

INFORMATION AGE PUBLISHING

# BLACK STUDIES 2020

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# RECENT TITLES

## CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



### Global Perspectives on 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.



## Seeing The Hidden Minority Increasing the Talent Pool through Identity, Socialization, and Mentoring Constructs

Andrea L. Tyler, Tennessee State University; Stephen Hancock, University of North Carolina at Charlotte; Sonyia C. Richardson, University of North Carolina at Charlotte

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*  
2020. Paperback 978-1-64113-948-9 \$45.99. Hardcover 978-1-64113-949-6 \$85.99. eBook 978-1-64113-950-2 \$65.

The participation of Black students in science, technology, engineering, and mathematics (STEM) fields, is an issue of national concern. Educators and policymakers are seeking to promote STEM studies and eventual degree attainment, especially those from underrepresented groups, including Black students, women, economically disadvantaged, and students with disabilities. Literature shows that this has been of great interest to researchers, policymakers, and institutions for several years (Nettles & Millet, 2006; Council of Graduate School (CGS), 2009; National Science Foundation (NSF), 2006), therefore an extensive understanding of access, attrition, and degree completion for Black students in STEM is needed.

According to Hussar and Bailey (2014), the Black and Latino postsecondary enrollment rates will increase by approximately 25% between 2011 and 2022. It is critical that this projected enrollment increase translates into an increase in Black student STEM enrollment, persistence and consequently STEM workforce. In view of the shifting demographic landscape, addressing access, equity and achievement for Black students in STEM is essential. Institutions, whether they are secondary or postsecondary, all have unique formal and informal academic structures that students must learn to navigate in order to become academically and socially acclimated to the institution (Tyler, Brothers, & Haynes, 2014). Therefore positive experience with the academic environment becomes critical to the success of a student persisting and graduating.

Understanding and addressing the challenges faced by Black students in STEM begins with understanding the complexities they face at all levels of education. A sense of urgency is now needed to explore these complexities and how they impact students at all educational levels. This book will explore hidden figures and concerns of social connectedness, mentoring practices, and identity constructs that uncover unnoticed talent pools and encourage STEM matriculation among Black STEM students' in preK-12 and post-secondary landscapes.

Section 1-Socialization Social discourse concerning how male and females are supposed to enact their socially sanctioned roles is being played out daily in educational institutions. Individuals who chose STEM education and STEM careers are constantly battling this social discourse. It is necessary for P-20 STEM spaces to examine and integrate understanding of socialization within the larger societal culture for systemic and lasting change to happen.

Section 2-Mentoring A nurturing process in which a more skilled or more experienced person, serving as a role model teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's academic, professional and/or personal development.

Section 3-Identity Research focusing on identity constructs in STEM has become more common, especially as it relates to student retention and attrition. Researchers have been able to use identity as a way to examine how social stigma can cause students to (dis)identify within STEM spaces.

## CONTEMPORARY PERSPECTIVES ON CAPITAL IN EDUCATIONAL CONTEXTS



## Contemporary Perspectives on Social Capital in Educational Contexts

RoSusan D. Barteo, University of Central Florida; Phillis George, University of Mississippi

A volume in the series *Contemporary Perspectives on Capital in Educational Contexts*  
2019. Paperback 9781641136389 \$45.99. Hardcover 9781641136396 \$85.99. eBook 9781641136402 \$65.

The currency of social capital serves as an important function given the capacity to generate external access (getting to) and internal accountability (getting through) for individuals and institutions alike. Pierre Bourdieu (1986) defines social capital as “the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition or in other words, to membership in a group” (p. 251). Social capital contains embedded resources as a tool for manifesting opportunities and options among individuals and groups. Inevitably, the aforementioned opportunities and options become reflective of the depth and breadth of access and accountability experienced by the individual and institution. As educational stakeholders, we must consistently challenge ourselves with the question,

“How do K-12 schools and colleges and universities accomplish shared, egalitarian goals of achieving access and accountability?” Such goals become fundamental toward ensuring students matriculating through K-12 and higher education, irrespective of background, are provided the caliber of education and schooling experience to prepare them for economic mobility and social stability.

To that end, the volume, *Contemporary Perspectives on Social Capital in Educational Contexts* (2019), as part of the book series, *Contemporary Perspectives on Capital in Educational Contexts*, offers a unique opportunity to explore social capital as a currency conduit for creating external access and internal accountability for K-12 and higher education. The commonalities of social capital emerging within the 12 chapters of the volume include the following: 1) Social Capital as Human Connectedness; 2) Social Capital as Strategic Advocacy; 3) Social Capital as Intentional Engagement; and 4) Social Capital as Culturally-Responsive Leadership. Thus, it becomes important for institutions of education (i.e. secondary, postsecondary, continuing) and individuals to assume efforts with intentionality and deliberateness to promote access and accountability.

