

INFORMATION AGE PUBLISHING

BLACK STUDIES 2022

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RECENT TITLES

CONTEMPORARY PERSPECTIVES IN RACE AND ETHNIC RELATIONS



The Pursuit of Excellence

Kentucky State University, 1886-2020

John A. Hardin, Professor Emeritus, Western Kentucky University

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

2021. Paperback 978-1-64802-393-4 \$45.99. Hardcover 978-1-64802-394-1 \$85.99. eBook 978-1-64802-395-8 \$74.

The Pursuit of Excellence: Kentucky State University, 1886-2020 is a compelling examination of the most diverse public institution of higher education in the Commonwealth of Kentucky. Starting with Kentucky State University's establishment in 1886 to train black school teachers, the book explored how the University met and successfully overcame challenges. Although created in an era of racial segregation, Kentucky State University developed an inclusive faculty, staff and student body sustained by a tradition of academic excellence. By 2020, Kentucky State University offered bachelors, master's and doctoral degree programs as well as 1890 land grant research and service programs. The book provides background on selected notable alumni and their contributions to the Commonwealth and the world.



A Trace for the Next Generation

Young Black Theorists Confronting Transnational Racism

Chike McLoyd, Colgate University

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

2022. Paperback 978-1-64802-593-8 \$45.99. Hardcover 978-1-64802-594-5 \$85.99. eBook 978-1-64802-595-2 \$74.

Based on eighteen months of ethnographic research in a high school E.L.L. classroom, this study contributes to the fields of new literacies studies and critical pedagogy by showing how transnational Black youth theorize and negotiate intersections of racism, justice, and education. Drawing on a multidimensional approach for understanding how racism is reproduced and resisted across various domains of power, the author shows how two young men from Haiti theorize the U.N. and INGO occupation of post-earthquake Haiti; a disjuncture between how Africa and Haiti are (mis)known in the U.S. and students' lived realities in their respective countries of origin; and finally, students' analysis of structural racism in the U.S. through a Justice for Trayvon unit that was co-taught from March-May 2012, when Trayvon Martin, George Zimmerman, and Stand Your Ground became household names.

The author concludes by suggesting that we move toward a "lessons against white supremacies" framework for critical pedagogy. This framework draws on centering counter-narratives and thinking through the notion of decolonial love to reframe everyday classroom praxis. Culturally informed, antiracist pedagogies must begin with students' theoretical work and experiential knowledge. Such an approach transforms classrooms into spaces for students to not only interrogate racism but also create (counter) texts that represent their subjectivities as young Black people in the 21st century.

CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



Black Mother Educators

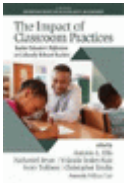
Advancing Praxis for Access, Equity, and Achievement

Tambra O. Jackson, Indiana University School of Education, Indianapolis

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

2021. Paperback 978-1-64802-403-0 \$45.99. Hardcover 978-1-64802-404-7 \$85.99. eBook 978-1-64802-405-4 \$74.

Drawing upon the theoretical frameworks of Beauboeuf-Lafontant (2002), Collins (2009), Crenshaw (1991), and Dillard (2012), this volume makes a case for centering the voices and experiences of Black women in the protection and educational uplift of Black children. While examinations of how Black educators articulate and enact a need to protect Black students from racialized harm exist (McKinney de Royston et. al., 2020), this book is a collection of autoethnographic narratives from Black mother educators who work at the intersections of their personal and professional identities to protect Black children. Intersectionality allows us to look at the nexus of our identities in regards to race, gender and occupation-- as Black, women and educators. Our goal for this volume was to bring together scholars who can support theorizing the intersectionality of our identities as Black mothers and educators, particularly its influence on our pedagogical practices and the safekeeping of Black children. This volume explicates stories of motherwork from Black mother educators whose professional spaces span K-12 to higher education contexts. Collectivity, this volume expounds upon the dimension of “protector” within the literature on Black women teachers.



