

INFORMATION AGE PUBLISHING

BLACK STUDIES 2017

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RECENT TITLES

ADVANCES IN TEACHER EDUCATION



Working Together

Enhancing Urban Educator Quality Through School-University Partnerships

Diane Yendol-Hoppey, University of North Florida; Deborah Shanley, Brooklyn College – CUNY; Darby C. Delane, Alachua County Public Schools; David T. Hoppey, University of South Florida

A volume in the series *Advances in Teacher Education*

2017. Paperback 9781681237305 \$45.99. Hardcover 9781681237312 \$85.99. eBook 9781681237329 \$65.

This book provides illustrations of urban school-university partnerships recognized by the Shirley Schwartz Award of Council of Great City Schools. The authors share their work by blending practitioner and researcher voices to offer other school and university based educators, policy makers, and foundation leadership potential solutions to the complex problem of preparing educators and enhancing teaching within urban schools.

In each chapter, the authors describe their urban partnership story, the greatest challenges they faced, how they responded to those challenges, and evidence of impact. Given that each partnership is unique, the authors conclude each chapter by offering a set of questions for discussion.

This book serves as an excellent resource for educators interested in establishing urban school-university partnerships that improve educator quality, strengthen the pipeline of urban educators, and expand Pk-12 students' learning experiences. The book is divided into three sections: (1) Teacher Candidate Preparation, (2) Teacher Professional Development, and (3) Principal Development.

AFRICAN AMERICAN MALE SERIES: GUIDING THE NEXT GENERATION THROUGH MENTORING, TEACHING AND COUNSELING



Counseling African American Males

Effective Therapeutic Interventions and Approaches

Dr. William Ross, Prairie View A&M University

A volume in the series *African American Male Series: Guiding the Next Generation Through Mentoring, Teaching and Counseling*

2016. Paperback 9781681235493 \$45.99. Hardcover 9781681235509 \$85.99. eBook 9781681235516 \$65.

There is no one method for doing culturally alert counseling. Instead, culturally alert counseling consists of intentionally adapting existing ways to help clients (1) understand their socially constructed worldviews through culture, (2) appreciate their various cultures, (3) to make choices about adherence to cultural norms, and (4) to recognize and respond to external bias relating to their cultural group membership.

CARIBBEAN DISCOURSE IN INCLUSIVE EDUCATION



Caribbean Discourse in Inclusive Education

Historical and Contemporary Issues

Stacey Blackman, University of the West Indies; Dennis Conrad, SUNY Potsdam

A volume in the series *Caribbean Discourse in Inclusive Education*

2017. Paperback 9781681237978 \$45.99. Hardcover 9781681237985 \$85.99. eBook 9781681237992 \$65.

Caribbean Discourse in Inclusive Education is an edited book series that aims to give voice to Caribbean scholars, practitioners, and other professionals working in diverse classrooms. The book series is intended to provide an ongoing forum for Caribbean researchers, practitioners, and academics, including those of the Diaspora, to critically examine issues that influence the education of children within inclusive settings. The book series is visionary, timely, authoritative and presents pioneering work in the area of inclusive education in the Caribbean, as part of the broader South-South dialogue. It is essential reading for students in undergraduate and postgraduate programmes, scholars, teachers, researchers and policy makers at the regional and international level. The first book in this series entitled Historical and Contemporary Issues will trace the history and examine the Caribbean's trajectory towards the development of inclusive education in the 21st Century. The main premise of the book is that inclusion remains an ideologically sound goal, which remains elusive in the Caribbean. It will also provide a wider platform to discuss other factors that influence the development of inclusive education such as school climate, culture and ethos, LGBT issues, teacher training and professional development, pedagogy, pupil perspective, curriculum, policy and legislation.

CONTEMPORARY PERSPECTIVES IN RACE AND ETHNIC RELATIONS



Is That Your Mom?

Voices of Cross Racially Raised Adults of The African Diaspora

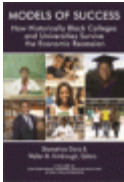
Cyndy R. Snyder, University of Washington

A volume in the series *Contemporary Perspectives in Race and Ethnic Relations*

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.