## CONTEMPORARY PERSPECTIVES ON MULTICULTURAL GIFTED EDUCATION



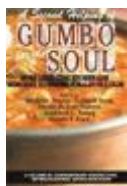
### Gumbo for the Soul III

Males of Color Share Their Stories, Meditations, Affirmations, and Inspirations

Brian L. Wright, The University of Memphis; Nathaniel Bryan, Miami University; Christopher Sewell, Williams College; Lucian Yates, Kentucky State University; Michael Robinson, Forest of the Rain Productions; Kianga Thomas, Norfolk State University

A volume in the series *Contemporary Perspectives on Multicultural Gifted Education*  
2019. Paperback 978-1-64113-564-1 \$32.5. Hardcover 978-1-64113-565-8 \$49. eBook 978-1-64113-566-5 \$65.

This book for, about, and by Males of Color, amplifies triumphs and successes while documenting trials and tribulations that are instructive, inspiring, and praiseworthy. This book will be a must-read for every Male of Color.



### A Second Helping of Gumbo for the Soul

More Liberating Stories and Memories to Inspire Females of Color

Michelle Trotman Scott, University of West Georgia; Nicole McZeal Walters, University of St. Thomas-Houston; Dr. Jemimah L. Young, University of North Texas; Donna Y. Ford, Ohio State University

A volume in the series *Contemporary Perspectives on Multicultural Gifted Education*  
2020. Paperback 978-1-64113-870-3 \$32.5. Hardcover 978-1-64113-871-0 \$49. eBook 978-1-64113-872-7 \$65.

A Second Helping of Gumbo for the Soul is a collection of essays, stories, and narratives designed to inspire and empower women of color through the use of storytelling and narratives. This second edition is a sequel to the first Gumbo for the Soul and includes more...



### Understanding the Intersections of Race, Gender, and Gifted Education

An Anthology By and About Talented Black Girls and Women in STEM

Nicole M. Joseph, Vanderbilt University

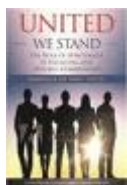
A volume in the series *Contemporary Perspectives on Multicultural Gifted Education*  
2020. Paperback 978-1-64113-963-2 \$45.99. Hardcover 978-1-64113-964-9 \$85.99. eBook 978-1-64113-965-6 \$65.

This book seeks to understand the complexities of talented and high-performing Black girls and women in STEM across the P-20 trajectory. Analogously, this volume aims to understand the intersections between giftedness, its identification, and racial, gender, and academic discipline identities. The dearth of literature on this subject suggests that Black girls and women have unique experiences in gifted programming, in large part because of factors associated with gifted programs in general. Key factors affecting Black students, and Black girls in particular, are identification and underrepresentation. These factors can be shaped by interlocking systems of racism, classism, gender bias, and other forms of oppression.

Teachers in the P-12 educational system are the first identifiers for gifted programming and look for student characteristics, such as natural leadership, inquisitiveness, and students' desire to be in gifted programs. Because many Black girls are stereotyped and teachers rarely have deep understanding of cultural differences, Black girls are less likely to be identified for gifted programming. More specifically, Black girls' lack of representation in gifted mathematics or STEM programs contradicts research that finds that girls reach several developmental advantages ahead of boys. For example, research has shown that girls talk and read earlier, receive higher grades in elementary school, and drop-out less often than boys. Other studies have also shown that Black girls have higher mathematics career aspirations than their White and Latina female peers; yet, they are rarely represented in gifted math and Advanced Placement (AP) math programs. Furthermore, the underrepresentation of urban, low-income African-American students in gifted education is related to low test scores, student and family choice, a lack of teacher referral, and a mismatch between home and school cultures.

Some high-performing Black girls and women are participating in programs that nurture and support their racial and gender identities and contribute to them developing into strong and efficacious girls and women who have agency in their lives. This anthology includes studies that illustrate the complexities of intersectionality in various STEM programs, while also demonstrating that increasing access to STEM for Black girls and women is doable.

## CONTEMPORARY PERSPECTIVES ON SPIRITUALITY IN EDUCATION



### United We Stand

#### The Role of Spirituality in Engaging and Healing Communities

Dannielle Joy Davis, Saint Louis University

A volume in the series *Contemporary Perspectives on Spirituality in Education*  
2020. Paperback 9781648020858 \$45.99. Hardcover 9781648020865 \$85.99. eBook 9781648020872 \$65.

Segments of society are drawing upon their faith and spirituality to develop strategies to mend social relationships and fragmented communities. The Contemporary Perspectives on Spirituality in Education book series will feature volumes geared towards understanding and exploring the role of spirituality in addressing challenge, conflict, and marginalization within education in the U.S. and internationally.

## CURRICULUM AND PEDAGOGY



### Ideating Pedagogy in Troubled Times

#### Approaches to Identity, Theory, Teaching and Research

Shalin Lena Raye, Purdue University; Stephanie Masta, Purdue University; Sarah Taylor Cook, Johns Hopkins Bayview Medical Center; Jake Burdick, Purdue University

A volume in the series *Curriculum and Pedagogy*  
2019. Paperback 978-1-64113-864-2 \$45.99. Hardcover 978-1-64113-865-9 \$85.99. eBook 978-1-64113-866-6 \$65.

