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M. Christopher Brown, *Kentucky State University*; T. Elon Dancy, *The University of Pittsburgh*

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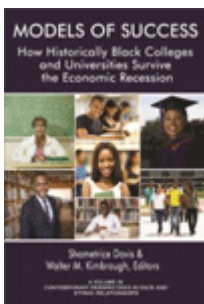
The Pursuit of Excellence Kentucky State University, 1886-2020

John A. Hardin, Professor Emeritus, Western Kentucky University

2021. Paperback 978-1-64802-393-4 \$45.99. Hardcover 978-1-64802-394-1 \$85.99. eBook 978-1-64802-395-8 \$65.

The Pursuit of Excellence: Kentucky State University, 1886-2020 is a compelling examination of the most diverse public institution of higher education in the Commonwealth of Kentucky. Starting with Kentucky State University's establishment in 1886 to train black school teachers, the book explored how the University met and successfully overcame challenges. Although created in an era of racial segregation, Kentucky State University developed an inclusive faculty, staff and student body sustained by a tradition of academic excellence. By 2020, Kentucky State University offered bachelors, master's and doctoral degree programs as well as 1890 land grant research and service programs. The book provides background on selected notable alumni and their contributions to the Commonwealth and the world.

CONTENTS: Preface. Foreword. Acknowledgments. CHAPTER 1: Forging a Path: 1886-1912. CHAPTER 2: From Industrial Institute to College: 1912-1929. CHAPTER 3: KSC Comes of Age: 1929-1962. CHAPTER 4: From College to University: 1962-1975. CHAPTER 5: The University Matures: 1975-1986. CHAPTER 6: A Second Century Begins: 1986-2002. CHAPTER 7: Cultivating Body, Mind and Spirit. CHAPTER 8: On the Path to Excellence: 2002-2020. CHAPTER 9: Excellence from Kentucky State University Roots. CHAPTER 10: Kentucky State University Governing Boards. CHAPTER 11: Kentucky State University Presidents and Interim and Acting Presidents. CHAPTER 12: Kentucky State University Athletics Hall of Fame 1975-2020. CHAPTER 13: Kentucky State University Commencement Speakers 1933-2020. CHAPTER 14: Kentucky State University Honorary Degree Recipients. CHAPTER 15: Kentucky State University National Alumni Association. CHAPTER 16: Miss Kentucky State University 1929-2020. CHAPTER 17: Mr. Kentucky State University 1992-2020. CHAPTER 18: Kentucky State University Roll Call. CHAPTER 19: Select Bibliography and Sources. About the Author.



Models of Success How Historically Black Colleges and Universities Survive the Economic Recession

Shametrice Davis, California State University, Long Beach; Walter M. Kimbrough, Dillard University

2018. Paperback 9781681239910 \$45.99. Hardcover 9781681239927 \$85.99. eBook 9781681239934 \$65.

This edited book contains chapters related to the excellent management and leadership practices currently taking place at historically Black colleges and universities (HBCUs) in the context an economic recession. Each chapter highlights successful operations at HBCUs from management, leadership, and administrative standpoints in a manner that is not comparative of or overly reliant upon dominant literature, standards, or theories. Amongst the deficit-laden literature regarding the fiscal, accreditation, and governance status of HBCUs are few studies highlighting those institutions successfully operating in a difficult economy. This book fills that gap of information by offering chapters on excellent management and leadership practices occurring at a variety of HBCUs today.

CONTENTS: Foreword, *Charlie Nelms*. Introduction, *James Minor*. Mary McLeod Bethune's Fundraising Success: Implications for Contemporary Presidents of Historically Black Colleges and Universities, *Shaun Harper and Tryan L. McMickens*. Telling a Story of Student Success at HBCUs: Barriers for Researchers at a PWI, *Candace E. Maddox, Shanua Nefos Webb, Carrie Smith, Marvette Lacy, and Travis Martin*. Interdisciplinary Collaboration as an Innovative Approach to Developmental Education at Morgan State University, *Tiffany Jones, Brenda James, and Josh Pretlow*. Successful Financial Models at HBCUs, *Sydney Freeman and John Michael Lee, Jr.* We Don't Have to Look Very Far: Successful Operations of a Black College in the Economic Recession, *Shametrice Davis*. "We Over Me": Servant Leadership, Teamwork, and the Success of Paul Quinn College, *Felecia Commodore, Marybeth Gasman, and Clif Conrad*. Practical Strategies: Leading HBCU During Challenging Economies, *Walter Kimbrough*. About the Authors.



