

INFORMATION AGE PUBLISHING

BLACK STUDIES 2021

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RECENT TITLES

ADOLESCENCE AND EDUCATION



Black Girl Civics

Expanding and Navigating the Boundaries of Civic Engagement

Ginnie Logan, University of Colorado-Boulder; Janiece Mackey, University of Denver

A volume in the series *Adolescence and Education*

2020. Paperback 978-1-64802-216-6 \$45.99. Hardcover 978-1-64802-217-3 \$85.99. eBook 978-1-64802-218-0 \$65.

What does it mean to be a civic actor who is Black + Young + Female in the United States? Do African American girls take up the civic mantle in the same way that their male or non-Black peers do? What media, educational, or social platforms do Black girls leverage to gain access to the political arena, and why? How do Black girls negotiate civic identity within the context of their racialized, gendered, and age specific identities? There are scholars doing powerful work on Black youth and civics; scholars focused on girls and civics; and scholars focused on Black girls in education. But the intersections of African American girlhood and civics have not received adequate attention. This book begins the journey of understanding and communicating the varied forms of civics in the Black Girl experience.

Black Girl Civics: Expanding and Navigating the Boundaries of Civic Engagement brings together a range of works that grapple with the question of what it means for African American girls to engage in civic identity development and expression. The chapters collected within this volume openly grapple with, and disclose the ways in which Black girls engage with and navigate the spectrum of civics. This collection of 11 chapters features a range of research from empirical to theoretical and is forwarded by Black Girlhood scholar Dr. Venus Evans-Winters.

The intended audience for this volume includes Black girlhood scholars, scholars of race and gender, teachers, civic advocacy organizations, civic engagement researchers, and youth development providers.

CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



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 MULTICULTURAL GIFTED EDUCATION

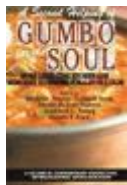


Gumbo for the Soul III Males of Color Share Their Stories, Meditations, Affirmations, and Inspirations

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

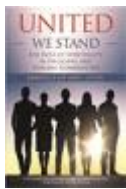
A volume in the series *Contemporary Perspectives on Multicultural Gifted Education*
2020. Paperback 978-1-64113-963-2 \$45.99. Hardcover 978-1-64113-964-9 \$85.99. eBook 978-1-64113-965-6 \$65.

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*
2021. 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.

CONTEMPORARY PERSPECTIVES ON THE LIVES OF TEACHERS



Mentoring as Critically Engaged Praxis

Storying the Lives and Contributions of Black Women Administrators

Deirdre Cobb-Roberts, University of South Florida; Talia Esnard, University of the West Indies, Trinidad and Tobago

A volume in the series *Contemporary Perspectives on the Lives of Teachers*
2020. Paperback 978-1-64802-210-4 \$45.99. Hardcover 978-1-64802-211-1 \$85.99. eBook 978-1-64802-212-8 \$65.

This edited volume seeks to interrogate the structures that affect the perceptions, experiences, performance and practices of Black women administrators. The chapters examine the nature and dynamics of the conflict within that space and the ways in which they transcend or confront the intersecting structures of power in academe. A related expectation is for interrogations of the ways in which their institutional contexts and, marginalized status inform their navigational strategies and leadership practices. More specifically, this work explores mentorship as critical praxis; that being, the ways in which Black women's thinking and practices around mentoring affect their institutional contexts or environment, and, that of other marginalized groups within academe. A discussion of Black women in higher education administration as critically engaged mentors will ultimately diversify thought, approaches, and solutions to larger social and structural challenges embedded within academic climates.

Praise for Mentoring as Critically Engaged Praxis:

Mentoring as Critically Engaged Praxis: Storying the Lives and Contributions of Black Women Administrators, the authors present insights on the challenges Black women face and how mentoring networks and strategies help them transcend professional and institutional barriers. Each chapter intentionally creates a space to elevate their voices, depicts the reciprocity on how they are transforming and being transformed by their institutional context, and offers hope for improving the status of women leaders. The power of this book is that it is an acknowledgement of Black women being the architect of their lives and is filled with meaningful content that is nuanced and offers a glimpse into how black women leaders continue to lift as they climb.

