

INFORMATION AGE PUBLISHING

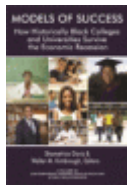
# BLACK STUDIES 2019

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# RECENT TITLES

## CONTEMPORARY PERSPECTIVES IN RACE AND ETHNIC RELATIONS



### 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*

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.

## CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



### Engaging African American Males in Community Colleges

Ted N. Ingram, Bronx Community College; James Coaxum, Rowan University

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

2018. Paperback 978-1-64113-227-5 \$45.99. Hardcover 978-1-64113-228-2 \$85.99. eBook 978-1-64113-229-9 \$65.

This volume dedicated to the engagement of African American males in community colleges furthers the research agenda focused on improving the educational outcomes of African American males. The theme engagement also supports the anti-deficit approach to research on African American males developed by renowned research scholars. The true success of African American males in community colleges rests on how well these institutions engage young men into their institutions. This will require community colleges to examine policies, pedagogical strategies, and institutional practices that alienate African American males and fosters a culture of underachievement. The authors who have contributed to this volume all speak from the same script which proves than when African American males are properly engaged in an education that is culturally relevant, they will succeed. Therefore, this book will benefit ALL who support the education of African American males. It is our intent that this book will contribute to the growing body of knowledge that exists in this area as well as foster more inquiry into the achievement of African American males. The book offers three approaches to understanding the engagement of African American males in community college, which includes empirical research, policy perspectives and programmatic initiatives.



## Recruiting, Retaining, and Engaging African-American Males at Selective Public Research Universities

### Challenges and Opportunities in Academics and Sports

Louis A. Castenel, University of Georgia; Tarek C. Grantham, University of Georgia; Billy J. Hawkins, University of Houston

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

2018. Paperback 978-1-64113-271-8 \$45.99. Hardcover 978-1-64113-272-5 \$85.99. eBook 978-1-64113-273-2 \$65.

A problematic, yet uncommon, assumption among many higher education researchers is that recruitment, retention, and engagement of African-American males is relatively similar and stable across all majority White colleges and universities. In fact, the harsh reality is that selective public research universities (SPRUs) have distinctive academic cultures that increase the difficulty of diversifying their faculty and student populations. This book will discuss how traditions and elitist assumptions make it very difficult to recruit, retain, and engage African-American males.

The authors will examine these issues from multiple perspectives in three sections that highlight research, policies and practices impacting the experiences of African American males, including Pre-Collegiate Preparation, African American Male Student Athletes, and Undergraduate and Graduate Considerations for African American Male Initiatives.



## Responding to the Call for Educational Justice

### Transformative Catholic-Led Initiatives in Urban Education

L. Mickey Fenzel, Loyola University Maryland; Melodie Wytenbach, University of Notre Dame

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

2018. Paperback 978-1-64113-429-3 \$45.99. Hardcover 978-1-64113-430-9 \$85.99. eBook 978-1-64113-431-6 \$65.

The work presented in this volume attests to the innovative and successful educational alternatives designed and implemented by Catholic religious groups to improve educational, career, and life outcomes for urban children, adolescents, and adults placed at risk. These efforts have helped thousands of urban citizens break away from the chains of poverty and poor academic preparation to succeed in high school and beyond and secure a place of meaning and influence in adult society. In this volume, we examine the contributions of networks of schools, such as NativityMiguel and Cristo Rey schools in the U.S. and Canada and Fe y Alegría based in South America and operating in multiple countries, as well as more local initiatives. There is much to be learned from these initiatives that can improve urban education and this edited volume provides this opportunity to educators, planners, funders, and others who are inclined to invest in effective urban education.

The perspectives taken in these chapters include current approaches to critical race theory, faith perspectives that promote justice, and the building of social capital and resilience to succeed academically despite considerable adversity associated with economic poverty. The chapters included here explore educational structures that communicate high expectations for student and teacher performance and provide individualized instruction, caring mentoring, and support beyond graduation in order to help develop men and women of confidence, skill, leadership, and integrity and ensure high levels of success in a world that tends to exclude them more than welcome them.