We began the call for this book by asking authors to ideate on activism -to take up and seek to extend- the interbraided values from the Curriculum and Pedagogy group's espoused mission and vision, collocating activist ideologies, theoretical traditions, and practical orientations as a means of creatively, reflectively, and productively responding to the increasingly dire social moment. This moment is framed by a landscape denigrated beyond even Pinar's (2004) original declaration of the present-as-nightmare. The current, catastrophic political climate provides challenges and (albeit scant) opportunities for curriculum scholars and workers as we reflect on past and future directions of our field, and grapple with our locations and roles as educators, researchers, practitioners, and beings in the world. These troubled times force us to think critically about our scholarship and pedagogy, our influence on educational practices in multiple registers, and the surrounding communities we claim to serve. This is where the call began: from a desire to think through modern conceptions regarding what counts as activism in the fields of education, curriculum, and pedagogy, and to consider how activist voices and enactments might emerge differently through curriculum and pedagogy writ large.

A guiding source of inspiration for this book, weaving among the emerging themes between the collected manuscripts, reflections, and poems, was a passage in Sara Ahmed's (2013) book, *The Cultural Politics of Emotion*. In this passage, Ahmed works through the complicated relationship between the testimonies of pain that injustice causes, the recognition of this pain, and the potential of these wounds to move us into a different relationship

with healing (p. 200). The chapters, reflections, and poems within this volume, thus, effect a collective ideation on how specific cultural politics and deleterious ideological formations – racism, colonialism, homophobia, ableism, to name only a few – persist and mobilize. The authors seek to expose and name some of these injustices, asking readers not only see and hear these experiences, but to inhabit our complicities in their promulgation.

It is important to acknowledge that these named social troubles do not exist in isolation, and will enmesh, weave, wind, and entangle with one another. The section headings parallel Ahmed's (2013) own ideations: testimony, recognition, and wounds, not as a formula to follow as an activist call, or as a model for a means to a more just end, but as a way to engage in these issues as a trope of activist confrontation of readers who are, as many of our authors suggest, complicit in maintaining many of these social troubles. The chapters do not need to be read in any particular order, though the ordering of the chapters moves from the naming of social troubles, to showing how teaching, research, and theory ask us to take a more active role in recognizing and acknowledging the prevalence of these issues, and then theorizing ways to engage the wounds.

## HIGHER EDUCATION LEADERSHIP & STUDY OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES



### Not For Ourselves Alone

The Legacies of Two Pioneers of Black Higher Education in the United States

Hakim J. Lucas, Virginia Union University

A volume in the series *Higher Education Leadership & Study of Historically Black Colleges and Universities*  
2019. Paperback 978-1-64113-788-1 \$45.99. Hardcover 978-1-64113-789-8 \$85.99. eBook 978-1-64113-790-4 \$65.

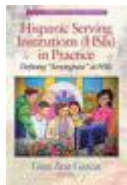
By relying on the educational models of Wilberforce University and Morehouse College, this study gathered historical artifacts that provide critical responses to the following research questions: What were the similarities and differences between the social, historical, political and cultural forces that led to the founding of the colleges? What were the similar and different motivations and interests of the founding leaders? What were the similar and different effects of these founding leaders on their institutions in their time period? What similar and different supports did these institutions receive from their religious organizations? What can we learn from the impact of these institutions on Black higher education over the last 150 years?

The project sets out to answer the aforementioned research questions through the following Chapters. Chapter 1, Purpose of the Study, provides an overview of the research topic and contextualizes the study by identifying the research questions. This Chapter provides a brief introduction to the history of Black higher education during Reconstruction in the US. It then describes the institutional context of the time period to show the need for research on this topic and to articulate the study's significance. The second chapter, Research Design and Methodology, outlines the historical method and approach to this study. This Chapter defines and explains the selection of scientific management as the educational theory underpinning this study. It also defines and explains the use of Dr. Jim Laub's renowned servant leadership Organizational Leadership Assessment (OLA) model. Chapter 3, Historical Background and Context, articulates the central problem, critical issues, and historical context that have inspired this research study. This Chapter assesses the social, historical, political and cultural forces that led to the founding of the colleges by providing a historiography of Black education during Reconstruction, while detailing its development and continued struggles. It also develops the thesis that Black education during Reconstruction was the natural by-product of the pre-existing struggle of African-American communities to achieve empowerment and self-improvement.

The fourth chapter, Founding Presidents and their Institutions, provides a biographical introduction to the personal and professional experiences of Bishop Daniel Alexander Payne during his tenure as President of Wilberforce University, 1865-1876 and Rev. Dr. Joseph Robert's tenure as President of Morehouse College, 1871-1884. Accordingly, the focus of this Chapter is fourfold. First, it elaborates the core aspects of Dr. Daniel Alexander Payne's tenure as President of Wilberforce University. It, then, shifts to draw out the phases of the historical development of Wilberforce University. Thirdly, it elaborates the key constituents of Dr. Joseph Robert's presidency of Morehouse College. And lastly, it maps out the historical development of Morehouse College. Chapter 5, Institutional Comparisons focuses on conducting institutional and leadership profile assessments. The institutional assessment includes a demographical and mission-based comparison of the colleges. The leadership assessment compares and contrasts each president's impact and influence on their respective institutions, and the similarities and differences of their presidential leadership. In the concluding chapter, Chapter 6, the conclusion builds from the research questions to determine what can be learned from the impact of these institutions on Black higher education over the last 150 years. And how their accomplishments can be used as guidelines for contemporary institutional development, curricula development, Christian education, gender studies, the improvement of Black colleges, and lastly how to mold exemplary presidents to lead these unique institutions.