- Gaëtane Jean-Marie, Rowan University

Mentoring as Critical Engaged Praxis perfectly captures a process that Black women have been facilitating, practicing and innovating prior to and since their entry into the higher education. Deirdre Cobb-Roberts and Talia R. Esnard have assembled a strong cast of scholars who eloquently speak to the role that Black women administrators play in their daily practice of “Lift as we climb.” Despite the limited number of Black women in senior leadership roles across academe, most, if not all of them must consistently tackle institutional and societal injustices that shape their experiences and influence their capacity to mentor.

- **Lori Patton Davis**, The Ohio State University

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.

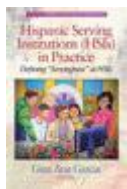
By relying on the educational models of Wilberforce University and Morehouse College, this study gathered historical artifacts that provide critical responses to the following research questions: What were the similarities and differences between the social, historical, political and cultural forces

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.

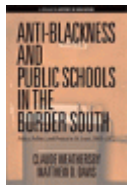
As the general population of Latinxs in the United States burgeons, so does the population of college-going Latinx students. With more Latinxs entering college, the number of Hispanic Serving Institutions (HSIs), which are not-for-profit, degree granting postsecondary institutions that enroll at least 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

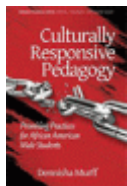
A volume in the series *Research for Social Justice: Personal~Passionate~Participatory*

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 Walcutt 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 CURRICULUM AND INSTRUCTION



Truth and Knowledge in Curriculum Making

Lobat Asadi, Texas A&M University; Cheryl J. Craig, University of Houston

A volume in the series *Research in Curriculum and Instruction*

2021. Paperback 978-1-64802-326-2 \$45.99. Hardcover 978-1-64802-327-9 \$85.99. eBook 978-1-64802-328-6 \$65.

Truth and Knowledge in Curriculum Making, addresses issues in curriculum and instruction, such as the lack of Black teachers, minority representation, and mentorship.

The book arose from a serial interpretation of five published narrative inquiries that pinpointed complexities lived in a teacher knowledge community at T.P. Yaeger Middle School, a campus located in the fourth largest urban center in America. The inquiry initially resulted in a documentary-style presentation at an educational conference using performance narrative inquiry as an arts-based method to recount the research. In *Truth and Knowledge in Curriculum Making*, the process of researchers turned actors is unraveled by looking at the lived experiences and identifying the embodied knowledge of teachers in different content areas including Physical Education, Music, Teaching English as a Second Language, Mathematics, and Reading. The authors use parallel stories, counter stories, story constellations, musical narrative inquiry, performance narrative inquiry and other narrative means of sense-making as they examine how they may relate to those stories. Ethical research dilemmas, including the

how and why behind each author's choice to burrow into difficult topics such as race, gender and conflict resolution are revealed. By unpacking the hidden curriculum, examining value creation and by revealing isolated relational experiences of participants and researchers, Truth and Knowledge in Curriculum Making instantiates and outlines how truth and knowledge may be formed in educational settings through intertwining narrative inquiry, teacher knowledge and aesthetic ways of knowing.

RESEARCH IN MULTICULTURAL EDUCATION AND INTERNATIONAL PERSPECTIVES



Indigenous Postgraduate Education Intercultural Perspectives

Karen Trimmer, University of Southern Queensland; Debra Hoven, Athabasca University; Pigga Keskitalo, University of Lapland

A volume in the series *Research in Multicultural Education and International Perspectives*
2020. Paperback 978-1-64802-109-1 \$45.99. Hardcover 978-1-64802-110-7 \$85.99. eBook 978-1-64802-111-4 \$65.

This book focuses on Indigenous participation in postgraduate education. The collaborating editors, from the contexts of Australian, Canadian and Nordic postgraduate education, have brought together voices of Indigenous postgraduate students and researchers about strategies to support postgraduate education for Indigenous students globally and to promote sustainable solution-focused and change-focused strategies to support Indigenous postgraduate students. The role of higher education institutions in meeting the needs of Indigenous students is considered by contributing scholars, including issues related to postgraduate education pedagogies, flexible learning and technologies. On a more fundamental level the book provides a valuable resource by giving voice to Indigenous postgraduate students themselves who share directly the stories of their experience, their inspirations and difficulties in undertaking postgraduate study. This component of the book gives precedence to the issues most relevant and important to students themselves for consideration by universities and researchers. Bringing the topic and the voices of Indigenous students clearly into the public domain provides a catalyst for discussion of the issues and potential strategies to assist future Indigenous postgraduate students.