Is That Your Mom? Voices of Cross Racially Raised Adults of The African Diaspora

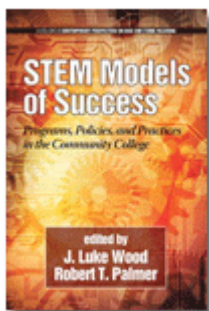
Cyndy R. Snyder, University of Washington

2017. Paperback 9781681238494 \$45.99. Hardcover 9781681238500 \$85.99. eBook 9781681238517 \$65.

While White parents raising Black children has become increasingly salient in the last 20-30 years, the experience of those who grow up in these cross-racial families is much more complicated. Indeed, much of the adoption studies literature has privileged White parent voices, further silencing crossracially raised Black-identified children. "Is That Your Mom?" challenges the dominant narrative that love trumps race (and racism) in family dynamics, and reasserts the need for critical voices of those most impacted by being cross-racially raised: the very people who face extreme racism that is both similar to, and uniquely different from, that faced by people of color more broadly.

"Is That Your Mom?" centers the voices of Cross Racially Raised individuals of the African Diaspora to illustrate that racial socialization is a process in which individuals have agency in their racial development. In this book, Cross Racially Raised adults, both those who were adopted and those who were raised in cross-racial birth families, share their stories regarding experiences with racism in the following three ways: (1) encounters with racism within and beyond educational settings, (2) perceptions of parents or guardians' efforts toward racial socialization, and (3) strategies used to navigate racially hostile environments (which sometimes are the families themselves). The voices of the individuals in this book illuminate a deeper conceptual understanding of how racial socialization practices are linked with one's ability to cope with racism and ways of addressing racism, particularly among those families that contradict monoracial assumptions of racial socialization processes. The book concludes with a discussion of how schools, educators, and parents can help Cross Racially Raised children and youth develop skills necessary to cope and remain resilient in the face of racism, particularly if the immediate family is not offering those supports.

CONTENTS: Acknowledgments. CHAPTER 1: Learning to be Cross Racially Raised in a Racist World. CHAPTER 2: "Mommy, He Called Me the N-Word": Encountering Racism in School and Everyday Contexts. CHAPTER 3: Who's Talkin 'Bout Race and Who's Not: Colorblind and Race-Conscious Approaches to Racial Socialization. CHAPTER 4: Finding Our Way: Strategies for Coping With and Responding to Racism. CHAPTER 5: Developing Racial Competency Within America's Racial Divide. References. Appendix. About the Author.



STEM Models of Success Programs, Policies, and Practices in the Community College

J. Luke Wood, San Diego State University; Robert T. Palmer, SUNY Binghamton

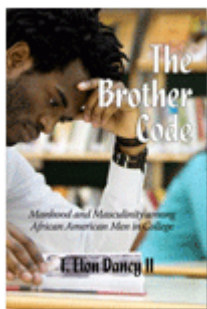
2014. Paperback 9781623964818 \$45.99. Hardcover 9781623964825 \$85.99. eBook 9781623964832 \$65.

As the U.S. focuses on positioning itself to retain and advance its status as a world leader in technology and scientific innovation, a recognition that community colleges are a critical site for intervention has become apparent. Community colleges serve the lion's share of the nation's postsecondary students. In fact, 40% of all undergraduate students are enrolled in community colleges, these students account for nearly 30% of all STEM undergraduate majors in postsecondary institutions. These students serve as a core element of the STEM pipeline into four-year colleges and universities via the community college transfer function. Moreover, community colleges are the primary postsecondary access point for non-traditional students, including students of color, first-generation, low-income, and adult students. This is a particularly salient point given that these populations are sordidly underrepresented among STEM graduates and in the STEM workforce.

Increasing success among these populations can contribute significantly to advancing the nation's interests in STEM. As such, the community college is situated as an important site for innovative practices that have strong implications for bolstering the nation's production and sustenance of a STEM labor force. In recognition of this role, the National Science Foundation and private funding agencies have invested millions of dollars into research and programs designed to bolster the STEM pipeline. From this funding and other independently sponsored inquiry, promising programs, initiatives, and

research recommendations have been identified. These efforts hold great promise for change, with the potential to transform the education and outcome of STEM students at all levels. This important book discusses many of these promising programs, initiatives, and research-based recommendations that can impact the success of STEM students in the community college. This compilation is timely, on the national landscape, as the federal government has placed increasing importance on improving STEM degree production as a strategy for America's future stability in an increasingly competitive global marketplace. Informed by research and theory, each chapter in this volume blazes new territory in articulating how community colleges can advance outcomes for students in STEM, particularly those from historically underrepresented and underserved communities.