The Impact of Classroom Practices

Teacher Educators' Reflections on Culturally Relevant Teachers

Antonio L. Ellis, Radford University School of Teacher Education and Leadership; Nathaniel Bryan, Miami University; Yolanda Sealey-Ruiz, Teachers College, Columbia University; Ivory Toldson, Howard University; Christopher Emdin, Teachers College, Columbia

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

2021. Paperback 978-1-64802-398-9 \$45.99. Hardcover 978-1-64802-399-6 \$85.99. eBook 978-1-64802-400-9 \$74.

Debates regarding the qualities, skills, and dispositions of culturally relevant teachers and teaching have raged in teacher education for several decades. Ladson-Billings' (2009) *The Dreamkeepers: Successful Teachers of African American Children* was a groundbreaking work that has become a foundational study that informs the work of culturally-relevant (Ladson-Billings, 2009) and culturally-sustaining (Paris & Alim, 2017) teaching. In her book *The Dreamkeepers* she describes effective teachers who are able to draw from the cultural wealth, knowledges, and heritage of Black communities. *The Dreamkeepers* ensured that their Black students were academically successful, retained, and grew both in terms of their cultural competence and their sociopolitical awareness. In other words, according to research by Ladson-Billings (2009), effective teachers possessed both pedagogical and relational dispositions, which leave lifelong impacts on the academic and social lives of the students they teach. While being a foundational text, what remains missing from the research on culturally-relevant and even culturally-sustaining teachers are “narratives” (read: stories, testimonios, etc.) related to how the race of particular E–12 teachers positively impact the lives of their students.

For instance, Dr. Antonio Ellis (the first editor of the proposed book) describes his high school music teacher Mr. Linard McCloud as “a highly effective African American music educator who changed the course of his life” (p. 170). Ellis (2016) describes McCloud as being loving, caring, creative, culturally sensitive, attuned, hopeful, flexible, organized, and thoughtful. Because Mr. McCloud possessed the aforementioned characteristics and dispositions, Ellis contends that he was motivated to achieve academically and socially in his urban high school. In addition, according to Ellis (2016), Mr. McCloud was a highly impactful educator because he went beyond the call of duty as a teacher—a practice that is not so common in schools, particularly urban ones. Not only did McCloud teach in the classroom setting, but he also built strong relationships with families, community members, and external stakeholders including local businesses, colleges, and universities. Mr. McCloud used these networks to leverage opportunities for his students academically, personally, and professionally. Like many of his high school classmates, Ellis (2016) contends that he would not have graduated from high school if it were not for the care and mentorship he received from Mr. McCloud. In this proposed edited volume, it is the editors' goal to honor teachers like Mr. McCloud who have made a difference in the lives of their students by learning from their impactful practices.

Employing a “critical storytelling” methodology (see Hartlep & Hensley, 2015; Hartlep, Hensley, Braniger, & Jennings, 2017), each chapter contributor will use his or her own narrative to show the power of influential teachers in classrooms. While this framework centers race, lived and learned experiences, the storyteller is the most important unit of narrative; hence, *The Impact of Classroom Practices: Reflections on Culturally Relevant Teachers* will include African-American storytellers who reflect on the impact of classroom practices of teachers from diverse backgrounds who they deemed culturally relevant and responsive to both their academic and social needs. This work will offer recommendations to pre-service teachers and in-service teachers who desire to leave a lasting impact on the students they teach.



Dissertating During a Pandemic

Narratives of Success From Scholars of Color

Ramon B. Goings, University of Maryland, Baltimore County; Sherella Cupid, Louisiana State University; Montia D. Gardner, KIPP Minnesota; Antione D. Tomlin, Anne Arundel Community College

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*
2022. Paperback 978-1-64802-785-7 \$45.99. Hardcover 978-1-64802-786-4 \$85.99. eBook 978-1-64802-787-1 \$74.

Dissertating During a Pandemic: Narratives of Success from Scholars of Color examines the experiences of doctoral students of color writing the dissertation currently and those who successfully defended their dissertation after the onset of COVID-19 and subsequent shutting down of college campuses in March 2020. While we know that scholars of color experience many barriers to completing the dissertation process prior to COVID-19 such as being in racist academic environments and being engaged in research areas that may not be supported by predominantly White faculty, it is important to consider how scholars of color are managing the dissertation process during this pandemic.