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

A volume in the series *Contemporary Perspectives in Race and Ethnic Relations*

2017. 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.

CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



Cultivating Achievement, Respect, and Empowerment (CARE) for African American Girls in PreK-12 Settings

Implications for Access, Equity and Achievement

Dr. Patricia J. Larke, Texas A&M University; Dr. Gwendolyn Webb-Hasan, Texas A&M University; Dr. Jemimah L. Young, University of North Texas

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2016. Paperback 9781681235066 \$45.99. Hardcover 9781681235073 \$85.99. eBook 9781681235080 \$65.

chapters discuss issues impacting the education of African American girls and many of challenges that they encounter during their schooling experiences. The chapters were written by 24 authors including a school superintendent, university administrator and professors, classroom teacher, mother and a 10th grade African American student.

The 20 chapters of the book are organized into four sections. Section one introduces the book and provides critical perspectives. Section Two focuses on Curriculum and instruction. Section Three shares information from significant stakeholders while the last section includes other schooling experiences and ends with a powerful poem by a tenth grade African American girl, entitled “Proud.” The forward of the book, written by a Japanese American scholar, Valerie Pang, denotes the urgency of the book noting that the book “warms the heart.” The book ends with an epilogue, written by an African American scholar, Tyrone Howard, who has a vested interest in African American males. He shares commanding interest in this scholarship, because what happens to African American females, impacts African American males and the entire African American community.

CONTEMPORARY PERSPECTIVES ON LGBTQ ADVOCACY IN SOCIETIES



Queer People of Color in Higher Education

Joshua Moon Johnson, American University of Malta; Gabriel Javier, University of Wisconsin-Madison

A volume in the series *Contemporary Perspectives on LGBTQ Advocacy in Societies*

2017. Paperback 9781681238814 \$45.99. Hardcover 9781681238821 \$85.99. eBook 9781681238838 \$65.

Queer People of Color in Higher Education (QPOC) is a comprehensive work discussing the lived experiences of queer people of color on college

campuses. This book will create conversations and provide resources to best support students, faculty, and staff of color who are people of color and identify as LGBTQ. The edited volume covers emerging issues that are affecting higher education around the country. Leading researchers and practitioners have remarkable writing that concisely summarizes current literature while also adding new ways to address issues of injustice related to racism, sexism, homophobia, heterosexism, and transphobia.

QPOC in Higher Education insightfully combines research with practical implications on services, systems, campus climate and ways to hostility, violence, and unrest on campuses. This book rises out of places of turmoil and pain and brings attention to broken systems on higher education.

QPOC in Higher Education is a must-read for anyone who wants to transform their society, campus, or community into places that fully value the complex and beautiful intersections that our diverse communities come from. This book takes diversity to a deeper level and speaks from a social justice philosophy of looking big pictures at our systems and cultures instead of simply at our oppressed groups as the problems.

EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE



Envisioning a Critical Race Praxis in K-12 Education Through Counter-Storytelling

Tyson E.J. Marsh, University of New Mexico; Natasha N. Croom, Iowa State University

A volume in the series *Educational Leadership for Social Justice*

2016. Paperback 9781681234083 \$45.99. Hardcover 9781681234090 \$85.99. eBook 9781681234106 \$65.

While critical race theory is a framework employed by activists and scholars within and outside the confines of education, there are limited resources for leadership practitioners that provide insight into critical race theory and the possibilities of implementing a critical race praxis approach to leadership. With a continued top-down approach to educational policy and practice, it is imperative that educational leaders understand how critical race theory and praxis can assist them in utilizing their agency and roles as leaders to identify and challenge institutional and systemic racism and other forms/manifestations of oppression (Stovall, 2004). In the tradition of critical race theory, we are charged with the task of operationalizing theory into practice in the struggle for, and commitment to, social justice. Though educational leaders and leadership programs have been all but absent in this process, given their influence and power, educational leaders need to be engaged in this endeavor.

