EDUC625 Book Club Books

http://tinyurl.com/CERI-EducatingTeachers
OECD: Educating Teachers for Diversity: Meeting the Challenge
This class book may be accessed at the above URL address: As a whole class, in addition to the required class text and your Advocacy text chosen from the list below, we will read, discuss, critique, and use this GOOGLE book to model the expected presentation components of your Book Report.

Delpit, L. (2006). Other people's children: Cultural conflict in the classroom. New York: New Press.

Delpit, L. (2008). The skin that we speak: Thoughts on language and culture in the classroom. New York: The New Press.

Tse, L. (2001). Why don't they learn English: Separating fact from fallacy in the U.S. language debate. New York: Teachers College press.

Genishi, C., & Dysom, A. (2009). Children, language, and literacy: Diverse learners in diverse times. New York: Teachers College Press.

Dantas, M., & Manyak, P. (2010). Home-school connections in a multicultural society: Learning from and with culturally and linguistically diverse families. New York: Routledge.

Ladson-Billings, G. (1997, 2009) Dreamkeepers: Successful teachers of African American teachers. San Francisco, Jossey-Bass.

Ladson-Billings, G (2001). Crossing Over to Canaan: The journey of new teachers in diverse classrooms. San Francisco, Jossey-Bass.

Ladson-Billings, G. (2005). Beyond the big house: African American educators on teacher education. New York: Teachers College Press.

Smitherman, G. (2006). Words from the mother: Language and African Americans. New York: Routledge.

Rickford, J., & Rickford, R. (2000). Spoken soul: The story of Black English. New York: John Wiley and Sons.

Alexander, K. (2003). Ability profiling and school failure: One child's struggle to be seen as competent. Mahwah, NJ: Lawrence Erlbaum.

Howard, L., Dresser , S., & Dunklee, D. (2009). Poverty is not a learning disability: Equalizing opportunities for low ses students. Thousand Oaks, CA: Corwin Press.

Tileston, D., & Darling, S. (2008). Why culture counts: Teaching children of poverty. Bloomington, IN: Solution Tree.

Tough, P. (2009). Whatever it takes: Geoffrey Canada's quest to change Harlem and America. Boston, MA: Mariner Books.

Carter, P. (2005). Keepin' it real: School success beyond black and white. New York: Oxford Press.

Mitchie, G. (2009). Holler if you hear me: The education of a teacher and his students. New York: Teachers College Press.

Au, W. (2009). Rethinking multicultural education: Teaching for racial and cultural justice. Milwaukee, WI: Rethinking Schools.

Philips, S. (1992). The invisible culture: Communication in classroom and community on the Warm Springs Indian Reservation. Long Grove, IL: Waveland Press.

Lomawaima, K., & McCarty, T. (2006). To remain an Indian: Lessons in democracy from a century of Native American education. New York: Teachers College Press.

Fletcher, M. (2008). American Indian education: Counternarratives in racism, struggle, and the law. New York: Routledge.

Grounds, R., Tinker, G., & Wilkins, D. (2003). Native voices: American Indian identity & resistance. Lawrence, KS: University of Kansas Press.

Nerburn, K. & Mengelkoch, L. (1991). Native American wisdom. Novato, CA: New World Library.

Thiederman, S. (2003). Making diversity work. Chicago, IL: Dearborn Trade Publishing.

Biegel, S. The right to be out: Sexual orientation and gender identity in America's public schools. Minneapolis, MN: University of Minnesota Press.

Leadbetter, B., & Way, N. (2007). Urban girls revisited. New York: New York University Press.

Early, J. (2006). Stirring up justice: Writing and reading to change the world. Portsmouth. MH: Heineman.

Davis, R., London, A., & Beyerbach, B. (2009). How do we know they know: A conversation about pre-service teachers learning about culture and social justice. New York: Peter Lang.

Goodlad, J. (2004, 1984). A place called school. New York: McGraw Hill.

Hedges, L., & Schneider, B. (2005). The social organization of school. Thousand Oaks, CA: SAGE.

Suárez-Orozco, C., Suárez-Orozco, M., Todorova, I. (2008). Learning in a new land: Immigrant students in American society. Cambridge, MA: Harvard University Press.

Sapon-Shevin, M. (2007). Widening the circle: The power of inclusive classrooms. Boston, MA: Beacon Press.

Sapon-Shevin, M. (2010). Because we can change the world: A practical guide to building cooperative, inclusive, classroom communities. Thousand Oaks, CA: Corwin

Mooney, J. (2007). The short bus: A journey beyond normal. New York: Henry Holt & Company.