## HISPANICS IN EDUCATION AND ADMINISTRATION



### Hispanic Serving Institutions (HSIs) in Practice Defining "Servingness" at HSIs

Gina Ann Garcia, University of Pittsburgh

A volume in the series *Hispanics in Education and Administration*

2020. Paperback 978-1-64802-016-2 \$45.99. Hardcover 978-1-64802-017-9 \$85.99. eBook 978-1-64802-018-6 \$65.

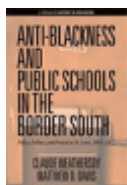
As the general population of Latinxs in the United States burgeons, so does the population of college-going Latinx students. With more Latinxs entering college, the number of Hispanic Serving Institutions (HSIs), which are not-for-profit, degree granting postsecondary institutions that enroll at least 25% Latinxs, also grows, with 523 institutions now meeting the enrollment threshold to become HSIs. But as they increase in number, the question remains: What does it mean to serve Latinx students?

This edited book, *Hispanic Serving Institutions (HSIs) in Practice: Defining "Servingness" at HSIs*, fills an important gap in the literature. It features the stories of faculty, staff, and administrators who are defining "servingness" in practice at HSIs. Servingness is conceptualized as the ability of HSIs to enroll and educate Latinx students through a culturally enhancing approach that centers Latinx ways of knowing and being, with the goal of providing transformative experiences that lead to both academic and non-academic outcomes. In this book, practitioners tell their stories of success in defining servingness at HSIs. Specifically, they provide empirical and practical evidence of the results and outcomes of federally funded HSI grants, including those funded by Department of Education Title III and V grants.

This edited book is ideal for higher education practitioners and scholars searching for best practices for HSIs in the United States. Administrators at HSIs, including presidents, provosts, deans, and boards of trustees, will find the book useful as they seek out ways to effectively serve Latinx and other minoritized students. Faculty who teach in higher education graduate programs can use the book to highlight practitioner engaged scholarship. Legislators and policy advocates, who fight for funding and support for HSIs at the federal level, can use the book to inform and shape a research-based Latinx educational policy agenda.

The book is essential as it provides a framework that simplifies the complex phenomenon known as servingness. As HSIs become more significant in the U.S. higher education landscape, books that provide empirically based, practical examples of servingness are necessary.

## HISTORY OF EDUCATION



### Anti-Blackness and Public Schools in the Border South Policy, Politics, and Protest in St. Louis, 1865-1972

Claude Weathersby; Matthew D. Davis, University of Missouri-St. Louis

A volume in the series *History of Education*

2019. Paperback 978-1-64113-746-1 \$45.99. Hardcover 978-1-64113-747-8 \$85.99. eBook 978-1-64113-748-5 \$65.

This new book on Black public schooling in St. Louis is the first to fully explore deep racialized antagonisms in St. Louis, Missouri. It accomplishes this by addressing the white supremacist context and anti-Black policies that resulted. In addition, this work attends directly to community agitation and protest against racist school policies. The book begins with post-Civil War schooling of Black children to the important Liddell case that declared unconstitutional the St. Louis Public Schools. The judicial wrangling in the Liddell case, its aftermath, and community reaction against it awaits a next book by the authors of *Anti-blackness and public schools*.

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



### Convictions of Conscience How Voices From the Margins Inform Public Actions and Educational Leadership

Brenda J. McMahon, The University of North Carolina at Charlotte; Lisa R. Merriweather, University of North Carolina at Charlotte

A volume in the series *Issues in the Research, Theory, Policy, and Practice of Urban Education*  
2019. Paperback 9781641136440 \$45.99. Hardcover 9781641136457 \$85.99. eBook 9781641136464 \$65.

*Convictions of Conscience: How Voices From the Margins Inform Public Actions and Educational Leadership* seeks to help educational leaders to develop the competencies and capacities required to create socially just and equitable schools. It is for educational leaders interested in transforming systems and decolonizing education rooted socially, structurally and ideologically in hegemony. This edited volume promotes the questioning of assumptions embedded in neoliberal new managerialism practices that often undergird the preparation and training of school leaders. New managerialism in higher education seeks to understand the market forces in order to cater to the idiosyncratic, often self-promoting needs and interests of the few and seeks to respond with programs and policies aligned with those forces and interest.

This volume suggests that the confluence of context, theory and pedagogical strategies within the field of educational leadership should inform curricular decisions in educational leadership preparation programs and such programs should be designed to prepare school leaders as both activists and advocates for marginalized students, parents, communities, and staff. *Convictions of Conscience* is a call on educational leaders who are committed to success for all students to reject new managerial approaches at all levels of educational leadership and is an invitation to expand their emphasis to concerns rooted in human context, particularly identity politics. Towards this end a decolonizing philosophically grounded practice of educational leadership that disrupts static relations within the structures of power is required to move toward a more socially just praxis.

