

INFORMATION AGE PUBLISHING

BLACK STUDIES 2023

TABLE OF CONTENTS

RECENT TITLES	2
CONTEMPORARY ISSUES IN HIGHER EDUCATION:	
- Black Experiences in Higher Education. <i>Faculty, Staff, and Students</i> (2023)	2
CONTEMPORARY PERSPECTIVES IN RACE AND ETHNIC RELATIONS:	
- A Trace for the Next Generation. <i>Young Black Theorists Confronting Transnational Racism</i> (2022)	2
CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT:	
- Dissertating During a Pandemic. <i>Narratives of Success From Scholars of Color</i> (2022)	3
- Economic, Political and Legal Solutions to Critical Issues in Urban Education ... (2022)	3
- Imagining the Future. <i>Historically Black Colleges and Universities - A Matter of Survival</i> (2022)	4
- Un-Silencing Youth Trauma. <i>Transformative School-Based Strategies for Students ...</i> (2022)	4
- Unveiling the Cloak of Invisibility. <i>Why Black Males are Absent in STEM Disciplines</i> (2023)	5
CONTEMPORARY PERSPECTIVES ON BLACK HOMESCHOOLING:	
- Homeschooling Black Children in the U.S.. <i>Theory, Practice, and Popular Culture</i> (2022)	5
CONTEMPORARY PERSPECTIVES ON LEADERSHIP LEARNING:	
- Engaging Black Men in College Through Leadership Learning (2023)	6
HIGHER EDUCATION LEADERSHIP & STUDY OF HISTORICALLY BLACK COLLEGES:	
- Modern Heroics. <i>How HBCUs Navigated the COVID-19 Pandemic</i> (2022)	6
IDENTITY & PRACTICE IN HIGHER EDUCATION-STUDENT AFFAIRS:	
- Working While Black. <i>The Untold Stories of Student Affairs Practitioners</i> (2022)	7
- Still Working While Black. <i>The Untold Stories of Student Affairs Practitioners</i> (2023)	7
PEACE EDUCATION:	
- Coronavirus and Vulnerable People. <i>Addressing the Divide in Harm and Responses ...</i> (2022)	8
RESEARCH IN LIFE WRITING AND EDUCATION:	
- Racial Dimensions of Life Writing in Education (2022)	8
RESEARCH ON EDUCATION IN AFRICA, THE CARIBBEAN, AND THE MIDDLE EAST:	
- Effects of Government Mandates and Policies on Public Education ... (2022)	9
RESEARCH, THEORY, AND PRACTICE WITHIN ACADEMIC AFFAIRS:	
- Black Faculty Do It All. <i>A Moment in The Life of a Blackademic</i> (2023)	10
WORK-LIFE BALANCE:	
- Bounding Greed. <i>Worklife Integration and Positive Coping Strategies Among Faculty of Color ...</i> (2023)	10
NO SERIES:	
- Pyrrhic Victory. <i>Before You Remove The Knife, 2nd Edition</i> (2022)	11
- The Black Student's Pathway to Graduate Study and Beyond. <i>The Making of a Scholar</i> (2023)	11
- Critical Literacy and Its Impact on Black Boys' Reading Readiness (2023)	12
- Culturally Responsive and Sustaining Education. <i>Framing Diversity, Equity, and Social Justice Education ...</i> (2023)	12
BACK LIST	13
INTERNATIONAL DISTRIBUTORS	24
ORDER FORM	26

RECENT TITLES

CONTEMPORARY ISSUES IN HIGHER EDUCATION



Black Experiences in Higher Education

Faculty, Staff, and Students

Sherella Cupid, Louisiana State University; Antione D. Tomlin, Anne Arundel Community College

A volume in the series *Contemporary Issues in Higher Education*

2023. Paperback 979-8-88730-136-5 \$52.99. Hardcover 979-8-88730-137-2 \$94.99. eBook 979-8-88730-138-9 \$85.

Black Experiences in Higher Education: Faculty, Staff, and Students illuminates the narratives of Black faculty, staff, and students and how they navigate their professional experiences, confront the hidden curriculum and work to transform academia. As we think about the context of Black Lives Matter, intersections of race and gender, and what it means to be Black in America, there is a new consciousness and attention to the uniqueness of Black experiences in the world. This book calls attention to how Black folks are navigating their experiences within higher education.