Praise for Responding to the Call for Educational Justice:

"One of the most unheralded, unreported and underappreciated initiatives in education are Catholic schools that are transforming the way that young people are taught. If you have never heard the words 'Cristo Rey,' 'Nativity/Miguel' or 'Fe y Alegria,' prepare to be amazed and delighted by this thorough study of the great benefits these creative and exciting schools bring to us." ~ James Martin, SJ Author of "Jesus: A Pilgrimage" and "The Jesuit Guide"

"During these very troubling times within the Church and the larger society, we need critical voices that are unapologetically committed to eradicating the ideologies and structures of inequality within urban education, yet also speak of hope and possibility. In this very timely volume, Fenzel and Wytenbach eloquently compile an insightful set of readings that courageously respond to our deep human yearning for freedom and offer us glimpses into a more just and loving world." ~ Antonia Darder, *PhD Leavely Endowed Chair of Ethics and Moral Leadership Loyola Marymount University, Los Angeles*



## Global Perspectives of Issues and Solutions in Urban Education

Petra A. Robinson, Louisiana State University; Ayana Allen-Handy, Drexel University; Chance W. Lewis, University of North Carolina at Charlotte; Amber Bryant, University of North Carolina at Charlotte

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

2019. Paperback 978-1-64113-538-2 \$45.99. Hardcover 978-1-64113-539-9 \$85.99. eBook 978-1-64113-540-5 \$65.

In 2014, The Urban Education Collaborative at the University of North Carolina at Charlotte hosted its first biennial International Conference on Urban Education (ICUE) in Montego Bay, Jamaica. In 2016, the second hosting of the conference took place in San Juan, Puerto Rico. Additionally, in 2018, the third hosting of the conference took place in Nassau, Bahamas. These solution-focused conferences brought together students, teachers, scholars, public sector and business professionals as well as others from around the world to present their research and best practices on various topics pertaining to urban education.

With ICUE's inspiration, this book is a response to the growing need to highlight the multifaceted aspects of urban education particularly focusing on common issues and solutions in urban environments (e.g., family and community engagement, student academic achievement, teacher preparation and professional development, targeted instructional and disciplinary interventions, opportunity gaps, culturally-relevant and sustaining practices, etc.). Additionally, with this book, we seek to better understand the challenges facing urban educators and students and to offer progressive initiatives toward resolutions.

This unique compilation of work is organized under four major themes all targeted at critically addressing concerns that may inhibit the success of urban learners and providing solutions that have implications for curriculum design, development, and delivery; teacher preparation and teaching diverse populations; career readiness and employment; and even more nuanced issues related to foster care, undocumented students and mental health, sustainable consumption, childhood marriage, food deserts, and marine life and urban communities.



## Let's Stop Calling it an Achievement Gap

How Public Education in the United States Maintains Disparate Educational Experiences for Students of Color

Autumn A. Arnett

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

2019. Paperback 978-1-64113-518-4 \$45.99. Hardcover 978-1-64113-519-1 \$85.99. eBook 978-1-64113-520-7 \$65.

Between 1980 and 2005, 45 states were involved in lawsuits around equity of funding and adequacy of education provided to all students in the state. Indeed, this investigation could have included any cities in America, and the themes likely would have been the same: Lower funding and resources, disproportionate numbers of teachers and school leaders who do not look like the students they serve, debates over the public's responsibility to provide fair and equitable education for all students in the jurisdiction, implicit biases from the top to the bottom and a resegregation of schools in America.

Integration for Black families was never about an idea that Black students were better off if they could be around White students, it was about the idea that Black students would be better off if they could have access to the same education that White students had — but residential segregation still enables de facto school segregation, when it isn't coded into policy.

For the overwhelming majority of Black students, they're stuck in segregated, underperforming schools. Schools where the teachers are dedicated to the mission, but where the cities and districts and states have failed to uphold their basic responsibility to maintain the upkeep of the schools and provide enough desks for each child and current textbooks.

