



Book Series

Promoting Justice, Diversity, and Inclusivity Through Arts-Based Practices

Series Editors

Christa Boske, *Kent State University*

This book series will consist of 14 books and includes K-12 students, families, teachers, school leaders, community members, organizational leaders, policymakers, and scholars.

The series will be divided into seven focus areas:

1. Children in Special Education Address Injustices Through Artmaking-There are four books scheduled for this section.
2. Elementary Education: Addressing Social Justice and Equity-Oriented Work-There are two books schedule for this section.
3. Authentic Community Building Through Artmaking-There are four books scheduled for this section.
4. Transforming High School Health Curricula Through Justice-Oriented Arts-Based Practices-There is one book scheduled for this section.
5. Spirituality, Justice and Artmaking-There is one book scheduled for this section.
6. The Influence of Arts-Based Approaches in a Teacher Preparation Program to Promote Justice, Equity, and Inclusivity-There is one book scheduled for this section.
7. Leadership Preparation-There is one book scheduled for this section.

Books in this series:

- Children With Learning Differences Exploring Artmaking to Address Deficit-Laden Perspectives
- The Time is Now

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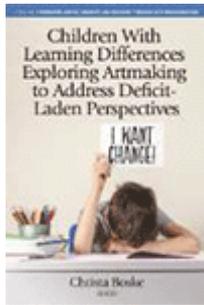
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Children With Learning Differences Exploring Artmaking to Address Deficit-Laden Perspectives

Christa Boske, Kent State University

2023. Paperback 979-8-88730-398-7 \$52.99. Hardcover 979-8-88730-399-4 \$94.99. eBook 979-8-88730-400-7 \$85.

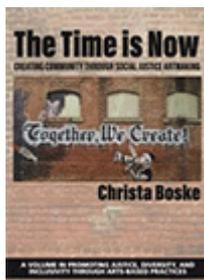
Actively listening and building bridges among students, teachers, and communities provides learners with authentic opportunities to be involved, invested, and ignite meaningful change. This book celebrates students' first-tellings of their experiences as "students with differences" in schools. Throughout the authors' school experiences, they yearned for spaces to share their expertise, thoughts, ideas, talents, and aspirations. These authors emphasize the need to recognize student voice, which they contend, should permeate all levels of collaborative work in schools. These collaborations include, but are not limited to the integration of diverse assessments, differentiation, curriculum design, arts-based projects, inquiry, establishing school policies, and evaluating daily practices in schools.

What students have to say matters. However, authors reiterate how often schools attempted to silence them, especially due to the label assigned to them: "disabled." How students learn matters. What students learn matters. Their untapped sense of wonderment plays a pertinent role in their growth and development. Together, these authors utilize artmaking to express how they navigate oppressive systems, such as school. They contend there is a need for K-12 students to co-create knowledge and build bridges among themselves, educators, families, and diverse communities. Their new ways of knowing through this artmaking process afforded them with a renewed relevance for learning and the need to promote authentic school reform. Bottom line: students matter. Their leadership, creativity, and capacity to think system-wide are essential to classroom, school, curriculum, and community needs. These young authors stress the need to continue this significant work and emphasize the power of student voice through artmaking.

ENDORSEMENT:

"This book reveals the hidden curriculum behind how students negotiate school environments that are often indifferent or even hostile to them. It demonstrates their resilience, their perceptions and how experiences in the arts inspire them to overcome the school environment which has silenced or marginalized them. The stories in these pages will inspire you and reinforce your belief in the human spirit." — Fenwick English, Florida Gulf Coast University

CONTENTS: Introduction: Using Artmaking to Express Being Misunderstood, Undervalued, and Marginalized. CHAPTER 1: "More Feelings ... I'm Laughing", Max. CHAPTER 2: Feeling in the Middle, Hannah Cohen. CHAPTER 3: Alone, Chloe Schlenk. CHAPTER 4: Injustice, Amiah Robinson. CHAPTER 5: Learning "Dis-ability", Hunter Langan. CHAPTER 6: Make or Break, Madison Gould. CHAPTER 7: We Have a Lot to Lose, Alex Sprenger. Conclusion: Integrating Meaningful Artmaking in Schools. References.



The Time is Now Creating Community Through Social Justice Artmaking

Christa Boske, Kent State University

2022. Paperback 978-1-64802-701-7 \$52.99. Hardcover 978-1-64802-702-4 \$94.99. eBook 978-1-64802-703-1 \$85.

High school students, teachers, community members, and leaders come together in this innovative book to share the profound influence of artmaking and justice-oriented work. Authors paint vibrant images of being empowered and engaging in social change. Throughout their art-based meaning making, authors pose critical questions and unlock possibilities. Their first-tellings regarding the power of art provide readers with a lens to understand how they navigate injustices they endure and ways in which artmaking is a vehicle for transformation. Their artmaking is a call for change.