The book will present an overarching aim to delve into Black voices and experiences in higher education. Contributing authors hold varying roles of faculty, staff, and students, all sharing their experiences in higher education in the USA. In particular these scholars reflect on the challenges and opportunities within the three themes of mental health and wellness, mentorship and creating supportive spaces, and career experiences, trajectories and pathways. The aim of the variety of contributing authors creates a space to reveal unique Black experiences and voices, therefore contributing to the scholarly discourse on race in America, and in higher education, in particular.

CONTEMPORARY PERSPECTIVES IN RACE AND ETHNIC RELATIONS



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 \$52.99. Hardcover 978-1-64802-594-5 \$94.99. eBook 978-1-64802-595-2 \$85.

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



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 \$52.99. Hardcover 978-1-64802-786-4 \$94.99. eBook 978-1-64802-787-1 \$85.

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.



Economic, Political and Legal Solutions to Critical Issues in Urban Education and Implications for Teacher Preparation

Stephanie Thomas, Lenoir-Rhyne University; Shanique J. Lee, The 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 978-1-64802-938-7 \$52.99. Hardcover 978-1-64802-939-4 \$94.99. eBook 978-1-64802-940-0 \$85.

The Montgomery bus boycott, Student Nonviolent Coordinating Committee (SNCC), and *Brown v. Board of Education* reveal incentives to reform as a result of economic, political and legal threat. It is difficult to change a person's heart, or to change based on moral conviction alone. However, policies and laws can be established that will change a person's behavior. Historically, there was rarely a time where societal changes were the result of a desire to do what was morally right. Doing what is right was contingent upon economic advantages, political motivation or the threat of litigation. By the mid 1900s the NAACP had learned a valuable lesson in the South, that litigation or the threat of litigation was an effective tool in the quest for educational equality (Douglas, 1995). More recently, the #metoo movement and the Los Angeles teacher's strike exposed corrupt behavior and insufficient working environments that have existed for decades. What is different? They have been exposed through political, economic and legal means.

As it pertains to educating African Americans, there was an ongoing role of servitude in the political economy of the South (Anderson, 1988). This was subsequently disrupted through political, economic, and legal measures during Reconstruction. Racist ideologies and economic advantages were seen through Jim Crow Laws (Roback, 1984) that were again disrupted through political, economic, and legal methods. Education has also been cited as what perpetuates our democracy. It is institutions that afford its citizens the skills and knowledge necessary for political participation (Rury, 2002). Even when legal cases are unsuccessful, such as *Puitt v. Commissioners of Gaston County* or *Plessy v. Ferguson*, they can forge the way to successful litigation dismantling racist ideologies that oppress African Americans. Although the *Puitt* decision did not remove the processes of discrimination against Black schools, it left intact the legal basis on segregated and unequal education (Douglas, 1995). As citizens, it is imperative that we participate in the political process and use our authority to mandate the changes we would like to see in urban education.

When theorizing this book, the intent was to provide an interdisciplinary look at solutions to critical issues in urban education through political, economic, and legal avenues. This book seeks to provide an interdisciplinary approach to solving the issues in education while connecting it to the effects on teacher preparation. Using historical and recent examples, scholars can piece together solutions that will guide others to political,

economic, and legal action necessary to dismantle systems that have bound Black and Brown children. It is our intent to offer innovative, yet grounded solutions that can purposefully move the conversation about solutions to critical issues in education to political, economic, and legal actions.



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 \$52.99. Hardcover 978-1-64802-851-9 \$94.99. eBook 978-1-64802-852-6 \$85.

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 \$52.99. Hardcover 978-1-64802-878-6 \$94.99. eBook 978-1-64802-879-3 \$85.

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.



Unveiling the Cloak of Invisibility Why Black Males are Absent in STEM Disciplines

Anthony G. Robins, Robert Morris University; Locksley Knibbs, Florida Gulf Coast University; Ted N. Ingram, Bronx Community College; Michael N. Weaver, University of Wisconsin Madison; Adriel A. Hilton, Southern University at New Orleans

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*
2023. Paperback 979-8-88730-175-4 \$52.99. Hardcover 979-8-88730-176-1 \$94.99. eBook 979-8-88730-177-8 \$85.

This book explores why Black men continue to be severely underrepresented in the STEM disciplines. It provides chapters that explore factors that lead to underrepresentation of Black males in STEM (e.g., societal traditions of what type of work is appropriate; the ruptured pipeline that leads to higher rates of attrition at every level of career development; barriers in science fields such as subtle and overt discrimination; and inequitable resources and opportunities). The premise of this volume is if Black males are to compete in an emerging global economy fueled by rapid innovation and marked by an astonishing pace of technological breakthroughs, they must be present.

