



Global Migration, Diversity, and Civic Education: Improving Policy and Practice (Multicultural Education Series)

James A. Banks, Marcelo Suárez-Orozco, Miriam Ben-Peretz

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Mass migration and globalization are creating new and deep challenges to education systems the world over. In this volume, some of the world's leading researchers in multicultural education and immigration discuss critical issues related to cultural sustainability, structural inclusion, and social cohesion. The authors consider how global migration is forcing nation-states to reexamine and reinvent the ways in which they socialize and educate diverse groups for citizenship and civic engagement. These chapters also address how schools can help migrant and immigrant groups attain the knowledge, values, and skills required to become fully participating citizens, while retaining important aspects of their home, community, languages, and culture. Case studies from the United States and Israel are used to illustrate how these concepts are manifested in two immigrant nations.

Contributors: Tali Aderet-German, Ayman K. Agbaria, James A. Banks, Zvi Bekerman, Miriam Ben-Peretz, Amy K. Marks, Minas Michikyan, John P. Myers, Sonia Nieto, Carola Suárez-Orozco, Marcelo M. Suárez-Orozco, Guadalupe Valdés, and Gregory White

“An invaluable guide to understanding the multiple complexities and challenges involved in designing a transformative multicultural civic education.”

—**Robert F. Arnove**, Indiana University, Bloomington

“This impressive volume offers valuable insights to teachers, teacher educators, and researchers concerned with preparing youth to be participating democratic citizens.”

—**Carole L. Hahn**, Emory University

“This important book outlines a set of urgent issues for both scholars and practitioners committed to the fuller expression worldwide of education for democracy.”

—**Margaret Crocco**, Michigan State University

“A stellar group of scholars integrates the migration question into issues related to teaching and learning, as well as teacher preparation.”

—**Gloria Ladson-Billings**, University of Wisconsin–Madison

“This visionary book highlights research, theory, and practices that can be used to help all students become effective and engaged citizens.”

—**Linda Darling-Hammond**, Stanford University and President of the Learning Policy Institute

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