The chapter authors seek to problematize understandings of diversity and inclusion by emphasizing the integral role of equity and social justice as critical dimensions of human relationships. Additionally chapter authors intentionally interrogate the socio-cultural dimensions that affect educational leaders.

## LANDSCAPES OF EDUCATION



### Contemporary Urban Youth Culture in China A Multiperspectival Cultural Studies of Internet Subcultures

Jing Sun, Huazhong University of Science and Technology

A volume in the series *Landscapes of Education*  
2019. Paperback 978-1-64113-888-8 \$45.99. Hardcover 978-1-64113-889-5 \$85.99. eBook 978-1-64113-890-1 \$65.

In *Contemporary Urban Youth Culture in China: A Multiperspectival Cultural Studies of Internet Subcultures*, Jing Sun explores contemporary Chinese urban youth culture through analyses of three Chinese Internet subcultural artifacts--A Bloody Case of a Steamed Bun, Cao Ni Ma, and Du Fu Is Busy. Using Douglas Kellner's (1995) multiperspectival cultural studies (i.e., critical theory and critical media literacy) as the theoretical framework, and diagnostic critique and semiotics as the analytical method, Sun examines three general themes--resistance, power relations, and consumerism. The power of multiperspectival cultural studies, an interdisciplinary inquiry, lies in its potentials to explore contemporary Chinese urban youth culture from multiple perspectives; explore historical backgrounds and complexity of cultural artifacts to understand contradictions and trajectories of contemporary Chinese urban youth culture; recognize alternative medias as a space for contemporary urban Chinese youth to express frustrations and dissatisfactions, to challenge social inequalities and injustices, and to create dreams and hopes for their future; recognize that the intertextuality among cultural artifacts and subcultures creates possibilities for Chinese urban youth to invent more alternative media cultures that empower them to challenge dominations, perform their identities, and release their imagination for the future; invite Chinese youth to be the change agents for the era but not to be imprisoned by the era; and overcome misunderstanding, misrepresentation, or underrepresentation of contemporary Chinese urban youth cultural texts to promote linguistic and cultural diversity in a multicultural, multilingual, and multiracial world. Sun argues that contemporary urban youth need to obtain critical media literacy to become the change agents in contemporary China. They need to be the medium of cultural exchanges in the multicultural, multilingual, and multiracial world. In order to best assist contemporary Chinese urban youth in expressing their voices, portraying their hopes, and performing their historical responsibilities as change agents, Sun sincerely hopes more research will be done on the contemporary Chinese urban youth culture, especially on its contradictions and trajectories, with the intent to shed light on more richly

textured, nuanced, and inspiring insights into the interconnection between contemporary Chinese urban youth and media power in an increasingly multicultural, multilingual, and multiracial world.

## RESEARCH FOR SOCIAL JUSTICE: PERSONAL~PASSIONATE~PARTICIPATORY



### The Blab of the Paved "Bad Kids" and the School They Called Family

Jeff Spanke, Ball State University

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory*  
2020. Paperback 978-1-64113-978-6 \$45.99. Hardcover 978-1-64113-979-3 \$85.99. eBook 978-1-64113-980-9 \$65.

This narrative ethnography adopts an aesthetic lens to relay the various lived experiences of a non-traditional, Midwestern public high school during its final year in its original building. Extending upon previous research of high school dropouts, I examine how this one particular high school incorporated a self-paced curriculum with a focus on “family” to address the unique learning needs of students at risk of not graduating. By employing elements of grounded theory, narrative inquiry, and autoethnography, I share the stories of Walgut High School’s (a pseudonym) roughly sixty students as they struggle to navigate their respective roles in a dominant cultural narrative to which they’ve never felt like they belonged. Through the extensive and organic voices of the primary participants—as well as my observations of my own participation in the school culture over the course of a year—this project serves to offer insights not only into the school experiences of marginalized adolescents, but also into Walgut’s myriad successes and failures. In particular, this piece highlights the vitality of unconditionally caring or “hospitable” teachers (Derrida, 2000), while ultimately questioning the presumed utility of a high school diploma. The story concludes not by lauding the alternative mine created for Walgut’s canaries, but by questioning the purpose and stability of all scholastic minds.

As American schools continue making strides to accommodate and support the complex and oftentimes contradictory needs of their students, what it means to succeed as a teacher in (and prepare teachers for) these diversified, inclusive learning spaces is growing increasingly complicated. Indeed, given the shifting paradigm of American public education, teacher preparation programs must continue to adapt their practices and philosophies in order to equip their teacher candidates with the skills needed not only to thrive but also find purpose and meaning in schools similar to this project’s Walgut. While this book doesn’t claim to offer any answers to the myriad questions concerning the future of public schools, it does endeavor to offer a springboard from which all education stakeholders can continue engaging in healthy and productive discussions of how best to prepare students (and teachers) for autonomous, democratic, curious, creative, and compassionate citizenship both in and apart from their academic communities. To this end, rather than write from a detached, traditionally academic vantage, I have sought in these pages to compose from a personal (albeit limited), passionate (albeit subjective) and participatory (albeit someone marginalized) perspective. In my pursuit of social justice for the characters of Walgut High School, I begin first by exposing my own privileged role in perpetuating injustice. Only through recognizing and naming our own demons can we ever begin to exorcize the System writ large. Thus, in this book’s lack, there is possibility; in its futility, hope.