This book will assist higher education providers to develop understanding of how Indigenous postgraduate students and researchers negotiate research cultures and agendas that permeate higher education from the past to ensure the experience of postgraduate students is both rich in regard to data to be collected and culturally safe in approach; what connections, gaps and contradictions occur at the intersections between past models of postgraduate study and emerging theories around intercultural perspectives, including the impact of cultural and linguistic differences on Indigenous students' learning experiences; how Indigenous students' and researchers' personal and professional understandings, beliefs and experiences about what typifies knowledge and research or adds value to postgraduate studies are constructed, shared or challenged; and how higher education institutions manage the potential challenges and risks of developing pedagogies to ensure that they give voice and power to Indigenous postgraduate students.

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.

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

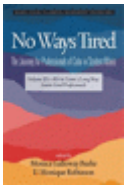
A volume in the series *Research, Advocacy, Collaboration, and Empowerment Mentoring Series*

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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Purveyors of Change School Leaders of Color Share Narratives of Student, School, and Community Success

Judy A. Alston, Ashland University; Lawrence Scott, Texas A&M University-San Antonio; Sheree N. Alexander, Atlantic City Public Schools

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

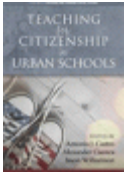
2021. Paperback 978-1-64802-228-9 \$30.99. Hardcover 978-1-64802-229-6 \$60.99. eBook 978-1-64802-230-2 \$65.

Effective leadership is the necessary ingredient in achieving educational improvement in schools; everything rises and falls on leadership. For School Leaders of Color, this leadership imperative is more difficult than it is for their White counterparts. Concomitantly with this leadership necessity are

the social and academic disparities of racism, student poverty, lack of resources, just to name a few. Yet these leaders have courageously accepted their role to disrupt low performance and thus they have created environments where students learn and professors teach. These leaders are “purveyors of change.” The purpose of this educational preparation supplemental text is to share stories of these exceptional leaders in the field and in the academy.

The experiences shared by the various authors cover four important areas in leadership: Culture & Climate; Student Success; Resilience, Persistence, & Turnaround; and Social Justice. The authors have shared some deeply personal issues and triumphs. These are the stories that resonate more deeply with students and that with these types of stories, the theory to practice bridge is successfully crossed. While many of the chapters include narratives of resilience and triumph in the context of the P-12 education system, the overarching themes and suggestions can be transmuted to any industry.

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.

TRANSFORMING EDUCATION SYSTEMS



Look, Listen, Learn, LEAD

A District-Wide Systems Approach to Teaching and Learning in PreK-12

Jeffery Smith, Hampton City Schools; Kate Wolfe Maxlow, Hampton City Schools ; John Caggianno, Hampton City Schools; Karen L. Sanzo, Old Dominion University

A volume in the series *Transforming Education Systems*

2020. Paperback 978-1-64802-265-4 \$45.99. Hardcover 978-1-64802-266-1 \$85.99. eBook 978-1-64802-267-8 \$65.

Look, Listen, Learn, LEAD: A District-Wide Systems Approach to Teaching and Learning in PreK-12 lays out the transformational journey of Hampton City Schools (HCS), an urban school division of 30 schools in southeastern Virginia. Our school district faces numerous challenges, such as 62% of students receiving free and reduced-price lunch and 14% of students holding an IEP, and in 2015-2016, Hampton City Schools’ state accreditation rate was approximately half the statewide rate and on a downward trend. In only three years, that was turned around and HCS exceeded the statewide accreditation rate, a more than 100% improvement with 100% of our schools accredited without conditions. We attribute this in large part to our dedicated educators and their implementation of district-wide systems for curriculum, instruction, checking for student understanding, climate, and culture.

The goal of this book is to break down the process of what it takes to bring about large-scale educational change that is sustainable. We describe a process for developing a strong mission and vision to undergird the work around a variety of district-wide systems. This book provides insights into how to improve climate and culture, create a guaranteed and viable written curriculum, establish a process for evaluating its implementation, and

create a balanced assessment framework to measure student success. Complete with example templates, action plans, and lessons learned, this book is a true example of theory-into-practice to bring about sustained improvement for all learners.

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.



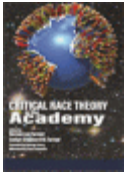
Creating and Sustaining Effective K-12 School Partnerships Firsthand Accounts of Promising Practices

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.