We approach this book from an asset-based approach where chapter authors are approaching both the challenges and opportunities they have experienced due to being a dissertation writer during the pandemic. Chapter authors also provide poignant feedback on how professors can be supportive to their needs as dissertation writers. One especially important contribution of this book is that our authors are from a variety of disciplines including: education, social work, psychology, African American studies, and sociology. Additionally, chapter authors are doctoral candidates (and recent graduates) at predominantly White institutions, historically Black colleges and universities, and online universities. Given the breadth of institution types each chapter will provide poignant suggestions for doctoral students across the nation as well as for faculty who are looking to better understand the dissertation writer experience to support their own students.

Because of the novelty of COVID-19, little is known about how doctoral students engaged in writing the dissertation during COVID19 are adapting. Moreover, there is little information available for professors on how to support their doctoral students during these unprecedented times. Thus, *Dissertating During a Pandemic: Narratives of Success from Scholars of Color* is positioned to be a must read for professors looking to support their doctoral student advisees as well as for doctoral students who are looking for strategies to navigate the dissertation process during the pandemic and beyond.



Imagining the Future

Historically Black Colleges and Universities - A Matter of Survival

Gary B. Crosby, Saint Elizabeth University; Khalid A. White, San Jose City College; Marcus A. Chanay, B1 Ventures and Holdings, Inc.; Adriel A. Hilton, Southern University at New Orleans

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*
2022. Paperback 978-1-64802-850-2 \$45.99. Hardcover 978-1-64802-851-9 \$85.99. eBook 978-1-64802-852-6 \$74.

The Nation's Historically Black Colleges and Universities (HBCUs) are more culturally revered today than ever. As public health and socioeconomic inequity gaps continue to widen between the African American community and other racial groups, the HBCUs embody a shared support system. Since the 1800s, this body of prestigious higher education institutions have represented trusted pathways for the advancement of our community.

With these historical accomplishments in mind, it is crucial for HBCUs and their leadership to create a vision for generations to come. Visionary leadership is a must for our storied institutions to advance beyond just surviving into fully thriving. As such, our book project, *Imagining the Future: Historically Black Colleges and Universities - A Matter of Survival*, offers cutting edge ideas, suggestions and advice from HBCU alumni, proponents, faculty leaders, and researchers for HBCU leadership to cultivate success today and into the foreseeable future.

Imagining the Future: Historically Black Colleges and Universities - A Matter of Survival promises timely, relevant and emergent scholarship as well as perspectives for HBCU leadership, HBCU scholars and HBCU supporters.



Un-Silencing Youth Trauma

Transformative School-Based Strategies for Students Exposed to Violence & Adversity

Laurie A. Garo, University of North Carolina at Charlotte; Bettie Ray Butler, University of North Carolina at Charlotte; Chance W. Lewis, University of North Carolina at Charlotte

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*
2022. Paperback 978-1-64802-877-9 \$45.99. Hardcover 978-1-64802-878-6 \$85.99. eBook 978-1-64802-879-3 \$74.

Urban violence, poverty, and racial injustice are ongoing sources of traumatic stress that affect the physical, emotional and cognitive development and well-being of millions of children each year. Growing attention is therefore directed toward the study of child trauma and incorporation of trauma-sensitive practices within schools. Currently such practices focus on social and emotional learning for all children, with some in-school therapeutic approaches, and outside referrals for serious trauma. There is inadequate attention to racial injustice as an adverse childhood experience (ACE) confronting Black males among other youth of color. Although there are guidelines for trauma-sensitive approaches, few are culturally responsive. And it is now critical that educators consider the traumatic impacts of a dual pandemic (covid-19 and racism) on children and their education.

This timely book thus serves to inform and inspire transformative healing and empowerment among traumatized children and youth in pandemic/post-pandemic school and after-school settings. The reader will learn about trauma through actual experiences. Researchers and practitioners present approaches to healing that can be adapted to local situations and settings. The book consists of four parts: Youth Voices on Traumatic Experience; Trauma-focused Research; Culturally Responsive and Trauma Sensitive Practices; and Where do we go from Here? Suggestions for Next Steps. Each part contains a set of themed chapters and closes with a youth- authored poetic expression. The book is especially designed for those working in urban education. However, anyone whose work is related to traumatized children and youth will find the book informative, especially in a post-pandemic educational environment.