The book makes new contributions to the field. The collective of higher education professionals and change agents whom are tied to STEM bring cutting-edge thinking in how best to address the leaky STEM pipeline which has left the industry/workforce void of talented Black men. The volume promises timely, relevant and emergent scholarship and perspectives for STEM leadership, scholars and supporters. It provides promising practices (best practices) and recommendations in recruiting and retaining Black males in STEM disciplines and the competitive market place.

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 \$52.99. Hardcover 978-1-64802-783-3 \$94.99. eBook 978-1-64802-784-0 \$85.

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 LEADERSHIP LEARNING



Engaging Black Men in College Through Leadership Learning

Cameron C. Beatty, Florida State University; Jesse R. Ford, University of North Carolina at Greensboro

A volume in the series *Contemporary Perspectives on Leadership Learning*

2023. Paperback 979-8-88730-216-4 \$52.99. Hardcover 979-8-88730-217-1 \$94.99. eBook 979-8-88730-218-8 \$85.

This book encourages leadership educators and practitioners to understand the importance of black male leadership on college campuses in today's world. As the push to make higher education more culturally relevant and inclusive, the need for these educators to critically engage in their work to create intentional and developmental experiences for their black male leaders is needed now more than ever. The contexts outlined in this book illustrate the need to see Black men's leadership as a critical, dynamic, and ever-evolving component on college campuses that requires intentionality to best develop, serve, and holistically engage Black men in leadership learning.

This book is intended to be a practical and scholarly resource to aid in the awareness of Black men in college, Black men's leadership identities and experiences, and the growing need to assist this population's success in college and beyond. *Engaging Black Men In College Through Leadership Learning* centers on leadership and Black identity as it tackles the intersecting identities of maleness, Blackness, and leadership identity as it encourages educators to consider the importance of the college environment in shaping the next generation of Black men collegiate leaders. In addition, this scholarship provides insight into Black men's leadership experiences in various contexts - including fraternity life, first-year experiences, and student organizations, while capturing the collective experiences of Black men as leadership learners at different types of institutions, including HBCUs, Community Colleges, PWIs and a host of other institution types.

This resource is for leadership educators and practitioners to develop Black men as leaders on today's college campuses, where our global society continues to navigate challenges. This book also situates more nuanced topics such as mental health, trans identity, graduate education, and the experiences of former foster care youth, which provides insight into the experiences of Black men as leaders on college campuses. These contexts illustrate the need to see Black men's leadership as a critical, dynamic, and ever-evolving component on college campuses that requires intentionality to best develop, serve, and holistically engage Black men in leadership learning. We encourage readers of this text to consider how black men's experiences with leadership are woven into the fabric of your college campus and how you can be an advocate for more critical and sustainable ways to engage Black men in college through leadership learning.

HIGHER EDUCATION LEADERSHIP & STUDY OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES



Modern Heroics

How HBCUs Navigated the COVID-19 Pandemic

Hakim J. Lucas, Virginia Union University; Herman J. Felton, Wiley College

A volume in the series *Higher Education Leadership & Study of Historically Black Colleges and Universities*

2022. Paperback 978-1-64802-972-1 \$52.99. Hardcover 978-1-64802-973-8 \$94.99. eBook 978-1-64802-974-5 \$85.

It is said that crisis is the true test of a leader. The leaders who contributed to this volume and their peers at HBCUs nationwide were tested in unprecedented ways by the events of 2020 and 2021. The crisis caused by COVID-19 was unique in its wide-ranging effects, its duration, and the need for a multi-pronged and comprehensive response. This was a test to challenge even the strongest leaders. Accustomed to challenges and to adversity, the leaders of our nation's HBCUs stepped up, marshalled their forces, and developed and implemented plans to mitigate and to combat the impact of COVID-19 on their institutions and on African American higher education.

While each president who contributed to this volume brought their own unique perspective, skills, and experience to the crisis on their particular campus, they confronted common challenges. Racial disparities in the United States affect every aspect of life, and the pandemic magnified and exacerbated those disparities. The racial disparities that we see in our health and health care in this country are evident in the numbers of African Americans, including college students, who contracted the virus and who suffered significant health ramifications and even death. At the same time, COVID-19 forced our nation online and the racial and economic digital divide which some thought had been bridged turned out to be wider than ever. As jobs were lost, particularly in service industries and other key sectors, people of color, especially Black and Brown people, took a

disproportionate economic hit.