## PERSPECTIVES ON MENTORING



### Mentoring at Minority Serving Institutions (MSIs) Theory, Design, Practice, and Impact

Jeton McClinton, Jackson State University; David S. B. Mitchell, University of West Georgia; Tyrell Carr, Saint Augustine's University; Mark A. Melton, Saint Augustine's University; Gerunda B. Hughes, Howard University

A volume in the series *Perspectives on Mentoring*

2018. Paperback 978-1-64113-277-0 \$45.99. Hardcover 978-1-64113-278-7 \$85.99. eBook 978-1-64113-279-4 \$65.

The primary thrust of the proposed volume is to provide information for higher education minority serving institutions (MSIs) and other institutions and individuals interested in providing and/or improving mentoring programs and services to a variety of target groups.

The editors are interested in how mentorship can produce beneficial outcomes for the mentor that may be similar to or different from outcomes in other educational contexts. Thus, the purpose of this volume is to showcase, through case studies and other forms of empirical research, how successful mentoring programs and relationships at MSIs have been designed and implemented.

Additionally, we will examine the various definitions and slight variations of the meaning of the construct of mentoring within the MSI context. It is our intent to share aspects of mentoring programs and relationships as well as their outcomes that have heretofore been underrepresented and underreported in the research literature.

## RESEARCH ON WOMEN AND EDUCATION



### Leading from a Feminist Soul

Catherine E. Hackney, Kent State University

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

2018. Paperback 978-1-64113-495-8 \$45.99. Hardcover 978-1-64113-496-5 \$85.99. eBook 978-1-64113-497-2 \$65.

Most of the literature involving the work of women leaders has addressed barriers that historically have required women to struggle to “get to the top,” the “styles” of women leaders, and gender issues women leaders continue to face in society and the workplace. Nearly missing in the literature is the perspective that women who possess positional power also have a responsibility to make a positive, constructive difference with that power. Though many women have made that kind of a difference, the purpose of this book is to prompt other women leaders to ask themselves the question: “So, how does my leading make a positive difference to my organization, to my society, to my world?”

This book will offer inspiration, guidance, and affirmation to women who seek to lead from goodness, justice, and the power of difference they bring to the organization.

The book will include references to the authors' autobiographical experiences as leaders in K-12 and higher education as well as to women whose stories of leadership are of particular interest: an artist, a philanthropist, a community activist, teacher and school leadership educators. These references will scaffold the construction of a theory of leadership that circles around awareness of self and others, and the social consciousness, courage, humility, and generosity of spirit that is characteristic of leading from the feminist soul.

## URBAN EDUCATION STUDIES SERIES



### Through the Fog Towards Inclusive Anti-Racist Teaching

Tara L. Affolter, Middlebury College

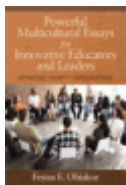
A volume in the series *Urban Education Studies Series*

2019. Paperback 978-1-64113-477-4 \$34.99. Hardcover 978-1-64113-478-1 \$49.99. eBook 978-1-64113-479-8 \$65.

Drawing from over 20 years of teaching experience in the U.S., ranging from pre-kindergarten to post-graduate, Affolter illustrates personal, practical, and theoretical ways for teachers to grapple with the complexities of race and racism within their own schools and communities and develop as inclusive anti-racist teachers. The work aims to take into account the deeply human dimensions of inclusive anti-racist teaching, while drawing attention to the threat of burnout, inviting closer inspection of curricula development, and exploring tangible ways to sustain this important work for teaching.

Resisting racism, agitating for change, and walking an inclusive anti-racist path requires commitment to unflinchingly look at one's failures and examine silences. It is work that must be done in all settings: rural, urban, suburban. This book offers all pre-teachers and in-service teachers some perspectives and reflections on engaging anti-racist inclusive practice. The questions raised here ask each of us to consider our own positioning and interrogate the stories we tell ourselves about "the other." The book seeks to call in white teachers in particular to carefully examine our own biases and the ways we may replicate white supremacist ideology within our pedagogy and curricula. The questions posed here and the work ahead is not easy. This is work best taken on with those that can challenge with love and help support one other as we imagine and work towards a more just world.

