



Creating Solidarity Across Diverse Communities: International Perspectives in Education

Christine E. Sleeter, Encarnación Soriano

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In this important book, experts from around the globe come together to examine what solidarity in multicultural societies might mean and how it might be built. With a variety of analytical perspectives and findings, the authors present original research conducted in the United States, New Zealand, Spain, France, Chile, Mexico, and India. Educators will recognize relationships between issues discussed in the book and their own places of work, helping them to better understand issues of diversity and take steps toward building solidarity in their own schools and communities. This book demonstrates the commonality of purpose across the globe to connect schools and teachers with the communities they serve, and suggests avenues for bringing diverse understandings together to bridge antagonism and fear.

Contributors: Isabelle Aliaga, Gilberto Arriaza, Andrés Calderón, Maria Antonia Casanova, Juan Francisco Contreras, Dolores Delgado Bernalis, Gina E. DeShera, Martine Dreyfus, Judith Flores Carmona, Anne Hynds, Verónica López, Mahendra Kumar Mishra, Carmen Montecinos, José Luis Ramos, José Ignacio Rodríguez, and Alice Wagner.

Christine E. Sleeter is professor emerita in the College of Professional Studies at California State University Monterey Bay, and President of the National Association for Multicultural Education. Her recent books include *Teaching with Vision* (with Catherine Cornbleth). **Encarnación Soriano** is professor of research methods in education at the University of Almería, Spain.

“Whether educators are working with student populations perceived as diverse or homogeneous, *Creating Solidarity Across Diverse Communities* provides profound insights into strategies for building consensus, efficacy, and reducing prejudice and conflict. This is a well-researched volume on complex theories and diverse practices for building solidarity to effect educational change.”

—**Merry M. Merryfield**, School of Teaching and Learning, The Ohio State University

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