Authors emphasize how artmaking bridges relationships and brings diverse community members together with purpose. Together, they engage in new understandings of self and other. Authors identify how their arts-based collaborations publicly showcase their justice-oriented work, but more importantly, promote possibility and hope. Youth explore how artmaking plays a vital role in promoting collective efficacy and engaging diverse communities in social transformation.

Artmaking mobilizes people. And once activated, these authors utilize their newly cultivated communities to foster justice-

oriented work throughout schools and communities. Their justice-oriented artmaking affords community members opportunities to respond in new ways by embracing community strengths and students' lived experiences. This authentic collaboration empowers the artmaker and community to promote justice-oriented work and practices centered on diversity and inclusivity.

ENDORSEMENTS:

Reading Christa Boske's The Time is Now is to find a profound sense of joy, wholeness, and energy to push out the borders of consciousness too tightly bound to the hyperrationalism of the workday world grounded in materialism and business transactions. The collected authors in Christa's book give form to the spirit world, and its proclivity to allow the whole human being to embrace it, putter in it, explore it and find themselves in the journey. Artmaking is about self-discovery and emancipation. It's a must read for anyone who wants re-establish a belief in themselves and in humanity. — Fenwick W. English, Professor and Department Chair, Ball State University

Read this compelling new resource if you want to engage the next generation of youth activists in transforming our world. Truly, The Time is Now offers school leaders the most exciting, creative avenues for generating justice we've seen in a long time. This book rises to the challenge of being real when so much is at stake. — Margaret Grogan, Professor of Educational Leadership & Policy, Chapman University

The Time is Now. A profound title that encapsulates so much regarding what we need in today's world. Woven through the various narratives, we accept the invitation to hear the stories of artists and explorers in their respective communities. An authentic confrontation of the many tensions that exist in our quest to seek out equity in the areas of diversity, inclusivity, and lived experiences. Voices that ring of radical change, the reconceptualization of freedom, and the agentive stance we are called to take to realize a higher state of being and a more noble existence. The stories remind us that the dream of transformation is our most compelling force- this book gives us a map of all that is possible if we work together. — Lillian McEnergy-Benavente, Director and Professor, University of Houston

Christa Boske's edited book, The Time is Now, provides readers with a profound sense of what it means to live through injustice. The book, though, is not just a collection of heartbreaking stories, but a chronicle of triumphs, as the previously unheard are finally given a voice through artmaking. In chapter after deeply moving chapter, I was struck by the simultaneous vulnerability and bravery of the artists who shared their stories. What was clear, was that artmaking was a form of awakening for the artmakers: awakening to social justice issues, awakening to their ability to connect to the community through art and even awakening to their own value, which for so many, had been wholly unrecognized prior to this experience. This book comes at a time of deep reflection on equity, diversity and inclusion in our nation and the stories remind us that our children are absorbing these conversations. They are living these experiences and their voices are an essential part of the dialogue. — Habeebah R. Grimes, Chief Executive Officer

CONTENTS: Endorsements. Introduction: Artmaking as Authentic Collective Justice-Oriented Work, *Christa Boske*. **SECTION I: USING ARTMAKING TO CREATE EMPATHIC LEARNERS.** Seeing Souls, *Amanda Price*. Hear Me Out, *Kai (Echo) Davis*. Wild, Ooh (Shimmy): Excited About Being a Part of This, *Fallon Herlinger*. Selfless: My Voice is Art, *Hannah Sinn*. **SECTION II: CREATING A SOCIAL JUSTICE-ORIENTED SCHOOL COMMUNITY.** The Power of Artmaking: Leading other Men of Color and Creating Community, *Leshun Collins*. Out of Sight, *Babatunde Motoni*. To Give, to Challenge, to Learn Through Art: What it Means to Build Community, *Lenard Jackson*. The New Black, *Michael Neville*. **SECTION III: BUILDING AN INCLUSIVE COMMUNITY OF LEARNERS THROUGH ARTMAKING.** Lost of Hope, *Alex. Life, JaBrone*. The Skeleton is My Anger: I Want it to Go Away, *Cash Money*. I Use My Art to Protect Myself and My Neighborhood, *Mikai*. Making Connections, *Jeannie Oakhar*. **SECTION IV: THE POWER OF COMMUNITY-BASED ARTMAKING IN MAKING CONNECTIONS.** Voices of the Unheard, *Catera Davis*. Jamie's Beginning, *Jamie Neese*. I Never Thought I Would be an Artist, *Karnisha Grubbs*. Going Full Circle, *Stephanie "Leo" Leonardi*. Epilogue: Artmaker as Cultural Broker, *Christa Boske*.



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