## NO SERIES



### Powerful Multicultural Essays For Innovative Educators And Leaders Optimizing 'Hearty' Conversations

Festus E. Obiakor, Sunny Educational Consulting

2017. Paperback 978-1-64113-085-1 \$45.99. Hardcover 978-1-64113-086-8 \$85.99. eBook 978-1-64113-087-5 \$65.

Powerful Multicultural Essays for innovative Educators and Leaders is written for this day, age, and time. We need to tear down our walls of hatred to optimize "hearty" conversations. In addition, we need to challenge ourselves and our institutions to do the right things. We must revisit our inner spiritual connectivity--- there are biblical allusions that could buttress our understanding about multiculturalism. For instance, human valuing is the engine behind the Parable of the Good Samaritan and the Parable of the Sower. Should our goal not be to sow good seeds that bloom to be beautiful flowers and even grow to be strong trees? Should our actions be divorced from supporting those who are different from us? Reading this book will help us to answer these questions. As often as possible, we must be action-oriented and practical as we arrive at our central hub and enhance our potential or existential collaboration, consultation, and cooperation at all levels of our human interactions.

This is a book for students of life, which means all of us! We are all learners whether we are students, teachers, community leaders, university professors and leaders, researchers, scholars, politicians, to mention a few. We all need to read this book to optimize conversations, create open and healthy environments, and advance our nations and world. The days for hiding from discourses are over! We can no longer sweep our problems and actions under the rug! And, we cannot divorce ourselves from our own realities. Hopefully, this book will yield remarkable fruitful dividends with regard to human valuing.



## African Traditional Oral Literature and Visual cultures as Pedagogical Tools in Diverse Classroom Contexts

Lewis Asimeng-Boahene, Penn State University-Harrisburg; Michael Baffoe, University of Manitoba

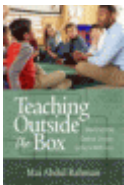
2018. Paperback 978-1-64113-251-0 \$45.99. Hardcover 978-1-64113-252-7 \$85.99. eBook 978-1-64113-253-4 \$65.

This book, the second in the series, is a distinct exploration of how educational policy makers, curriculum developers, educators, learners and social activists can utilize the hitherto untapped rich resource of African traditional oral literature and visual cultures. These are epistemological reservoirs and invaluable pedagogical tools in the delivery of content in the classrooms of the present global village, most of whom contain diverse student populations from varying backgrounds. The content of the book is thus designed to help expand educators' repertoire of understanding beyond the hitherto "conventional wisdom", most of which are either outdated or are colonial impositions on former colonial entities.

Our motivation for pulling together this anthology was due to the fact scholars, educators and educational policy makers have hitherto paid little attention to the epistemological and pedagogical value of Traditional Indigenous Knowledge systems (TIKS). Our objective has been largely achieved by this anthology in the sense that the research perspectives of the contributors to this effort have enhanced the hitherto limited exposure and knowledge about traditional oral literature and visual cultures in Africa. The torch that has been lighted from this endeavor heightens the epistemological and pedagogical implications of TIKS.

In launching this book, we are extending a clarion call to researchers and disciples of Indigenous Knowledge systems in Africa and elsewhere to seize this opportunity and interest generated by this endeavor to undertake more studies in this area. Our current efforts were focused mainly on Africa TIKS systems, but we strongly believe that there are similar and equally powerful and important TIKS systems in other parts of the world, Asia, the Far East, Central and Southern America as well as the Caribbean that are longing for exploration and exposition.

It is therefore our fervent hope that exploration and dissemination of knowledge in this field will continue with the flame lighted from this endeavor. We believe that these efforts will greatly enhance awareness an otherwise neglected and almost forgotten, but important aspects of knowledge creation and dissemination, especially about traditional and hitherto unwritten histories and knowledge systems around the world. These undertakings will help to broaden the conceptualization of what constitutes global knowledge within the current reality of globalization.



## Teaching Outside the Box Beyond the Deficit Driven School Reforms

Mai Abdul Rahman, Howard University and American Palestinian Women's Association

2018. Paperback 978-1-64113-378-4 \$45.99. Hardcover 978-1-64113-379-1 \$85.99. eBook 978-1-64113-380-7 \$65.

In its totality, this book explores subjects that are rarely available in primary literature publications and brings diverging fields together that are generally addressed separately in specialty journals. The book argues that past school failures are instructive. The author identifies the structural and emotional triggers that make it difficult for educators' to overcome the social constructs that control the progress of Black students, reproduce inequities, subvert the socio-economic progress of the nation, and threaten the legitimacy of the U.S. public school system.