VanTassle-Baska, J., Cross, T., & Olenchak, F. (2009). Social-Emotional curriculum with gifted and talented students. Waco, TX: Prufrock Press.

Obiakor, F. (2006). Multicultural special education: Culturally responsive teaching. Upper Saddle River, NJ: Prentice Hall.

Oakes, J. (1985). Keeping track: How schools structure inequality. Binghamton, NY: Vail-Ballou Press.

Hondo, C., Gardiner, M., & Sapien, Y. (2008). Latino dropouts in rural America: Realities and possibilities. Albany, NY: State University of New York Press.

Gandara, P., & Conteras, F. (2009). The Latino education crisis: The consequences of failed social policies. Cambridge, MA: Harvard University Press.

Marx, S. (2006). Revealing the invisible: Confronting passive racism in teacher education. New York: Routledge.

Wenger, E. (1998, 2008). Communities of practice: Learning, meaning, and identity. New York: Cambridge University Press.

Perez, W. (2009). We are Americans: Undocumented students pursuing the American dream. Sterling, VA: Stylus.

Robinson, E. (2010). Disintegration: The splintering of Black America. New York: Random House.

Van Ausdale, D. (2001). The first R: How children learn race & racism. Lanham, MD: Rowman & Littlefield.

Lewis, A. (2004). Race in the schoolyard: Negotiating the color line in classrooms and communities. New Brunswick, NJ: Rutgers University Press.

Kelley, R. (1997). Yo' mama's disfunktional: Fighting the culture wars in urban America. Boston: Beacon Press.

Noguera, P. City schools and the American dream: Reclaiming the promise of public education. New York: Teachers College Press.

Freire, P. (2005). Teachers as cultural workers: Letters to those who dare teach. Boulder, CO: Westview Press.

Mahiri, J. (1998). Shooting for excellence: African American youth culture in new century
	Schools. New York: Teachers College Press.

Mahiri, J. (2008). What they don't learn in school: literacy in the lives of urban youth. New
	York: Peter Lang.

Howard, G. (2006). We can't teach what we don't know: White teachers, multiracial schools.
	New York: Teachers College Press.

Landsman, J., & Lewis, C. (2006). White teachers/diverse classrooms: A guide to building
	inclusive schools, promoting high expectations, and eliminating racism. Sterling, VA:
	Stylus.

Howard, T. (2010). Why race and culture matter in schools: Closing the achievement gap in
	America's classrooms. New York: Teachers College Press.

Martin, J. R. (2002). Cultural miseducation: In search of a democratic solution. New York:
	Teachers College Press.

Hale, J. (1982, 1986). Black Children: Their roots, culture, and learning styles. Baltimore, MD:
	John Hopkins University Press.

Hale, J. (2001). Learning while Black: Creating educational excellence for African American
	children. Baltimore, MD: John Hopkins University Press.

Schultz, B. (2008). Spectacular things happened along the way: Lessons from an urban
	classroom. New York: Teachers College Press.

Vatterott, C. (2009). Rethinking homework: Best practices that support diverse needs.
	Alexandria, VA: ASCD.

Johnson, B. (2007). Gumbo for the soul: The recipe for literacy in the Black community. New
	York: iUniverse.

Gallas, K. (1997). Sometimes I can be anything: Power, gender and identity in a primary
	classroom. New York: Teachers College Press.

Nieto, S. (2007). Affirming Diversity: The sociopolitical context of multicultural education.
	Boston, MA: Allyn & Bacon.

Nieto, S. (2010). The light in their eyes: Creating multicultural learning communities. New
	York: Teachers College Press.

Nieto, S. (2010). Language, culture, and teaching: Critical perspectives. New York: Routledge.

Rothenberg, P. (2007). White privilege. New York: Worth Publishers.

Kendall, F. (2006). Understanding White privilege: Creating pathways to authentic relationships across culture. New York: Routledge.

Irvine, J. (2002). In search of wholeness: African American teachers and their culturally specific classroom practices. New York: Palgrave.

Irvine, J. (2003). Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.

Derman-Sparks, L., Ramsey, P., Edwards, J., & Day, C. (2006). What if all the kids are White: Anti-bias multicultural education with young children and families. New York: Teachers College Press.

Smith, V. (1998). Not just race, not just gender: Black feminist readings. New York: Routledge.

Ore, T. (2006). The social construction of difference and inequality: Race, class, gender and sexuality. Boston, MA: McGraw Hill.