The objective of this edited volume is to draw upon critical race counter-stories and praxis for the purpose of providing leaders in training and practicing K-12 leaders with tangible narratives that demonstrate how racism and its intersectionality with other forms of oppression manifest within K-12 schooling. An additional aim of this book is to provide leaders with a working knowledge of the central tenets of critical race theory and the tools that are required in recognizing how they might be complicit in the reproduction of institutional and systemic racism and other forms of oppression. More precisely, this edited volume intends to draw upon and center the lived experiences and voices of contributors that have experienced racism in K-12 schooling. Through the use of critical race methodology and counter-storytelling (Solórzano & Yosso, 2002), contributors will share and interrogate their experiences while offering current and future educational leaders insight in recognizing how racism functions within institutions and how they can address it. The intended goal of this edited volume is to translate critical race theory into practice while emphasizing the need for educational leaders to develop a critical race praxis and anti-racist approach to leadership.

INTERNATIONAL ADVANCES IN EDUCATION: GLOBAL INITIATIVES FOR EQUITY AND SOCIAL JUSTICE



Global Perspectives on Gender and Sexuality in Education

Raising Awareness, Fostering Equity, Advancing Justice

Elinor L. Brown, University of Kentucky; Guichun Zong, Kennesaw State University

A volume in the series *International Advances in Education: Global Initiatives for Equity and Social Justice*

2017. Paperback 9781681237947 \$45.99. Hardcover 9781681237954 \$85.99. eBook 9781681237961 \$65.

International Advances in Education: Global Initiatives for Equity and Social Justice is an international research monograph series that contributes to

the body of inclusive educational policies and practices focused on: empowering society's most vulnerable groups; raising the ethical consciousness of those in positions of authority; and encouraging all to take up the mantle of global equity in educational opportunity, economic freedom and human dignity. Each themed volume in this series draws on the research and innovative practices of investigators, academics, educators, politicians, administrators, and community organizers around the globe.

This volume consists of three sections; each centered on an aspect of gender equity in the context of education. The chapters are drawn from a wide range of countries including: Australia, China, Gambia, India, Italy, Kenya, Kyrgyzstan, Laos, Slovenia, Swaziland, Grenada, Jamaica, Trinidad, Tobago, The United States, and Turkey addressing issues of gender equity, citizenship education, egalitarianism in sexual orientation, and strategies to combat human trafficking. The 15 chapters document both the progress and challenges facing those who strive for gender equity in access to education, the portrayal of women in curricula, and the acceptance of diverse sexual orientations within differing country contexts and provide an overview of promising policies, practices and replicable successful programs.

ISSUES IN THE RESEARCH, THEORY, POLICY, AND PRACTICE OF URBAN EDUCATION



Teach & Thrive

Wisdom from an Urban Teacher's Career Narrative

Kristina Valtierra, Colorado College

A volume in the series *Issues in the Research, Theory, Policy, and Practice of Urban Education*
2016. Paperback 9781681235813 \$45.99. Hardcover 9781681235820 \$85.99. eBook 9781681235837 \$65.

Teacher burn out contributes to the epidemic of early career exit. At least half of all new K-12 teachers leave the profession by the time they reach their fifth year of teaching. Conversely, there are urban teachers who survive burn out and thrive as career-long educators. This book results from an in-depth qualitative study that explored one 40-year veteran teacher's career narrative, analyzing how she not only survived the burn out epidemic, but also thrived as a highly effective career-long urban teacher.

Part 1 of this book uses a critical socio-political lens is used to guide readers through the complexities of career thrival. Framed within the story of one new urban teacher's typical morning, the book begins with an overview of the socio-political forces that lead to urban teacher burn out. In spite of the obstacles, the more hopeful idea of urban teacher thrival is uncovered through narrative methodology. Part 2 is dedicated to the dynamic narrative of a veteran urban teacher career journey. This inspiring story is related to frameworks established in Part 1, as well as painting a picture of how public education has evolved over the last 40 years, and it's impact on the lives of teachers.

Part 3 takes a deeper dive into three salient themes that permeated throughout the participant's story. First hope springs eternal is the idea that sustaining hope supported the teacher's career thrival. Next, the extended education family is the notion that familial-like relationships at school nourished her longevity. The third theme, creative autonomy, reveals that by being empowered with opportunities for curriculum development and instructional decision-making the teacher maintained her passion. This book concludes with recommendations for teachers, educational leaders and teacher educators to develop and maintain thriving teachers.