CONTEMPORARY PERSPECTIVES ON BLACK HOMESCHOOLING



Homeschooling Black Children in the U.S.

Theory, Practice, and Popular Culture

Khadijah Ali-Coleman, Black Family Homeschool Educators and Scholars (BFHES); Cheryl Fields-Smith, Black Family Homeschool Educators and Scholars (BFHES)

A volume in the series *Contemporary Perspectives on Black Homeschooling*
2022. Paperback 978-1-64802-782-6 \$45.99. Hardcover 978-1-64802-783-3 \$85.99. eBook 978-1-64802-784-0 \$74.

In 2021, the United States Census Bureau reported that in 2020, during the rise of the global health pandemic COVID-19, homeschooling among Black families increased five-fold. However, Black families had begun choosing to homeschool even before COVID-19 led to school closures and disrupted traditional school spaces. *Homeschooling Black Children in the US: Theory, Practice and Popular Culture* offers an insightful look at the growing practice of homeschooling by Black families through this timely collection of articles by education practitioners, researchers, homeschooling parents and homeschooled children.

Homeschooling Black Children in the US: Theory, Practice and Popular Culture honestly presents how systemic racism and other factors influence the decision of Black families to homeschool. In addition, the book chapters illustrate in different ways how self-determination manifests within the homeschooling practice. Researchers Khadijah Ali-Coleman and Cheryl Fields-Smith have edited a compilation of work that explores the varied experiences of parents homeschooling Black children before, during and after COVID-19. From veteran homeschooling parents sharing their practice to researchers reporting their data collected pre-COVID, this anthology of work presents an overview that gives substantive insight into what the practice of homeschooling looks like for many Black families in the United States.

CONTEMPORARY PERSPECTIVES ON MULTICULTURAL GIFTED EDUCATION



Black Boys are Lit

Engaging PreK-3 Gifted and Talented Black Boys Using Multicultural Literature and Ford's Bloom-Banks Matrix

Brian L. Wright, The University of Memphis; Donna Y. Ford, Ohio State University; James L. Moore, The Ohio State University

A volume in the series *Contemporary Perspectives on Multicultural Gifted Education*

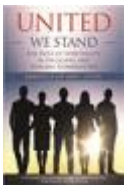
2021. Paperback 978-1-64802-747-5 \$45.99. Hardcover 978-1-64802-748-2 \$85.99. eBook 978-1-64802-749-9 \$74.

This book of matrices with Black boys as the main character is designed to help gifted and talented education teachers leverage Black boys' identities to inform and shape how they plan and deliver curriculum and instruction and manage the multicultural, democratic, and culturally responsive classroom. Ford and colleagues (2005) spoke to the notion of and need for 'self-reflective instruction.' We argue that all teachers must want to and learn how to legitimize the "everyday" experiences that are learned and cultivated in the homes and communities of Black boys, and how these experiences shape their self-identities and contribute to agency (Wright, Counsell, & Tate 2015). We, therefore, advocate for the rethinking of literacies by repositioning White-centered texts that often reflect and represent power and privilege toward centering the brilliance of Black identities of Black children in general, Black boys in particular.

Black boys (of all ages) want to and need to physically see positive images of themselves in books reflected at them. This representation, we argue, has the potential to become an example of a compelling counter-narrative to the history of the "all-White world" (Larrick, 1965) of children's books that only presented Black characters as "objects of ridicule and generally inferior beings" (Sims Bishop 2012, p. 6). When Black boys see themselves portrayed visually, textually, and realistically in children's books, vital messages of recognition, value, affirmation, and validation are conveyed. Recognition of the sociocultural contexts in which they live is celebrated.

Books for and about Black boys must be rigorous, authentic, multicultural, and developmentally appropriate to allow them to synthesize what they have read, heard, and seen during literacy instruction in authentic and meaningful ways. Multicultural books must introduce children to information about the values of justice, fairness, and equity. Developmentally appropriate books should vary with and adapt to the age, experience, and interests of gifted and talented Black boys to allow them the opportunity to demonstrate critical thinking, textual analysis skills and convey conceptual knowledge. These stories must expose Black boys to culturally relevant counter stories -- stories that counteract the dominant discourse that has primarily depicted Black boys as "at risk" versus placed at risk; "without hope" versus hopeful; or "out of control and dangerous" (Tatum, 2005, p. 28) versus developing self-control like all other children (Wright et al., 2018).