Wise, T. Color blind: The rise of post-racial politics and the retreat from racial equity. San Francisco, CA: City Lights Books.

Collins, M. (1992). Ordinary children, extraordinary teachers. Charlottesville, VA: Hampton Roads Publishing.

Helmer, S. (2003). Look at me when I talk to you: ESL learners in non-ESL classrooms. Tonawanda, NY: Pippin Publishing.

Hill, M. (2009). Beats rhymes and classroom life: Hip Hop pedagogy and the politics of identity. New York: Teachers College Press.

Souto-Manning, M. (2010). Freire, teaching, and learning: Culture circles across contexts. New York: Peter Lang.

Kunjufu, K. (2002). Black students: Middle-class White teachers. Chicago, IL: African American Images.

Tatum, B. (2003). Why are all the Black kids sitting together in the cafeteria: A psychologist explains the development of racial identity. New York: Basic Books.

Tatum, B. (1987, 1999). Assimilation blues: Black families in White communities – who succeeds and why. New York: Basic Books.

Allen, B. (2010). Difference matters: Community social identity. Long Grove, IL: Waveland Press.

Cochran-Smith, M. (2004). Walking the road: Race, diversity, and social justice in teacher education. New York: Teachers College Press.

Lawrence-Lightfoot, S. (1985). The good high school: Portraits of character and culture. New York: Basic Books.

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Darling-Hammond, L. (2001). The right to learn: A blueprint for creating schools that work. San Francisco, Jossey-Bass.

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Valencia, R. (1997, 2006). The evolution of deficit thinking: Educational and thought practice. New York: Routledge Farmer.

Rogers, R. Mosley, M., & Kramer, M. (2009). Designing socially just learning communities: Critical literacy education across the lifespan. New York: Routledge.

Kozol, J. (1992). Savage inequalities: Children in America's schools. New York: Harper Perennial.

Kozol, J. (1996). Amazing Grace: The lives of children and the conscience of a nation. New York: Harper Perennial.

Kozol, J. The shame of a nation: The restoration of apartheid schooling in America. New York: Three Rivers Press.

Kohl, H. (1994). I won't learn from you: And other thoughts on creative maladjustment. New York: Perseus.

Payne, C., & Strickland, C. (2008). Teach freedom: Education for liberation in the African-American tradition. New York: Teachers College Press.

Rose, M. (1999). Possible lives: The promise of public education in America. New York: Penguin Books.

Eaton, S. (2006). The children in room E4: American education on trial. New York: Workman Publishing.

Lareau, A. (2003). Unequal childhoods: Class, race and family life. Berkeley, CA: University of California Press.

hooks, b. (2000). Where we stand: Class matters. New York: Routledge.

Lee, E. (1998, 2002). Beyond heroes & holidays: A practical guide to k-12 anti-racist multicultural education and staff development. Maryland: Teaching for Change

Christensen, C. (2008). Disrupting class: How disruptive innovation will change the way the world learns. New York: McGraw Hill.

Tyack, D. (2003). Seeking common ground: Public schools in a diverse society. Cambridge, MA: Harvard University Press.

Watkins, W. (2005). Black protest thought and education. New York: Peter Lang.
Allen, R. (2001). The concept of self: A study of Black identity and self-esteem. Detroit, MI: Wayne State University Press.

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Richards, J., & McKenna, M. (2003). Integrating multiple literacies in K-8 classrooms: Cases, commentaries, and practical applications. Mahwah, NJ: Lawrence Elrbaum.

McCall, C. (2009). Transforming thinking: Philosophical inquiry in the primary and secondary classroom. New York: Routledge.

Bruner, J. (1996). The Culture of Education. Cambridge, MA: President and Fellows of Harvard University.

Valdes, (1996). Con respto: Bridging the distance between culturally diverse families and schools. New York: Teachers College Press.

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DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2004). Whatever it takes: How professional learning communities respond when kids don't learn. Bloomington, IN: Solution Tree Press.

Heath, S. (1983). Ways with words: Language, life and words in communities and classrooms. New York: Cambridge University Press.

Heath, S., & McLaughlin, M. (1993). Identity and inner-city youth: Beyond ethnicity and gender.

New York: Teachers College Press.

Bourdieu, P. (1991). Language and symbolic power. Cambridge, MA: Harvard University Press.

Ball, A., & Lardner, T. (2005). African American literacies unleashed: Vernacular English and the composition classroom. Carbondale, IL: Southern Illinois University Press.

Spring, J. (1994, 1997). Deculturalization and the struggle for equality. New York: McGraw Hill. (WSS may need to supply a copy)