RESEARCH FOR SOCIAL JUSTICE: PERSONAL~PASSIONATE~PARTICIPATORY



Beyond Retention

Cultivating Spaces of Equity, Justice, and Fairness for Women of Color in U.S. Higher Education

Brenda L. H. Marina, Baltimore City Community College; Sabrina N. Ross, Georgia Southern University

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory*
2016. Paperback 9781681234144 \$45.99. Hardcover 9781681234151 \$85.99. eBook 9781681234168 \$65.

In *Beyond Retention: Cultivating Spaces of Equity, Fairness, and Justice for Women of Color in U.S. Higher Education*, Brenda Marina and Sabrina N. Ross address the continued underrepresentation of women faculty of color at predominantly White colleges and universities through a creative convergence of scholarship focused on intellectual activism and structural change. Inspired by the African American oral tradition of call and response, this text illuminates the calls, or personal narratives of women faculty of color who identify racialized, gendered, sexualized, and class-

based challenges associated with work in predominantly White institutions. Accounts of social justice-oriented strategies, policies, and practices that support women faculty of color and reflections by women of color who are senior faculty members serve as literal and metaphorical responses. The convergence of calls for social justice and equity-minded responses and reflections in this text provide intellectual foundations for the development of higher education spaces where women faculty of color can thrive.

Beyond Retention is a critical geographic project intended to identify and mitigate structures of oppression that act as barriers to the full incorporation of women of color in predominantly White academic contexts. This text will be of interest to scholars interested in curriculum topics of race, gender, sexuality, and place. The text offers strategies for coping and success for women of color in doctoral programs, faculty positions, and mid-level administration positions within the academy; as such, Beyond Retention will be a valuable addition to the reading libraries of each of these groups. Men and women with interests in the experiences of educators of color within predominantly White contexts will also gain valuable insights from this book, as will individuals interested in various areas of women studies, multicultural education, and diversity.

Beyond Retention also provides accounts of practices and policies that have been successful in supporting the needs of women faculty of color; knowledge gained from this text will be useful for higher education administrators seeking to improve the campus climate for faculty of color. Additionally, human resource directors, equal opportunity specialists and diversity trainers will find this text helpful when considering strategies for managing diversity.

RESEARCH ON WOMEN AND EDUCATION



Women of Color in STEM

Navigating the Workforce

Julia Ballenger, Ph.D., Texas A&M University - Commerce; Barbara Polnick, Sam Houston State University; Beverly Irby, Texas A&M University

A volume in the series *Research on Women and Education*

2016. Paperback 9781681237060 \$45.99. Hardcover 9781681237077 \$85.99. eBook 9781681237084 \$65.

Women of Color in STEM: Navigating the Workforce is an opportunity for making public the life stories of women of color who have persevered in STEM workplace settings. The authors used various critical theories to situate and make visible the lives of women of color in such disciplines and workplace contexts like mathematics, science, engineering, NASA, academia, government agencies, and others. They skillfully centered women and their experiences at the intersection of their identity dimensions of race, class, gender, and their respective discipline.

While the disciplines and career contexts vary, the oppression, alienation, and social inequities were common realities for all. Despite the challenges, the women were resilient and persevered with tenacity, a strong sense of self as a person of color, and reliance on family, community, mentors, and spirituality. While we celebrated the successes, it is critical that organizational leaders, whether in education or other workplace settings, draw from narratives and counter-narratives of these women to improve the organizational climate where individuals can thrive, despite their racial, class and gender identity. This book will assist educational communities, professional communities, and families to understand their roles and responsibilities in increasing the number of women of color in STEM.