CONTENTS: Preface. The Role of the Community College in Leveling the Playing Field: Underrepresented Racial and Ethnic Minorities in Science, Technology, Engineering, and Math, *Diane Rodriguez-Kiino*. Exploring the Relationship of Race and Gender Among Transfer STEM Students, *Eboni M. Zamani-Gallaher, Chiron W. Graves, Cheyenne Luzynski, and Justin Ford*. What Can We Learn From the Jack Cooke Kent Foundation?: Exploring Community Colleges, Foundation Support, and STEM, *Pamela Felder and Jenna Tesaro*. Bridging the Gap Between Community Colleges and Four-Year Universities to Maximize Effectiveness in STEM Education for Latino Males, *Sarah Rodriguez, Victor Saenz, and Charles Lu*. Community College Pathways in the Science, Technology, Engineering, and Math (STEM) Pipeline: National Trends and Implications for Increasing Representation, *Felisha Herrera and Sylvia Hurtado*. Upward Bound: Programs That Increase Minority Students' Completion of Degrees in STEM Fields, *Angel Rodriguez and Pilar Mendoza*. A Synthesis of the Research on Community Colleges and Universities Regarding STEM Success Among Racial and Ethnic Minorities, *Dimitra Jackson*. Exemplary Practice for Seamless Pipeline Transitions Between Community Colleges and 4-Year Institutions, *Román Liera, Shaila Mulholland, and Marian Ross*. Pathway to the Baccalaureate: Fostering STEM Success, *Jaime Lester and Tanneh Kamara*. Using Research- and Evidence-Based Strategies to Increase Access and Gender Equity in STEM: The STEM Equity Pipeline Project, *Ben Williams*. STEM in Career and Technical Education: Using the Flutter Effect Framework to Increase Underrepresented Minority Student Success, *Soko S. Starobin, Linda Serra Hagedorn, and Mary E. Darrow*. The Role of Community College Faculty in Widening the STEM Pipeline, *Christopher Nellum and Ignacio Hernandez*. Community Colleges and the Education of Women of Color in Science, Technology, Engineering, and Mathematics (STEM) Programs, *Dawn R. Johnson*. About the Editors. About the Contributors.



The Brother Code Manhood and Masculinity among African American Men in College

T. Elon Dancy II, University of Oklahoma

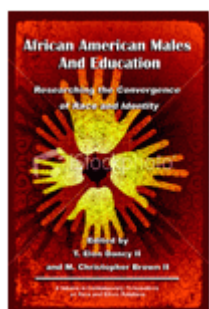
2012. Paperback 978-1-61735-760-2 \$45.99. Hardcover 978-1-61735-761-9 \$85.99. eBook 978-1-61735-762-6 \$65.

The Brother Code: What is the role of manhood and masculinity in the lives of African American males in college? How do manhood norms influence decisions within and beyond college? How might mothers and fathers differentially affect manhood and masculinity in their sons? What are African American's men unique ways of knowing themselves and their surroundings? The Brother Code: Manhood and Masculinity among African American Men in College situates itself at the intersection of higher education and cultural studies to address these questions and more. Primarily, this book offers colleges and universities a penetrative gaze into a complex web of identities—the manhood of African American males in college. Yet the book also seizes a rare opportunity in higher education research to review six historical eras of African American manhood as well as the troublesome relationship between African American males and education in general.

This knowledge is important for understanding all aspects of African American male participation in college, including enrollment, retention, curricular, and co-curricular involvement. Based on an empirical study, the data in this book emerged from one-on-one interviews in which 24 African American males enrolled in 12 colleges discussed how manhood matters in their social and college lives. The aim is to help unearth the marginalized topics of manhood, gender, and masculinity in males generally but, more specifically among African American males, a marginalized student group in education. Using an interdisciplinary approach, the book draws upon literature in history, African American studies, gender studies, sociology, cultural studies, psychology, and anthropology.

CONTENTS: Foreword. Dedication. Acknowledgments. 1: The Brother Code: Canons, Confessions and Colleges, An Introduction. **PART I. EXPLORING CONTEXTS.** 2: African American Males and Education: Mining the Collegiate Context. 3: Historical Perspectives on African American Manhood: Six Eras of Revolutionary Change. 4: Manhood Rules, Education Rules: Issues of Convergence and Departure. **PART II. EXAMINING VOICES.** 5: Defining Manhood: Constructions, Communities, and Cognitive Dissonance. 6: Through the (Manhood) Looking Glass: (Re)Envisioning the College Experience. 7: Black Men's Ways of Knowing: A Taxonomy of Manhood or Stereotypes? 8: Centering African

American Men in College: New Horizons for Theory, Research, and Practice. Afterword. Appendix A: Methodological Scheme and Praxis. Appendix B: Institutional Matrix. Appendix C: Sample Interview Protocol.