Critical Race Theory in the Academy

Vernon Lee Farmer, Grambling State University; Evelyn Shepherd W. Farmer, Grambling State University

2020. Paperback 978-1-64802-131-2 \$45.99. Hardcover 978-1-64802-132-9 \$85.99. eBook 978-1-64802-133-6 \$65.

Critical Race Theory in the Academy explores the deep implications of race and its effects on the expanse of the American social fabric and its fragile democratic process. This volume contributes to a more effective, powerful, and insightful theorization of racism across the social spectrum while furthering the movement for greater equity in higher education and beyond. The audience for this book is broad and should be of great interest and value to all Americans who fight against racism which is focused on the destruction of Black people and other people of color. Ideally, educators, scholars, and practitioners will be compelled to engage the ideas within this volume to break down the color line and challenge the problematic master narrative in education and other aspects of society.

Critical Race Theory in the Academy offers current applications, debates, theories, strategies, and evolutions about critical race theory (CRT), with particular attention to CRT's intersections with the field of higher education and beyond. As a part of the CRT corpus, this volume details some of the most relevant and current topics deployed in varied disciplines of the academy, confronting the complex interplay of race, racism, education, and social justice in the twenty-first century. Specifically, the authors explore topics from health disparities, politics, religion, literature, music, social work, psychology, sports, distance learning, media bias, affirmative action, to education policies, practices and scholarship. The chapters in this volume should help navigate the tensions in the academy and beyond to work toward alleviating institutionalized racism.

Praise for Critical Race Theory in the Academy:

"The field of Critical Race Theory is enriched by this important collection of new and original scholarship. Vernon Farmer has brought together a dynamic and eclectic mix of radical voices, from multiple disciplinary backgrounds, including both established and early career scholars. The result is a volume that constantly challenges and surprises the reader."

David Gillborn

Professor of Critical Race Studies

University of Birmingham UK

Founding Editor of Race Ethnicity & Education

"Critical Race Theory in the Academy has excavated the terrain of critical race theory to unearth multiple perspectives that are central to defining the fundamental contours of the field. Each essay enhances the ways in which we read and understand the complexity of critical race theory. It will be an invaluable resource for building a critical academy."

Aileen Moreton-Robinson

Queens and University of Technology, Australia

Author of *The White Possessive: Property, Power and Indigenous Sovereignty*

"Vernon Lee Farmer has done it again and for the final time. He has pulled together a star-studded cast of academics of color to address an essential concern of the academy. Throughout his career, Farmer has demonstrated the uncanny ability to identify matters that require attention, and attacked them with vigor. In doing so, he provided us with high impact resources that are beneficial to the professional trajectory of scholars of color. This book is no different, and we all should race to the bookstore to add this instant classic to our personal library."

Jerlando F. L. Jackson

Vilas Distinguished Professor of Higher Education

University of Wisconsin-Madison

Former Editor, ASHE Reader Series on Higher Education

"Critical Race Theory in the Academy adds substantially to our understanding of the roles that race, racism, and social justice play as we tackle the myriad problems of pre-K through higher education. For those interested in gaining a deeper understanding of the issues in higher education -- from curriculum to the lack of diversity in the professoriate -- this work provides helpful insights that can enrich conversations and problem-solving across sectors of society."

Freeman A. Hrabowski, III

President

University of Maryland Baltimore County, Baltimore, Maryland

BACK LIST

Title	Year	Paperback	Hardcover
Contemporary Perspectives on Social Capital in Educational Contexts RoSusan D. Bartee, University of Central Florida; Phillis George, University of Mississippi <i>Series: Contemporary Perspectives on Capital in Educational Contexts</i>	2019	\$45.99 9781641136389	\$85.99 9781641136396
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 <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i>	2019	\$45.99 978-1-64113-538-2	\$85.99 978-1-64113-539-9
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 <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i>	2019	\$45.99 978-1-64113-518-4	\$85.99 978-1-64113-519-1
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Through the Fog: Towards Inclusive Anti-Racist Teaching Tara L. Affolter, Middlebury College <i>Series: Urban Education Studies Series</i>	2019	\$34.99 978-1-64113-477-4	\$49.99 978-1-64113-478-1
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	\$45.99 978-1-64113-251-0	\$85.99 978-1-64113-252-7
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