URBAN EDUCATION STUDIES SERIES



Colluding, Colliding, and Contending with Norms of Whiteness

Jennifer L. S. Chandler, Arizona State University

A volume in the series *Urban Education Studies Series*

2016. Paperback 9781681236919 \$45.99. Hardcover 9781681236926 \$85.99. eBook 9781681236933 \$65.

Analyzing experiences of White mothers of daughters and sons of color across the U. S., Chandler provides an insider's view of the complex ways in which Whiteness norms appear and operate. Through uncovering and analyzing Whiteness norms occurring across motherhood stages, Chandler has developed a model of three common ways of interacting with the norms of Whiteness: colluding, colliding, and contending. Chandler's results suggest that collisions with Whiteness norms are a necessary step to increasing one's racial literacy which is essential for effective contentions with

norms of Whiteness. She proposes steps for applying her model in education settings, which can also be applied in other organizational contexts.



Better Teachers, Better Schools

What Star Teachers Know, Believe, and Do

Valerie Hill-Jackson, Texas A&M University; Delia Stafford, Haberman Educational Foundation

A volume in the series *Urban Education Studies Series*

2017. Paperback 9781681237152 \$34.99. Hardcover 9781681237169 \$49.99. eBook 9781681237176 \$65.

We all know teachers who, in the face of insurmountable district and school level challenges, inspire underserved students to succeed. These teachers are more than good - they are 'stars'. Haberman maintains that school districts still gamble when selecting teachers as an overwhelming number are not stars and are unprepared or underprepared to work effectively with marginalized students. Haberman explains that teacher selection is more important than teacher training. The ability to identify educators with the necessary social justice or relational characteristics may lead to an increase in academic achievement among learners as well as lower teacher attrition. Consequently, all those who are interested in building America's teaching force with stars –including human resource managers for K-12 school districts, administrators, teachers, teacher advocates, teacher education faculty and graduate students - will benefit from this book.

Better Teachers, Better Schools is a must read for two main reasons. First, the achievement gap between 16 million children in poverty and their mainstream counterparts is continuing to become even wider. Many urban students are constantly subjected to educational barriers, which limits their future opportunities. These learners deserve teachers that know more than content, but who can build relationships in order to leverage learning with greater outcomes. Second, Haberman was one of the most prolific producers of teachers to date. He reminds us that quality school systems, built on the back of quality teachers, benefit our society. Better Teachers, Better Schools offers a refreshing take on what it means to be a star teacher by sharing some of Haberman's most requested writings as well as new narratives and research that corroborate his star theory. The contributions in this volume give us a window into Haberman's seven relational dispositions of star teachers; or teachers' ideology put into behavior. Also, each chapter contains learning outcomes and reflection questions for discussion.

NO SERIES



Pyrrhic Victory

The Cost of Integration

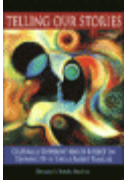
Daniel F. Upchurch, Alabama Agricultural and Mechanical University

2016. Paperback 9781681233819 \$45.99. Hardcover 9781681233826 \$85.99. eBook 9781681233833 \$65.

"Segregation now, Segregation tomorrow, Segregation forever". Was there some truth behind this famous speech given by George Wallace? Did African Americans truly benefit from the results of Brown v. the Board of Education or did they get the short end of the stick? Over the years, the Black community has suffered major loses in the areas of education, business and gender identity due to integration.

The founders of the NAACP objectives were to unite and educate a suppressed race that would fight against social injustice and bring capital into the Black community. Initially, these ideologies were well represented by this noble organization; however during and after the decision of the Brown versus the Board of Education case things drastically changed.

The once unified organization began to have major conflicts with Black educators. Some rejoiced over this landmark victory, citing that justice had finally prevailed, while other embraced for the worst, believing that the outcome from the case was only a Pyrrhic victory. This book aims to understand the effects of integration on the African American community and offers inspiration to those who want to change and build a better and strong Black community.



Telling Our Stories

Culturally Different Adults Reflect on Growing Up in Single-Parent Families

Donna Y. Ford, Vanderbilt University

2017. Paperback 9781681238371 \$45.99. Hardcover 9781681238388 \$85.99. eBook 9781681238395 \$65.

Five decades ago, I was challenged to read the Moynihan Report (1965). Then and now, I take issue with much of the content, which smacks of deficit thinking, blaming the victim, and a blindness or almost total disregard for how systemic racism and social injustices contribute to family structures.