African American Males and Education Researching the Convergence of Race and Identity

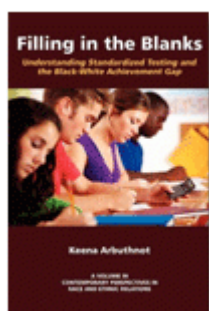
T. Elon Dancy II, University of Oklahoma; M. Christopher Brown, Kentucky State University

2012. Paperback 978-1-61735-941-5 \$45.99. Hardcover 978-1-61735-942-2 \$85.99. eBook 978-1-61735-943-9 \$65.

African American Males in Education: Researching the Convergence of Race and Identity addresses a number of research gaps. This book emerges at a time when new social dynamics of race and other identities are shaping, but also shaped by, education. Educational settings consistently perpetuate racial and other forms of privilege among students, personnel, and other participants in education. For instance, differential access to social networks still visibly cluster by race, continuing the work of systemic privilege by promoting outcome inequalities in education and society.

The issues defining the relationship between African American males and education remain complex. Although there has been substantial discussion about the plight of African American male participants and personnel in education, only modest attempts have been made to center analysis of identity and identity intersections in the discourse. Additionally, more attention to African American male teachers and faculty is needed in light of their unique cultural experiences in educational settings and expectations to mentor and/or socialize other African Americans, particularly males.

CONTENTS: Preface. **PART I: RACIAL AND CULTURAL CONTEXTS.** So Many Questions, So Little Answers: Toward an Empirical Corpus of Literature on African American Men in College, *T. Elon Dancy II*. Dreams From My Father: President Barack Obama and the Reconstruction of African American Men's History and Studies—A Response to the Ford Foundation Report, Why We Can't Wait, *Zachery T. Williams*. Black Boys and Blackboards: Examining African American Males and Masculinity in Collegiate Spaces, *M. Christopher Brown II*. **PART II: CLASSROOMS AND PEDAGOGY.** Who Am I? I Am Who You Say I Am: Black Male Identity and Teacher Perceptions, *Denise Collier and V. Lawson Bush*. The Power of One: A Case Study of Daniel's Endeavor to Make a Difference, *Anthony Pittman*. Achieving Meritocracy: The Acculturation Experiences of African American Male Scholars, *Darryl B. Holloman*. **PART III: THE NEXUS OF IDENTITY.** Coming Out, Fitting In: Interrogating the Social Experiences of Black Gay Males at White Colleges, *Terrell L. Strayhorn*. The Evidence of Things Seldom Seen: Toward an Understanding of the Educational Choices of African American Male College Football Athletes, *Jamel Donnor*. Factors That Attract African American Males to Computing Sciences: A Study of Aspiring and Computing Scientists, *Jerlando Jackson, Lavar J. Charleston, Phillis L. George, and Juan E. Gilbert*. About the Editors.



Filling in The Blanks Standardized Testing and the Black-White Achievement Gap

Keena Arbuthnot, Louisiana State University

2011. Paperback 978-1-61735-441-0 \$45.99. Hardcover 978-1-61735-442-7 \$85.99. eBook 9781617354434 \$65.

Filling in the Blanks is a book dedicated to helping policymakers, researchers, academics and teachers, better understand standardized testing and the Black-White achievement gap. This book provides a wealth of background information, as well as the most recent findings, about testing and measurement concepts essential to understanding standardized tests. The book then reviews theories and research that has been conducted which explain the differences in performance between Black and White test takers on many standardized tests. Most notably, *Filling in the Blanks* presents several new theories that address why Black students do not perform as well as their White counterparts. These theories present very novel and innovative perspectives to understanding these test performance differences. The book ends with a host of recommendations that are intended to address the concerns and questions of several stakeholder groups.

CONTENTS: Acknowledgements. Introduction. **PART I: TESTING AND MEASUREMENT CONCEPTS.** Chapter 1: The Test Development Process. Chapter 2: Validity and Test Fairness. Chapter 3: Test Performance Patterns. Chapter 4:

Sources of the Black-White Achievement Gap. Chapter 5: Differential Item Functioning. **PART II: GROUP DIFFERENCES AND THE TESTING ENVIRONMENT.** Chapter 6: Test-Wiseness. Chapter 7: Strategy Formation and Time Management. Chapter 8: Cognitive Processing. Chapter 9: Guidance for Stakeholders. Final Thoughts.



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