One failure is informative; successive school failures are chock-full of must avoid school policies and instructional practices. The book analyzes the lessons learned from a list of school-imposed policies that have molded and determined the academic progress of Black students. The author argues that much can be discerned from that which undermined the performance of schoolteachers' and public school systems. The quantifiable outcomes of past school practices can better inform educators and future teachers and school leaders. The book carefully analyzes the organic evolution of educators' social constructs that regenerated inequities to reveal the road map for rebuilding genuinely inclusive and equitable public school systems that serve the interests of students and society.

The book also provides in-depth analysis of various disciplines that identify the best methodologies to improve the teaching and learning of Black students, homeless students, and all other students. The book aims to offer a unique perspective by carefully unfolding the built in school structures that obstruct the abilities of school administrators and teachers to bridge the student achievement gaps and meet the objectives of consecutive school reform initiatives.

The author's distinctive approach stimulates the thinking of the entire field of education, and challenges accepted propositions commonly assumed about African American students. In short, this book offers a perspective that is rarely shared or understood by educators and practitioners in the field of education.





## Untold Narratives

### African Americans Who Received Special Education Services and Succeeded Beyond Expectations

Shawn Anthony Robinson, Wisconsin's Equity and Inclusion Laboratory, University of Wisconsin-Madison

2018. Paperback 9781641131841 \$45.99. Hardcover 9781641131858 \$85.99. eBook 9781641131865 \$65.

This edited book reflects a much needed area of scholarship as the voices of African American (AA) or Black students defined by various labels such as learning disability, blindness/visual impairment, cognitive development, speech or language impairment, and hearing impairment are rare within the scholarly literature. Students tagged with those identifiers within the Pk-20 academic system have not only been ignored, and discounted, but have also had their learning framed from a deficit perspective rather than a strength-based perspective. Moreover, it was uncommon to hear first person narratives about how AA students have understood their positions within the general education and special education systems.

Therefore, with a pervasive lack of knowledge when it comes to understanding the experiences of AA with disabilities, this book describes personal experiences, and challenges the idea that AA students with disabilities are substandard. While this book will emphasize successful narratives, it will also provide counter-narratives to demystify the myth that those with disabilities cannot succeed or obtain terminal degrees. Overall, this edited book is a much needed contribution to the scholarly literature and may help teachers across a wide array of academic disciplines in meeting the academic and social needs of AA students with disabilities.

#### ENDORSEMENTS:

*Dr. Shawn Robinson's collection of personal narratives raises critical questions about the U. S. public education system. Written by African Americans compartmentalized in special education programs because of actual or perceived disabilities, these stories will impel readers even tangentially affiliated with educational institutions to consider testing, placement, mainstreaming, retention and promotion, and other assessment policies that determine grade-level readiness. Thanks to Robinson, the perspectives of these graduates who surmounted barriers to more positive and accommodating learning environments now receive proper attention. ~ John Pruitt, University of Wisconsin-Rock County*

*With a bold vision, Dr. Shawn Anthony Robinson enters the discussion of Special Education with a collection of narratives that highlight the struggles and triumphs of marginalized students. In America, we have a long, contested history of "inclusion" of students of color and difference in our public, mainstream institutions. When these students are invited to the education table, they still must overcome persistent and pernicious barriers to true and equal educational opportunities. Consequently, students are left to "sink or swim" in oceans disparity and inequity. This collection of narratives and counter-narratives, confront the absence of adequate research and other empirical evidence of pedagogy and practice that would be essential to 21st Century progress in educational praxis. This volume represents one, important step towards adding new voices to the continuing struggle of meaningful inclusion. How might students of color and difference succeed in an education system that provides "no room to bloom? The authors address this challenge by exploring topics such as Aspirational Capital, Linguistic Capital, Familial Capital, Social Capital, Navigational Capital and Resistance Capital. The reader will be exposed to ideas that will help students "make a way out of no way" by working both within and against educational systems full of barriers and opportunities. Congratulations to Dr. Robinson and his colleagues as the content of this volume represents an important contribution to the extant literature. ~ Gregory A. Diggs, Denver, Colorado*