Not only did HBCU leaders have to develop and implement plans to mitigate COVID's deadly threat to the health and safety of their students, faculty, and staff, they also had to address the challenges associated with trying to provide remote learning for students who lacked computers and internet access at home; transporting students back home who didn't have the resources to pay for transportation; and in some cases finding housing for students who could not return home or didn't have a home or sufficient food, among other issues.

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 \$52.99. Hardcover 978-1-64802-734-5 \$94.99. eBook 978-1-64802-735-2 \$85.

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.



Still 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*
2023. Paperback 979-8-88730-231-7 \$52.99. Hardcover 979-8-88730-232-4 \$94.99. eBook 979-8-88730-233-1 \$85.

Just as the first edited volume of this book, *Working While Black: The Untold Stories of Student Affairs Practitioners*, examined student affairs professionals' narratives and how they navigate their professional experiences, this one has a similar aim. This new volume birthed from the overwhelmingly positive feedback and massive interest from other Black professionals needing to share and tell their stories. So, with that in mind, a goal of this book is to share more of the "untold stories of Black student affairs practitioners by Black student affairs practitioners." (Tomlin, 2022, p. X).

This book, crafted from an asset-based approach, chapter authors share the challenges and opportunities they have experienced due to being a Black while working as a student affairs practitioner. Additionally, chapter authors provide poignant advice on how current and potential student affairs professionals can successfully navigate the field. Authors within the book are from various student affairs areas and have a wide range of knowledge, expertise, and lived experiences. Such areas include Greek Life, Residence Life, Athletics, International Student Support, Diversity, Access, Career Services, Financial aid, Enrollment and more. Given the depth and breadth of experiences and expertise, each chapter will provide poignant

suggestions for student affairs practitioners across the nation and institutions looking to understand these experiences to support their employees better.

College campuses and spaces operate as models of the greater society. Therefore, all of the challenges and issues of racism, discrimination, and anti-Blackness are present (Rankin et al. 2017). While students experience these challenges and issues first-hand, so do the folk hired to support students, the student affairs practitioners. Kanagala and Oliver (2019) claimed that “for institutions of higher education to be equitable and inclusive, college administrators, faculty, and staff, including student affairs professionals, must attend to the needs of students, especially students with multiple marginalized identities.” (p. 410). I argue the same is accurate in creating more equitable and inclusive spaces for student affairs employees. Student affairs practitioners Blackness must be accepted to move toward equity and inclusivity. So, this book roars, “student affairs and white colleagues, please respect our Blackness. Our Blackness is a part of our story, not yours!” (Tomlin, 2022, p. 176). Higher education institutions can learn much from the stories shared in this book that can inform the recruitment and retention of Black professionals. Thus, *Still Working While Black: The Untold Stories of Student Affairs Practitioners* is a must-read for all higher education professionals and institutions looking for strategies to support Black student affairs practitioners.

PEACE EDUCATION



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

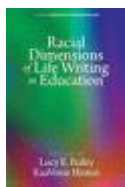
Laura L. Finley, Barry University; Pamela D. Hall, Barry University

A volume in the series *Peace Education*

2022. Paperback 978-1-64802-883-0 \$52.99. Hardcover 978-1-64802-884-7 \$94.99. eBook 978-1-64802-885-4 \$85.

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 LIFE WRITING AND EDUCATION



Racial Dimensions of Life Writing in Education

Lucy E. Bailey, Oklahoma State University; KaaVonia Hinton, Old Dominion University

A volume in the series *Research in Life Writing and Education*

2022. Paperback 979-8-88730-036-8 \$52.99. Hardcover 979-8-88730-037-5 \$94.99. eBook 979-8-88730-038-2 \$85.

This collection presents life writing projects that explore or represent the racial dimensions of life writing research in diverse educational spaces using diverse methodologies and inquiry approaches. We believe this collection is long overdue. To quote Melva R. Grant and Signe E. Kastberg's succinct phrasing (this volume) "racialized inquiry matters." While some rich texts explore the racial aspects and anti-racist potential of social science research (Blee, 2018; Lopez & Parker, 2003; Sefa Dei & Johal, 2005; Twine & Warren, 2000), and include examples from educational contexts, there are no collections which focus on the intersections of life writing inquiry as educative projects that highlight racial dimensions of the work and lives under study. Drawing from Toni Morrison's enduring wisdom, a visionary writer whose work has explored the racial dimensions of culture and lived experience, we centralize race in life writing in this collection rather than obscuring it or leaving it as a lurking, absent presence in the craft.