### Culturally Responsive Pedagogy Promising Practices for African American Male Students

Dennisha Murff, Murff Consulting Group

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory*  
2020. Paperback 978-1-64113-916-8 \$45.99. Hardcover 978-1-64113-917-5 \$85.99. eBook 978-1-64113-918-2 \$65.

In *Culturally Responsive Pedagogy: Promising Practices for African American Male Students*, I take us on a journey into teachers’ perceptions of the impact of implementing culturally responsive pedagogical (CRP) practices on the student learning outcomes of African American male students. The book also helps to identify teachers’ perceptions of the CRP strategies needed in the elementary school setting to address the diverse needs of African American male students. I share the story of educators from a large, diverse elementary school in an urban school district, who have made it their mission to provide African American male students with culturally responsive learning environments where they can thrive. Throughout the book, I make it clear that the implementation of CRP practices has a direct impact on the student learning outcomes of African American male students.

The book provides additional research into the existing literature on CRP practices. Through a case study approach, my work allows for additional insight into the potential impact of CRP practices on the student learning outcomes of African American male students in an urban elementary school setting. The book takes us on a journey of highs and lows, ups and downs, and failures and successes. Throughout the book, rich, detailed stories and

descriptions are shared based on classroom observations, interviews, and student learning outcomes collected from three elementary school teachers from diverse backgrounds and various years of experience. Classroom observations were conducted using the Culturally Responsive Instruction Observation Protocol™ (CRIOP) instrument to assess the practices being implemented in the classroom. As I focused on the hard realities that face African American male students in today's classrooms, I identified six emerging themes, including one overarching emerging theme, and three promising practices that surfaced during my research. The CRP practices implemented proved helpful toward increasing learning outcomes for African American male students, and, ultimately, closing the achievement gap.

As an African American educator, I have been able to see how the lack of culturally responsive practices creates learning obstacles for African American male students. These learning obstacles continue to plague a group that has been historically marginalized in our society. The implementation of CRP practices provides educators with an avenue to remedy a social justice issue that has plagued our nation for years. The information shared in this book can be beneficial for all those invested in closing the achievement gap and increasing student learning outcomes through the use of culturally responsive practices, including pre-service and in-service teachers, administrators, caregivers, community advocates, educational researchers, and policy makers.

## RESEARCH IN SOCIAL EDUCATION



### Perspectives of Black Histories in Schools

LaGarrett J. King, University of Missouri-Columbia

A volume in the series *Research in Social Education*

2019. Paperback 978-1-64113-842-0 \$45.99. Hardcover 978-1-64113-843-7 \$85.99. eBook 978-1-64113-844-4 \$65.

Concerned scholars and educators, since the early 20th century, have asked questions regarding the viability of Black history in k-12 schools. Over the years, we have seen k-12 Black history expand as an academic subject, which has altered research questions that deviate from whether Black history is important to know to what type of Black history knowledge and pedagogies should be cultivated in classrooms in order to present a more holistic understanding of the group's historical significance. Research around this subject has been stagnated, typically focusing on the subject's tokenism and problematic status within education. We know little of the state of k-12 Black history education and the different perspectives that Black history encompasses.

The book, *Perspectives on Black Histories in Schools*, brings together a diverse group of scholars who discuss how k-12 Black history is understood in education. The book's chapters focus on the question, what is Black history, and explores that inquiry through various mediums including its foundation, curriculum, pedagogy, policy, and psychology. The book provides researchers, teacher educators, and historians an examination into how much k-12 Black history has come and yet how long it still needed to go.

## RESEARCH ON AFRICAN AMERICAN EDUCATION



### From Disagreement to Discourse A Chronicle of Controversies in Schooling and Education

Beth A. Durodoye, Georgia Southern University; Rhonda M. Bryant, University of the Pacific

A volume in the series *Research on African American Education*

2019. Paperback 978-1-64113-836-9 \$45.99. Hardcover 978-1-64113-837-6 \$85.99. eBook 978-1-64113-838-3 \$65.

Education has never been non-partisan. Buffeted by economic, political, and social influences, education, educators, and various stakeholders have taken sides to provide institutionalized instruction to child and adult learners. Instruction that is right or wrong, ethical or unethical, just or unjust, can be just that, depending on where one's education and schooling takes place in the world. Education alone can be construed as a first step towards indoctrination into a community and nation's way of life. Despite divergent views, the ultimate goal of serving students has remained paramount. At the same time, the work of educators has placed them at the forefront of numerous debates and controversies that have beset the profession. The

process of informing oneself professionally and personally in the midst of such educational deliberations may not be an easy task, but may be a necessary one given the impact of one's decisions and stances on learners.

This book focuses on contemporary and critical topics of debate that educators face in American educational settings. The book's distinctiveness rests on its Socratic approach to the content. Each chapter begins with the examination of an issue of interest and concludes with a series of related questions. Readers are asked to ponder the materials individually and with others to enable all to draw their own conclusions. This book will interest and benefit educational professionals along all points in their professional careers from new professionals and students-in-training to those with extensive experiences across educational disciplines.