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 \$74.

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.

IDENTITY & PRACTICE IN HIGHER EDUCATION-STUDENT AFFAIRS



Working While Black

The Untold Stories of Student Affairs Practitioners

Antione D. Tomlin, Anne Arundel Community College

A volume in the series *Identity & Practice in Higher Education-Student Affairs*

2022. Paperback 978-1-64802-733-8 \$45.99. Hardcover 978-1-64802-734-5 \$85.99. eBook 978-1-64802-735-2 \$74.

Working While Black: The Untold Stories of Student Affairs Practitioners will examine the narratives of student affairs professionals and how they navigate their professional experiences. While student affairs can be a high pressure and high stress environment for all professionals, Black professionals are often overworked, underheard, and made to feel devalued. Therefore, it is important to consider how student affairs professionals are managing the profession, colleagues, and students while Black.

I approach this book from an asset-based approach where chapter authors are approaching both the challenges and opportunities they have experienced due to being a Black while working as a student affairs practitioner. Chapter authors also provide poignant advice on how current and potential student affairs professionals can successfully navigate the field. One especially important contribution of this book is that our authors are from a variety of student affairs areas including: residence life, student engagement, career services, counseling, student conduct, athletics, student activities, diversity, equity, and inclusion, and academic advising. Additionally, chapter authors are student affairs professionals at predominantly White institutions, historically Black colleges and universities, and online universities. Given the breadth of experiences each chapter will provide poignant suggestions for student affairs practitioners across the nation as well as for institutions who are looking to better understand these experiences to better support their own employees.

Popular education press and scholarly conversations have focused on the experiences of student affairs professionals (Renn & Hodges, 2007). There has also been scholarship around the Black student affairs professional experience (West, 2015; Husband, 2016). This book will add to the current press and scholarly conversations by allowing Black student affairs professionals to tell their own stories, providing additional insight into what it is like to work while Black. Institutions of higher education can learn much from the stories shared in this book that can inform the recruitment and retention of Black professionals. Thus, Working While Black: The Untold Stories of Student Affairs Practitioners is positioned to be a must read for all higher education professionals and institutions who are looking for strategies to support Black student affairs professionals.

LITERACY, LANGUAGE AND LEARNING



Authentic Voices

Culturally Responsive Teaching and Learning

Patricia Ruggiano Schmidt, Syracuse Academy of Science Public Charter School, Consultant

A volume in the series *Literacy, Language and Learning*

2021. Paperback 978-1-64802-506-8 \$45.99. Hardcover 978-1-64802-507-5 \$85.99. eBook 978-1-64802-508-2 \$74.

This book, authored by K-4 elementary educators, working at a publicly funded non-profit charter school, illustrates the power of culturally responsive teaching and learning as it becomes embedded in the New York State Education Curriculum. Educators, families, and community members contributed to this unique program with the goal of enhancing learning environments by applying the languages and cultures of their students in their classrooms.

Strong, carefully attentive, school leadership encouraged culturally responsive teaching and learning with the belief that children in this urban, economically stressed area could demonstrate significant academic and social/emotional gains.

Readers of this book will witness culturally responsive lessons, family interviews, and whole school events that honor languages and cultures represented in the school. Sample classrooms' culturally responsive lessons tied to the curriculum, are presented. Additionally, qualitative and quantitative student academic and affective gains are analyzed. Moreover, this book clearly demonstrates the talents, vision, and compassionate care given to children and their families by exceptional educators.

A CRTL Montage was created for this book. It includes classrooms, children, teachers, family, and community members. Teachers collected CRTL

experiences and presented them to Producer, Dean Meghan Miller and Director, Designer, Dean Pamela Smith. They also received support for the montage from Instructor Allen Lauricella, and Graduate Assistant Elizabeth Kenny, Syracuse University, Newhouse School.