I recall being professionally and personally offended by interpretations of single-parent families, which were often negative and hopeless. Moral development, criminal activity, poor educational outcomes, poverty, and apathy of many kinds were placed squarely on the shoulders of these families, especially if the families were/are headed by Black mothers. Eurocentric and middle class notions of 'real' families like those depicted on TV shows and movies dominate, then and now, what is deemed healthy in terms of family structures – with the polemic conclusion that nuclear families are the best and sometimes only structure in which children must be raised.

These colorblind, economic blind, and racist blind studies, reports, theories, and folktales have failed to do justice to the families in which there is one caregiver. Their stories of woe and mayhem make the news and guide policies and procedures. The stories of children who have been resilient have been unheard and silenced, they have been under-reported and relegated to the status of 'exception to the rule'. Perhaps they are exceptions, but there are more exceptions than we may know.

This book is designed with those stories of resilience and success in mind. The book is not an attempt to glorify single-parent families, but such families are prevalent and increasing. High divorce rates are impactful. And some parents have chosen to not marry, which is their right. While not glorifying single-parent families, we are also not demonizing them or telling their stories void of context. Yes, income will often be low(er), time will be compromised when divided between offspring, work, and other obligations. Likewise, we are not glorifying two-parent families as being ideal; their context matters too. How healthy are married couples who don't really love or even like each other? How healthy are those parents who have separate sleeping arrangements/bedrooms? How healthy are those families who have oppositional parenting styles and goals for their children?

This is the 50th anniversary of the Moynihan Report, and I am concerned that another 50 years will pass that fails to balance out the stories of single-parent families, mainly those whose children succeed and defy the odds so often unexpected of them. I agree with Cohen, co-author of the updated report: "The preoccupation with strengthening marriage as the best route to reducing poverty and inequality has been a policymaking folly". Further, 50 years after Moynihan released the controversial report, *The Negro Family: The Case for National Action*, a new brief by the Institute for Women's Policy Research (IWPR) and the Council on Contemporary Families (CCF) titled, "Moynihan's Half Century: Have We Gone to Hell in a Hand Basket?," finds that the changes in family structure that concerned him have indeed continued, becoming widespread among Whites as well, but that they do not explain recent trends in poverty and inequality. In fact, a number of the social ills Moynihan assumed would accompany these changes in family structure—such as rising rates of poverty, school failure, crime, and violence—have instead decreased. ([see this](#))

BACK LIST

Title	Year	Paperback	Hardcover
<p>Are You Mixed?: A War Bride's Granddaughter's Narrative of Lives In-Between Contested Race, Gender, Class, and, Power Sonia E. Janis, University of Georgia <i>Series: Research for Social Justice: Personal~Passionate~Participatory</i></p>	2016	\$45.99 9781681233871	\$85.99 9781681233888
<p>Envisioning Critical Race Praxis in Higher Education Through Counter-Storytelling Natasha N. Croom, Iowa State University; Tyson E.J. Marsh, University of New Mexico <i>Series: Educational Leadership for Social Justice</i></p>	2016	\$45.99 9781681234052	\$85.99 9781681234069
<p>Great Expectations: What Kids Want From Our Urban Public Schools Loyce Caruthers, University of Missouri – Kansas City; Jennifer Friend, University of Missouri - Kansas City</p>	2016	\$45.99 9781681234403	\$85.99 9781681234410
<p>Working (With/out) the System: Educational Leadership, Micropolitics and Social Justice James Ryan, Ontario Institute for Studies in Education; Denise E. Armstrong, Brock University <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i></p>	2016	\$45.99 9781681232249	\$85.99 9781681232256
<p>Autoethnography as a Lighthouse: Illuminating Race, Research, and the Politics of Schooling Stephen Hancock, University of North Carolina at Charlotte; Ayana Allen, University of North Carolina at Charlotte; Chance W. Lewis, University of North Carolina at Charlotte <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i></p>	2015	\$45.99 9781623968229	\$85.99 9781623968236
<p>Better Principals, Better Schools: What Star Principals Know, Believe, and Do Delia Stafford, Haberman Educational Foundation; Valerie Hill-Jackson, Texas A&M University <i>Series: Urban Education Studies Series</i></p>	2015	\$34.99 9781681233642	\$74.99 9781681233659
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