# BACK LIST

Title	Year	Paperback	Hardcover
<p><b>Better Teachers, Better Schools:</b> What Star Teachers Know, Believe, and Do            Valerie Hill-Jackson, Texas A&amp;M University; Delia Stafford, Haberman Educational Foundation  <i>Series: Urban Education Studies Series</i></p>	2017	\$34.99 9781681237152	\$49.99 9781681237169
<p><b>Caribbean Discourse in Inclusive Education:</b> Historical and Contemporary Issues            Stacey Blackman, University of the West Indies; Dennis Conrad, SUNY Potsdam  <i>Series: Caribbean Discourse in Inclusive Education</i></p>	2017	\$45.99 9781681237978	\$85.99 9781681237985
<p><b>Global Perspectives on Gender and Sexuality in Education:</b> Raising Awareness, Fostering Equity, Advancing Justice            Elinor L. Brown, University of Kentucky; Guichun Zong, Kennesaw State University  <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i></p>	2017	\$45.99 9781681237947	\$85.99 9781681237954
<p><b>Is That Your Mom?:</b> Voices of Cross Racially Raised Adults of The African Diaspora            Cyndy R. Snyder, University of Washington  <i>Series: Contemporary Perspectives in Race and Ethnic Relations</i></p>	2017	\$45.99 9781681238494	\$85.99 9781681238500
<p><b>Queer People of Color in Higher Education</b>            Joshua Moon Johnson, American River College; Gabriel Javier, University of Wisconsin-Madison  <i>Series: Contemporary Perspectives on LGBTQ Advocacy in Societies</i></p>	2017	\$45.99 9781681238814	\$85.99 9781681238821
<p><b>Telling Our Stories:</b> Culturally Different Adults Reflect on Growing Up in Single-Parent Families            Donna Y. Ford, Vanderbilt University</p>	2017	\$45.99 9781681238371	\$85.99 9781681238388
<p><b>Working Together:</b> 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  <i>Series: Advances in Teacher Education</i></p>	2017	\$45.99 9781681237305	\$85.99 9781681237312
<p><b>Are You Mixed?:</b> 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><b>Beyond Retention:</b> 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  <i>Series: Research for Social Justice: Personal~Passionate~Participatory</i></p>	2016	\$45.99 9781681234144	\$85.99 9781681234151
<p><b>Colluding, Colliding, and Contending with Norms of Whiteness</b>            Jennifer L. S. Chandler, Arizona State University  <i>Series: Urban Education Studies Series</i></p>	2016	\$45.99 9781681236919	\$85.99 9781681236926

<p><b>Counseling African American Males: Effective Therapeutic Interventions and Approaches</b>            Dr. William Ross, Prairie View A&amp;M University  <i>Series: African American Male Series: Guiding the Next Generation Through Mentoring, Teaching and Counseling</i></p>	2016	\$45.99 9781681235493	\$85.99 9781681235509
<p><b>Cultivating Achievement, Respect, and Empowerment (CARE) for African American Girls in PreK-12 Settings: Implications for Access, Equity and Achievement</b>            Dr. Patricia J. Larke, Texas A&amp;M University; Dr. Gwendolyn Webb-Hasan, Texas A&amp;M University; Dr. Jemimah L. Young, University of North Texas  <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i></p>	2016	\$45.99 9781681235066	\$85.99 9781681235073
<p><b>Envisioning a Critical Race Praxis in K-12 Education Through Counter-Storytelling</b>            Tyson E.J. Marsh, University of New Mexico; Natasha N. Croom, Iowa State University  <i>Series: Educational Leadership for Social Justice</i></p>	2016	\$45.99 9781681234083	\$85.99 9781681234090
<p><b>Envisioning Critical Race Praxis in Higher Education Through Counter-Storytelling</b>            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><b>Great Expectations: What Kids Want From Our Urban Public Schools</b>            Loyce Caruthers, University of Missouri – Kansas City; Jennifer Friend, University of Missouri - Kansas City</p>	2016	\$45.99 9781681234403	\$85.99 9781681234410
<p><b>Pyrrhic Victory: The Cost of Integration</b>            Daniel F. Upchurch, Alabama Agricultural and Mechanical University</p>	2016	\$45.99 9781681233819	\$85.99 9781681233826
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