The CRTL Montage can be accessed at the following online links:

[SAS Website](#)
[SAS YouTube](#)
[SAS Facebook](#)
[SAS Twitter](#)
[SAS Instagram](#)

[Short Version of the Montage for Authentic Voices: Culturally Responsive Teaching and Learning](#)

[Long Version of the Montage for Authentic Voices: Culturally Responsive Teaching and Learning](#)

PEACE EDUCATION



Coronavirus and Vulnerable People

Addressing the Divide in Harm and Responses and Exploring Implications for a More Peaceful World

Laura L. Finley, Barry University; Pamela D. Hall, Barry University

A volume in the series *Peace Education*

2022. Paperback 978-1-64802-883-0 \$45.99. Hardcover 978-1-64802-884-7 \$85.99. eBook 978-1-64802-885-4 \$74.

Drawing from many disciplinary areas, this edited volume explores how the Coronavirus pandemic has disproportionately harmed vulnerable and marginalized people in the U.S. Chapters address harm to people of color that exacerbated structural racism and harm to low-wage workers that highlighted existing inequalities. In addition, the volume provides strategies that have been successful in mitigating these harms and recommendations for a post-pandemic more peaceful and just future.

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 \$74.

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 ON EDUCATION IN AFRICA, THE CARIBBEAN, AND THE MIDDLE EAST



Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East

Cynthia S Sunal, University of Alabama; Oluseyi Matthew Odebiyi, Arizona State University; Kagendo Mutua, University of Alabama

A volume in the series *Research on Education in Africa, the Caribbean, and the Middle East*

2022. Paperback 978-1-64802-926-4 \$45.99. Hardcover 978-1-64802-927-1 \$85.99. eBook 978-1-64802-928-8 \$74.

As the demand for education at all levels has increased, so have the models of meeting these increased demands for education. As in many other parts of the world, public education has expanded to serve large populations across the regions of Africa, the Caribbean, and the Middle East. Many nations in these regions have instituted mandates, policies, and frameworks intended to simultaneously increase access to public education opportunities as well as improve the quality of education provided and to address a wide populace. Because the increase in educational demand has occurred at all levels, these efforts often address various levels of education from early childhood through primary schooling, junior secondary and secondary schooling and into tertiary education. Efforts also have been made to increase participation in education by marginalized and/or special populations. The range of efforts is large with some focusing on involving migrants/immigrants/refugees in primary education while others aim at opening up choices at the university level.

Recently, nations in the region have recognized the possibilities of digital learning (online learning) as cell phones and other widely used portable wireless devices have made it possible to sell the idea that one can learn from anywhere at any time. This widespread access to technology has made it possible for governments as well as private entities to expand learning opportunities even to populations previously unreached or to address difficult to reach sectors of the population. At the same time, the population itself has not only increased in numbers but in diversity. Maintaining quality through digital and other means of quick expansion of educational opportunities continues to be challenging if not problematic.

Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East is Book IX of the series, Research on Education in Africa, the Caribbean, and the Middle East. Chapters document, describe and/or raise critical issues and/or questions resulting from government policies, mandates and frameworks intended to make available public education to an ever-growing populace while at the same time being mindful of improving quality of education being availed to an increasingly diverse populace.

RESEARCH, ADVOCACY, COLLABORATION, AND EMPOWERMENT MENTORING SERIES



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 \$74.

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.



Racism by Another Name

Black Students, Overrepresentation, and the Carceral State of Special Education

Dorothy E. Hines, University of Kansas; Mildred Boveda, Pennsylvania State University; Endia J. Lindo, Texas Christian University

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

2021. Paperback 978-1-64802-447-4 \$45.99. Hardcover 978-1-64802-448-1 \$85.99. eBook 978-1-64802-449-8 \$74.

Racism by Another Name: Black Students, Overrepresentation, and the Carceral State of Special Education is a thought-provoking and timely book that provides a landscape for understanding and challenging educational (in)opportunities for Black students who are identified for special education. This book provides a historical and contemporary analysis through the eyes of Black children and their families on how they navigate and push against inequitable schooling, ways they are reframing discourse about race, dis/ability, and gender in schools, how educators, administrators, and school counselors contribute to disproportionality in special education, and ways that parents are collectively organizing to dismantle injustices and the carceral state, or criminalization, of special education.

