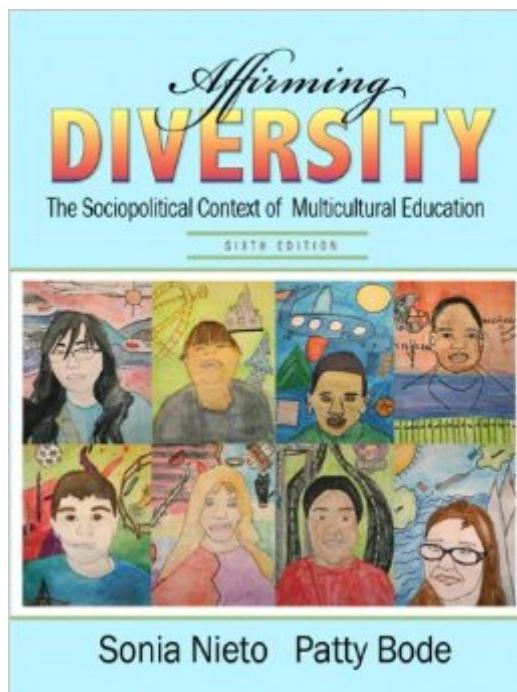


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# Affirming Diversity: The Sociopolitical Context Of Multicultural Education (6th Edition)



## **Synopsis**

This best-selling text explores the meaning, necessity, and benefits of multicultural education "in a sociopolitical context" for students of all backgrounds. Sonia Nieto and Patty Bode look at how personal, social, political, cultural, and educational factors affect the success or failure of students in today's classroom. Expanding upon the popular case-study approach, *Affirming Diversity: The Sociopolitical Context of Multicultural Education* examines the lives of real students who are affected by multicultural education, or the lack of it. This social justice view of multicultural education encourages teachers to work for social change in their classrooms, schools, and communities.

## **Book Information**

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## **Customer Reviews**

The title of this book is badly mistitled. Although this book is well cited and thoroughly researched, the authors stressed African Americans over all other races. This is a book about multi-cultural education and yet the references were mostly about African Americans. Little research was given to Hispanics, Southeast Asians, Arabs and especially Native Americans. Women and girls are given footnoted references. I do not disagree that racism does not exist in our schools. There are sound examples of racism in this country, and especially in our public schools where tracking, self-fulfilling prophecies, overuse of Special Education and underuse of Gifted Programs for minorities still happen. The authors blame the educators, though, and not the student who may not care to get an education even when offered. Afterall, Asian Americans seem to succeed in the classroom even though they are often face with the same discrimination as African Americans. Yet they are hardly

mentioned or used in comparisons of how diversity CAN succeed in public schools. Women and girls in this book are vaguely mentioned as "females" which always bothered me. Since girls make up half of the student body and represent unique issues in the classroom, why not grant them more studies to allow them to succeed more? Although both Nieto and Bode are accomplished educators in high esteem, this book was hard to follow at times and at other times annoying. Many of the points could have been stated in shorter essays in education journals, giving this book somehow an air of "We needed the money so we compiled all these studies into one book!" Don't get me wrong, though, as there were some good points mentioned in this book.

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