## Shuttered Schools Race, Community, and School Closures in American Cities

Ebony M. Duncan-Shippy, Washington University in St. Louis

A volume in the series *Research on African American Education*

2019. Paperback 978-1-64113-608-2 \$45.99. Hardcover 978-1-64113-609-9 \$85.99. eBook 978-1-64113-610-5 \$65.

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.

## 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.

## RESEARCH, ADVOCACY, COLLABORATION, AND EMPOWERMENT MENTORING SERIES



### No Ways Tired: The Journey for Professionals of Color in Student Affairs Volume I - Change Is Gonna Come: New and Entry-Level Professionals

Monica Galloway Burke, Western Kentucky University; U. Monique Robinson, Vanderbilt University

A volume in the series *Research, Advocacy, Collaboration, and Empowerment Mentoring Series*

2019. Paperback 9781641137577 \$30.99. Hardcover 9781641137584 \$60.99. eBook 9781641137591 \$65.

Even though diversity is currently conveyed as a ubiquitous principle within institutions of higher education, professionals of color still face issues such as discrimination, the glass ceiling, lack of mentoring, and limited access to career networks. Unfortunately, an open channel does not exist for professionals of color to express their frustrations and genuine concerns.

The narratives in *No Ways Tired* present a powerful voice about the experiences of student affairs professionals of color in higher education, including intersecting identities such as race, class, and gender. Furthermore, the narratives are nuggets of personal truth that can serve as a lens for professionals of color who wish to develop strategies to succeed as they traverse their careers in higher education. Through the sharing of their visions of success, lessons learned, and cautionary tales, the authors openly offer insights about how they have created a way to survive and thrive within higher education in spite of challenges and distractions. They also articulate a vision where student affairs professionals of color can develop fully, be authentic, use their agency, and effectively contribute.

This book includes recommendations for professionals of color at all levels within higher education and ways to construct opportunities to flourish. The ultimate goal for this book is to promote discussions regarding how professionals of color can be more proactive in developing strategies that are conducive to their professional and personal success as they navigate their higher education careers.



### No Ways Tired: The Journey for Professionals of Color in Student Affairs Volume II - By and By: Mid-Level Professionals

Monica Galloway Burke, Western Kentucky University; U. Monique Robinson, Vanderbilt University

A volume in the series *Research, Advocacy, Collaboration, and Empowerment Mentoring Series*

2019. Paperback 9781641137607 \$30.99. Hardcover 9781641137614 \$60.99. eBook 9781641137621 \$65.

Even though diversity is currently conveyed as a ubiquitous principle within institutions of higher education, professionals of color still face issues such as discrimination, the glass ceiling, lack of mentoring, and limited access to career networks. Unfortunately, an open channel does not exist for professionals of color to express their frustrations and genuine concerns.

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## No Ways Tired: The Journey for Professionals of Color in Student Affairs Volume III - We've Come a Long Way: Senior-Level Professionals

Monica Galloway Burke, Western Kentucky University; U. Monique Robinson, Vanderbilt University

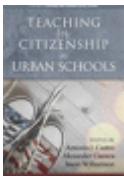
A volume in the series *Research, Advocacy, Collaboration, and Empowerment Mentoring Series*  
2019. Paperback 9781641137638 \$30.99. Hardcover 9781641137645 \$60.99. eBook 9781641137652 \$65.

Even though diversity is currently conveyed as a ubiquitous principle within institutions of higher education, professionals of color still face issues such as discrimination, the glass ceiling, lack of mentoring, and limited access to career networks. Unfortunately, an open channel does not exist for professionals of color to express their frustrations and genuine concerns.

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## TEACHING AND LEARNING SOCIAL STUDIES



### Teaching for Citizenship in Urban Schools

Antonio J. Castro, University of Missouri; Alexander Cuenca, Indiana University; Jason Williamson, University of Missouri

A volume in the series *Teaching and Learning Social Studies*  
2020. Paperback 978-1-64802-034-6 \$45.99. Hardcover 978-1-64802-035-3 \$85.99. eBook 978-1-64802-036-0 \$65.

As the civic engagement gap widens across lines of race, class, and ethnicity, educators in today's urban schools must reconsider what it means to teach for citizenship; however, few resources exist that speak to their unique contexts. *Teaching for Citizenship in Urban Schools* offers lessons and strategies that combines the power of inquiry-driven teaching with a funds of knowledge approach to capitalize on the lived civic experiences of urban youth and children.

*Teaching for Citizenship in Urban Schools* presents six strategies for making civic and social studies education relevant and engaging: using photovoice for social change, conducting culturally responsive investigations of community, defining American Black founders, enacting hip-hop pedagogy, employing equity literacy to explore immigrant enclaves, and drawing on young adult fiction to teach about police violence. Written by some of the leading scholars in the field, each chapter includes an overview of the strategy and lessons for both elementary and secondary students. As a whole, these lessons draw on neighborhood resources, facilitate cultural exchanges among students and teachers, create community networks, and bridge schools and communities in a shared mission of building a just and inclusive democracy.