Each chapter provides a ground level view of what Black students with dis/abilities experience in the classroom, and examines how the intersection of race, dis/ability, and gender subject Black students to dehumanizing experiences in school. This book includes qualitative and quantitative approaches to exploring the material realities of Black students who are isolated, whether in separate or general education classrooms. Drawing from Critical Race Theory, DisCrit, Critical Race Feminism, and other race-centered frameworks this book challenges dominant norms of schools that reinforce inequality and racial segregation in special education.

At the end of each chapter the authors present practitioner-based notes and resources for readers to expand their knowledge of how Black students, their family, and guardians advocate for themselves and their own children. This book will leave educational advocates for Black children with a clearer understanding of the obstacles and successes that they encounter when striving for a just and equitable education. Furthermore, the book challenges readers to be active agents of change in their own schools and communities.

URBAN EDUCATION STUDIES SERIES



Black Males Matter

A Blueprint for Creating School and Classroom Environments to Support Their Academic and Social Development - A Sourcebook

Cherrel Miller Dyce, Elon University; Julius Davis, Bowie State University; Shadonna Gunn, Independent Scholar

A volume in the series *Urban Education Studies Series*

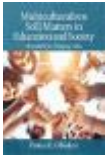
2021. Paperback 978-1-64802-459-7 \$45.99. Hardcover 978-1-64802-460-3 \$85.99. eBook 978-1-64802-461-0 \$74.

A major premise of the book is that teachers, school leaders, and school support staff are not taught how to create school and classroom environments to support the academic and social success of Black male students. The purpose of this book is to help champion a paradigmatic shift in educating Black males.

This book aims to provide an asset and solution-based framework that connects the educational system with community cultural wealth and educational outcomes. The text will be a sourcebook for in-service and pre-service teachers, administrators, district leaders, and school support staff

to utilize in their quest to increase academic and social success for their Black male students. Adopting a strengths-based epistemological stance, this book will provide concerned constituencies with a framework from which to engage and produce success.

NO SERIES



Multiculturalism Still Matters in Education and Society Responding to Changing Times

Festus E. Obiakor, Sunny Educational Consulting

2021. Paperback 978-1-64802-552-5 \$45.99. Hardcover 978-1-64802-553-2 \$85.99. eBook 978-1-64802-554-9 \$74.

Today, we live in changing times and how we respond to these changes creates some uneasiness in our daily lives. Some of these changes reflect demographic shifts in power and paradigm in the United States, while others reflect the reckless assumption that our problems are insurmountable. Multiculturalism Still Matters in Education and Society: Responding to Changing Times urges us to collaborate, consult, and cooperate for our common good. It rightly emphasizes that multiculturalism will always matter in whatever we do in our complex world. In addition, it challenges us to continue to see differences as strengths that must be valued in dealing with our students, educational professionals, leaders, and communities. Finally, this book inspires us to expand our discourses, create avenues for “hearty” conversations, look for ways to make invisible voices visible, and help culturally and linguistically diverse (CLD) and vulnerable populations to maximize their fullest potential.



Pyrrhic Victory Before You Remove The Knife, 2nd Edition

Daniel F. Upchurch, The University of Louisiana, Monroe

2021. Paperback 978-1-64802-617-1 \$45.99. Hardcover 978-1-64802-618-8 \$85.99. eBook 978-1-64802-619-5 \$74.

This book is a continuation of the first text entitled “Pyrrhic Victory The Cost of Integration”. This text focuses on identifying solutions to the issues that were addressed in the previous book and it takes a cohesive and empathic approach to deal with Black issues and issues affecting all minorities. This provocative text brings to life the quote “Before You Remove The Knife” and it closely examines the knife, the person or group who placed the knife in the wound, and the person or group that is responsible for removing it and healing the damaged and infected area. The text allows readers to travel back in time to reevaluate slavery, Jim Crow, and other significant moments that have created the current movement in the Black community. This book uses theoretical concepts to solve some of the problems in society, but most importantly this book brings awareness to our youth. It also supplies readers alternatives if their request for equity is not met and the peace and pieces are not provided to complete their historical puzzle. “There is not a typical response when it comes to addressing the injustice in America, just as there is no typical response to addressing the loss of an unarmed human by the hands of the police. The Black community is only asking for an Andy Griffin, not a Bull Conner.” -Daniel F. Upchurch.

BACK LIST

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