Book Series

Research on African American Education

Series Editors
Carol Camp Yeakey, Washington University - St. Louis; Ronald D. Henderson, National Education Association

This series will provide an annual volume that examines some of the critical issues impacting upon the education and schooling of African American youth, from pre- through post-secondary education. Our challenge will be, not only, the scholarly production of knowledge, but the transmission of that knowledge to wider audiences. In so doing, we intend to question traditional assumptions and to analyze some of the intended and unintended consequences of those assumptions.

Books in this series:

- Shuttered Schools
- Using Past as Prologue
- Living at the Intersections
- Towards a Brighter Tomorrow
- The Broken Cisterns of African American Education
- Cultural Capital and Black Education
- Surmounting all Odds - Vol. 1&2
- Surmounting All Odds - Vol. 2
- Surmounting All Odds - Vol. 1

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Since the late 1990s, mass school closures have reshaped urban education across the United States. Popular media coverage and research reports link this resurgence of school closures in major cities like Chicago and Philadelphia to charter school expansion, municipal budget deficits, and racial segregation. However, this phenomenon is largely overlooked in contemporary education scholarship. Shuttered Schools: Race, Community, and School Closures in American Cities (Information Age Publishing) is an interdisciplinary volume that integrates multiple perspectives to study the complex practice of school closure—an issue that transcends education. Academics, practitioners, activists, and policymakers will recognize the far-reaching implications of these decisions for school communities.

Shuttered Schools features rigorous new studies of school closures in cities across the United States. This research contextualizes contemporary school closures and accounts for their disproportionate impact on African American students. With topics ranging from gentrification and redevelopment to student experiences with school loss, research presented in this text incorporates various methods (e.g., case studies, interviews, regression techniques, and textual analysis) to evaluate the intended and unintended consequences of closure for students, families, and communities. This work demonstrates that shifts in the social, economic, and political contexts of education inform closure practice in meaningful ways. The impacts of shuttering schools are neither colorblind nor class-neutral, but indeed interact with social contexts in ways that reify existing social inequalities in education.


In 1978, V. P. Franklin and James D. Anderson co-edited New Perspectives on Black Educational History. For Franklin, Anderson, and their contributors, there were glaring gaps in the historiography of Black education that each of the essays began to fill with new information or fresh perspectives. There have been a number of important studies on the history of African American education in the more than three decades since Franklin and Anderson published their volume that has pushed the field forward. Scholars have redefined the views of Black southern schools as simply inferior, demonstrated the active role Blacks had in creating and sustaining their schools, sharpened our understanding of Black teachers’ and educational leaders’ role in educating Black students and themselves with professional development, provided a better understanding and recognition of the struggles in the North (particularly in urban and metropolitan areas), expanded our
thinking about school desegregation and community control, and broadened our understanding of Black experiences and activism in higher education and private schools.

Our volume will highlight and expand upon the changes to the field over the last three and a half decades. In the shadow of 60th anniversary of Brown v. Board of Education and the 50th anniversary of the 1964 Civil Rights Act, contributors expand on the way African Americans viewed and experienced a variety of educational policies including segregation and desegregation, and the varied options they chose beyond desegregation. The volume covers both the North and South in the 19th and 20th centuries. Contributors explore how educators, administrators, students, and communities responded to educational policies in various settings including K-12 public and private schooling and higher education. A significant contribution of the book is showcasing the growing and concentrated work in the era immediately following the Brown decision. Finally, scholars consider the historian’s engagement with recent history, contemporary issues, future directions, methodology, and teaching.


Living at the Intersections
Social Identities and Black Collegians
Terrell Strayhorn, Ohio State University


Living at the Intersections: Social Identities and Black Collegians brings together 21 diverse authors from 14 different institutions, including our nation’s most prestigious public and private universities, to advance the use of intersectionality and intersectional approaches in studying Black students in higher education.

Chapters cover a diversity of topics, ranging from spirituality to sexuality and masculinity, from Black students at HBCUs to those in STEM majors, and a host of issues related to race, class, gender, and other identities. Authors draw upon a wealth of data including national surveys, interviews, focus groups, narratives, and even historical research. A smooth blend of anthropology, historiography, psychology, sociology, and intersectional approaches from multiple disciplines, this book breaks new ground on the “who, what, when, where, and how” of intersectionality applied to social problems affecting Black collegians. The authors go beyond merely stating the importance of intersectionality in research, but they also provide countless examples, recommended strategies, and tools for doing so. This book is an important resource for higher education and student affairs professionals, scholars, and graduate students interested in intersectionality and Black collegians.

CONTENTS: Introduction, Terrell L. Strayhorn. Black Students in Physics: The Intersection of Academic Ability, Race, Gender, and Class, Sharon Fries-Britt, Jennifer Johnson, and Brian Burt. Many Into One: Using Intersectional Perspectives to Understand Black First-Generation College Student Identities, Rachelle Winkle-Wagner and Dorian McCoy. “All I Got is
Towards a Brighter Tomorrow
The College Barriers, Hopes and Plans of Black, Latino/a and Asian American Students in California

Walter R. Allen, University of California, Los Angeles; Erin Kimura-Walsh, University of California, Los Angeles; Kimberly A. Griffin, University of California, Los Angeles


The book aims to develop a clearer understanding of the influence of social dynamics on the educational opportunities of high school students of color in the urban setting of California’s Los Angeles area. Specifically, we examine how students’ backgrounds, high school experiences and own agency shape their college preparation processes and postsecondary aspirations. While some research has been done on high school students’ college-choice process, this book is unique in its broad and comparative approach. It examines the experiences of students across 10 schools, identifying broad themes that are illustrated through specific case studies. This approach allows readers to understand the broader issues that face students from underserved backgrounds as they pursue college, while illuminating how these issues uniquely manifest themselves in individual school contexts.

The failure of American education to achieve racial diversity has resulted from the inability of educational researchers, policy makers and judicial officials to disentangle the complex definitions that have emerged in a post-segregated society. More specifically, the capricious aim of post-segregated educational settings leads to the confusing and often conflicting interchangeable usage of terms desegregated, integrated and diversity. This ambiguity is further confounded by the imprecise definitions of equity, equality and opportunity. The proposed book will examine the role of language post-Brown v. Board of Education and the effects of that language on educational policy and practice. He also examines how the fundamental implications of language within post-Brown court cases, in pre- through post-secondary education, demonstrate the unspecified outcomes for desegregation and integration while concomitantly demand an educational continuum of equitable distribution. The arguments will further interrogate how education policy and practices implicitly contain a scholarly roadmap to forge equal opportunity and access, fifty years after Brown.

**Surmounting All Odds - Vol. 2**
*Education, Opportunity, and Society in the New Millennium*

Carol Camp Yeakey, Washington University - St. Louis; Ronald D. Henderson, National Education Association


Volume 2 in the two volume set about overcoming the odds in African American Education.

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**Surmounting All Odds - Vol. 1**
*Education, Opportunity, and Society in the New Millennium*

Carol Camp Yeakey, Washington University - St. Louis; Ronald D. Henderson, National Education Association


Volume 1 in the two volume set about overcoming the odds in African American Education.
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