This book is for anyone who values student-centered, inquiry-driven, and culturally-sustaining pedagogies that foster a deeper understanding of citizenship within a diverse democracy.

## 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



### Queen Mothers Articulating the Spirit of Black Women Teacher-Leaders

Rhonda Jeffries, University of South Carolina

2019. Paperback 978-1-64113-725-6 \$45.99. Hardcover 978-1-64113-726-3 \$85.99. eBook 978-1-64113-727-0 \$65.

Black women's experiences functioning as mothers, teachers and leaders are confounding and complex. Queen Mothers from Ghanaian tradition are revered as the leaders of their matrilineal families and the teachers of the high chiefs (Müller, 2013; Stoeltje, 1997). Conversely, the influence of the British Queen Mother on Black women in the Americas translates as a powerless title of (dis)courtesy. Characterized as a deviant figure by colonialists, the Black Queen Mother's role as disruptive agent was created by White domination of Black life (Masenya, 2014) and this branding persists among contemporary perceptions of Black women who function as the mother, teacher, or leader figure in various spaces. Nevertheless, Black women as cultural anomalies were suitable to mother others for centuries in their roles as chattel and domestic servants in the United States. Dill (2014), Lawson (2000), Lewis (1977) and Rodriguez (2016) provide explorations of the devaluation of Black women in roles of power with these effects wide-ranging from economic and family security, professional and business development, healthcare maintenance, political representation, spiritual enlightenment and educational achievement.

This text interrogates contexts where Black women function as Queen Mothers and contests the trivialization of their manifold contributions. The contributed chapters explore: The myriad experiences of Black women mothering, teaching and leading their children, families and communities; how spirituality has influenced the leadership styles of Black women as mothers and teachers; and how Black women are uniquely positioned to mother, teach, and lead in personal and professional spaces.





## Creating and Sustaining Effective K-12 School Partnerships Firsthand Accounts of Promising Practices

Ahmad R. Washington, University of Louisville; Ramon B. Goings, Loyola University Maryland; Malik S. Henfield, Loyola University Chicago

2020. Paperback 978-1-64113-794-2 \$45.99. Hardcover 978-1-64113-795-9 \$85.99. eBook 978-1-64113-796-6 \$65.

Although teachers, school counselors, and administrators are all situated within educational settings tasked with supporting students' educational development, rarely do these professionals have sufficient opportunities to learn from and collaborate with one another before entering these schools. Unfortunately, many of these professionals are unaware of the primary and secondary responsibilities their peers and colleagues assume. What's worse, this lack of insight potentially compromises the extent to which educational leaders can forge effective partnerships that benefit students from the most alienated, disenfranchised and marginalized communities (e.g., Black children in under-resourced schools). While the educational discourse has included recommendations for maximizing interactions between these educational professionals, the collective voices of teachers, school counselors and administrators in regards to these issues has not been adequately examined.

Thus, this book is a compilation of manuscripts and studies that explore partnerships and strategies educators and educational leaders use to produce positive socio-educational outcomes for Black students in various contexts. "Creating and Sustaining Effective K-12 School Partnerships: Firsthand Accounts of Promising Practices" is unique because it illuminates examples of effective school-community partnerships that foster positive student outcomes. "Creating and Sustaining Effective K-12 School Partnerships: Firsthand Accounts of Promising Practices" is intended as a practical text for committed educational leaders, at different professional points (e.g., practicing teachers, pre-service school counselors and teachers), who are eager to transform the current educational trajectory of Black children through interventions that show promise.

# BACK LIST

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<b>African Traditional Oral Literature and Visual cultures as Pedagogical Tools in Diverse Classroom Contexts</b> Lewis Asimeng-Boahene, Penn State University-Harrisburg; Michael Baffoe, University of Manitoba	2018	\$45.99 978-1-64113-251-0	\$85.99 978-1-64113-252-7
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<b>Recruiting, Retaining, and Engaging African-American Males at Selective Public Research Universities: Challenges and Opportunities in Academics and Sports</b> Louis A. Castenel, University of Georgia; Tarek C. Grantham, University of Georgia; Billy J. Hawkins, University of Houston <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i>	2018	\$45.99 978-1-64113-271-8	\$85.99 978-1-64113-272-5
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<b>Untold Narratives: African Americans Who Received Special Education Services and Succeeded Beyond Expectations</b> Shawn Anthony Robinson, Wisconsin's Equity and Inclusion Laboratory, University of Wisconsin-Madison	2018	\$45.99 9781641131841	\$85.99 9781641131858
<b>Better Teachers, Better Schools: What Star Teachers Know, Believe, and Do</b> Valerie Hill-Jackson, Texas A&M University; Delia Stafford, Haberman Educational Foundation <i>Series: Urban Education Studies Series</i>	2017	\$34.99 9781681237152	\$49.99 9781681237169
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<p><b>Are You Mixed?: A War Bride's Granddaughter's Narrative of Lives In-Between Contested Race, Gender, Class, and, Power</b> 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: Cultivating Spaces of Equity, Justice, and Fairness for Women of Color in U.S. Higher Education</b> 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
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