instruction at the University. The M.Ed. is designed to prepare teachers and other professionals to assume leadership roles in school districts, colleges, universities, and other institutions that have projects, courses, and programs related to multicultural education, intergroup education, and race relations. The program is also designed to respond to the needs of classroom teachers who wish to gain the knowledge and skills needed to integrate their curricula with multicultural content. Educators involved in helping school districts move from desegregated to effectively integrated educational environments will also benefit from the program.

Students enrolled in the master’s degree program pursue a course of study that includes at least 15 credits of multicultural education courses offered by the area of Curriculum and Instruction and other areas within the College of Education. Students also take at least 15 credits of ethnic diversity subject matter outside Education, choosing from a range of courses with approval of their advisors that focus on one or two ethnic groups and/or deal with issues of race and ethnicity in general.

Doctoral Degrees in Multicultural Education, Seattle Campus

Students may pursue a multicultural education concentration in either the Doctor of Philosophy (Ph.D.) or the Doctor of Education (Ed.D.) degree. The Ph.D. program prepares students for careers in research or scholarly inquiry and teaching at the college level. The program consists of (1) continuous research or inquiry; (2) courses in education and related fields designed to develop a comprehensive academic basis for future work in research and teaching; and (3) teaching and other related experiences tailored to individual needs and career goals. Each student works closely with an advisor and a supervisory faculty committee to select courses, topics of research and inquiry, and teaching experiences.

The Ed.D. program is designed to prepare students for advanced professional practice directed mainly toward the application or transmission of existing knowledge. The program of study leading to the Doctor of Education, as a professional degree, focuses on the utilization of research knowledge, rather than on the production of new research knowledge. Students who aspire to leadership positions as administrators or policy analysts, for example, would appropriately seek the Doctor of Education degree. The student pursues a program of study as well as sequences of appropriate field placements such as supervisory internships and administrative practices.

Master of Education Degree (Multicultural Education focus), Bothell Campus

Multicultural Education at the University of Washington, Bothell, consists of a series of courses designed to assist teachers in their personal and professional growth as instructional leaders in a society that is undergoing significant demographic changes. The courses blend theory and practice, emphasize issues of school practice, and help teachers to increase their instructional effectiveness with both males and females and with students from diverse ethnic, racial, cultural, language, and social-class groups. The multicultural education courses at UW Bothell incorporate four major themes: reflective self-analysis, inquiry, equity pedagogy, and examination of the process of knowledge construction. Cognitive, affective, and ethical dimensions of teaching, research, and service are encompassed in the five themes.
## Multicultural Education Courses

### UW Seattle

#### General Courses

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<tbody>
<tr>
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<td>Multiethnic Curriculum and Instruction</td>
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<tr>
<td>EDC&amp;I 464</td>
<td>Educating Native American Youth</td>
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<td>EDC&amp;I 469</td>
<td>Teaching African American Students and Culture</td>
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<td>EDC&amp;I 474</td>
<td>Multi-Ethnic Studies: Methods, Content, and Materials</td>
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<td>Teaching the Bilingual-Bicultural Student</td>
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<td>EDC&amp;I 457</td>
<td>Methods in Teaching English as a Second Language</td>
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<td>EDC&amp;I 495U</td>
<td>Workshop in Curriculum and Instruction: Content Area ESL</td>
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<tr>
<td>EDC&amp;I 495U</td>
<td>Improvement of Teaching: Second Language Acquisition and Socialization</td>
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<td>EDC&amp;I 541</td>
<td>Seminar in Bilingual Education: Organization and Structure</td>
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### UW Bothell

#### Multicultural Education Courses

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The Center for Multicultural Education

focuses on research projects and activities designed to improve practice related to equity issues, intergroup relations, and the academic achievement of all students. The Center also engages in services and teaching related to its research mission.

**Research** related to race, ethnicity, class, language diversity, and education represents the central mission of the Center. This research contributes to the improvement of practice in schools, colleges, and universities through the synthesis and dissemination of findings in multicultural education and the development of guiding principles for the field.

**Publications** such as the *Handbook of Research on Multicultural Education* (2004; Second edition, Jossey-Bass), edited by James A. Banks and Cherry A. McGee Banks, provide remarkable depth and breadth and an impressive look at research and scholarship in the field. *Diversity and Citizenship Education: Global Perspectives*, edited by James A. Banks, is a pioneering publication that addresses the role of citizenship in a time of globalization and diversity.

**Symposium-Lecture Series** focuses attention on topics related to race, ethnicity, class, and education. The symposium-lecture series features prominent scholars and outstanding practitioners such as Shirley Brice Heath, Linda Darling-Hammond, Claude M. Steele, Lisa Delpit, Sara Lawrence-Lightfoot, Marilyn Cochran-Smith, and Luis C. Moll.

**Book Talk Series** features books related to issues of diversity and equity in education. The Series provides an opportunity for Center faculty to share and discuss books with the University community and the broader education community. The series has featured books by Cherry A. McGee Banks, Johnnella Butler, Geneva Gay, Gary Howard, and Walter C. Parker.

**Graduate Study** with top university scholars at the master’s and doctoral levels prepares educators for working in an increasingly diverse nation and world. At the master’s level, practicing teachers and other education professionals acquire essential knowledge and skills necessary to work in multicultural environments. At the doctoral level, researchers and scholars develop expert knowledge and leadership skills necessary to teach in colleges and universities or lead educational institutions and agencies.

**A Wide Range of Courses** in multicultural education offers opportunities to build a broad and deep understanding of the issues confronting our society and the world and the means to reconcile them. Courses run throughout the regular academic year. In addition, the Center offers several short summer courses, institutes, and workshops. Examples of courses include Educating Ethnic Minority Youths; Teaching the Bilingual-Bicultural Student; and Race, Gender, and Knowledge Construction: Curriculum Considerations.

**Center for Multicultural Education**

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University of Washington, Bothell

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Adjunct Associate Professor, Communications

Johnnella E. Butler, Ed.D.
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Adjunct Professor, English and Women Studies
Associate Dean and Associate Vice Provost, Graduate School

Ana Mari Cauce, Ph.D.
Earl R. Carlson Professor of Psychology
Chair, Department of Psychology
Professor of American Ethnic Studies

Susan Franzosa, Ph.D.
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Adjunct Associate Professor, History and Latin American Studies

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Vicente L. Rafael, Ph.D.
Professor, History

Joseph W. Scott, Ph.D.
Professor Emeritus, Sociology

Thaddeus H. Spratlen, Ph.D.
Professor Emeritus, School of Business Administration
Faculty Director, Business and Economic Development Program

Quintard Taylor, Ph.D.
Scott and Dorothy Bullitt Professor of American History