Racial Dimensions of Life Writing Research offers a wealth of ideas and perspectives from which scholars, teachers, and students can draw to support their work. The 14 chapters in this collection attend to national, international, and local concerns, include varied theoretical and methodological approaches, and reflect a range of ethnic and racial heritages. Chapters consider practical, theoretical, ethical, and educational issues involved in projects concerning under-represented educational actors important for the terrain of life writing. The authors include established and

emerging scholars— university researchers, directors, and professors, academic advisors, graduate and undergraduate students, activists, and former elementary and secondary school teachers. It is our hope that this volume will spark conversation, debate, and reflection and will be a valuable resource that inspires scholarship about how race and its intersections shape the life-writing inquiry process.

ENDORSEMENT:

"This is an exceptionally important volume interrogating intersections of race, racism and life writing. Authors recenter life narrative as a necessary anchor for studying, teaching about, and learning through complex racial dynamics. This book should be read by any of us serious about studying and advancing knowledge on race and writing." — Richard Milner, Vanderbilt University

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 \$52.99. Hardcover 978-1-64802-927-1 \$94.99. eBook 978-1-64802-928-8 \$85.

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, THEORY, AND PRACTICE WITHIN ACADEMIC AFFAIRS



Black Faculty Do It All A Moment in The Life of a Blackademic

Antione D. Tomlin, Anne Arundel Community College

A volume in the series *Research, Theory, and Practice Within Academic Affairs*

2023. Paperback 979-8-88730-210-2 \$52.99. Hardcover 979-8-88730-211-9 \$94.99. eBook 979-8-88730-212-6 \$85.

Black Faculty Do It All: A Moment in The Life of a Blackademic is a work that creates space for Black academics or Blackademics to share their experiences navigating workspaces within higher education and their experiences as Black professionals. The primary goal of this book is to provide insight into Black faculty experiences told by Black faculty. While frequently, Black faculty can feel silenced within the academy, this book offers a platform for all Black faculty's voices to be heard loud and clear.

Contributing authors share advantages and challenges they experience as Blackademics and the impact these experiences have on their well-being and career trajectory. Moreover, the authors provide insight and advice on how current and potential Blackademics can succeed and thrive, even with all the barriers or obstacles they face. Contributing Blackademics collective has a wealth of knowledge and disciplines represented, expertise, position full-time and part-time, and years of experience in higher education. Additionally, authors also come from all over the United States. With this range of expertise and knowledge, authors also provide advice, strategies, and ways of being for institutions to support their Black faculty and for Black faculty to support themselves.

Despite all the efforts with diversity, equity, inclusion, and anti-racist initiatives, Black faculty is still not okay (Tomlin, 2022). While many Black faculty have challenges in the profession, we are not suggesting that all Black faculty face the same issues. In fact, "the idea that all Black faculty would share the same experiences is a fallacy, and the insinuation is as dangerous as assuming that all Black people are the same" (Allen & Steward, 2022, p. 2). Moreover, this book serves as a space for contributing authors not to speak for all Black faculty but themselves. As editor and a Blackademic myself, I encouraged and pushed all contributing authors to stand in their Blackness unapologetically. This book is the outcome of Black faculty loving and supporting Black faculty. Higher education institutions, colleagues, and other stakeholders can learn a great deal from the narratives and experiences shared to look at the intentional recruitment, retention, and psychological well-being of Black faculty. Thus, *Black Faculty Do It All: A Moment in The Life of a Blackademic* is positioned to be a must-read for all higher education professionals, institutions, and stakeholders looking for strategies to do right back for Black faculty.

WORK-LIFE BALANCE



Bounding Greed Worklife Integration and Positive Coping Strategies Among Faculty of Color in Early, Middle, and Late Career Stages at Comprehensive Universities

René O. Guillaume, New Mexico State University; Edna Martinez, The University of Texas at El Paso

A volume in the series *Work-Life Balance*

2023. Paperback 979-8-88730-219-5 \$52.99. Hardcover 979-8-88730-220-1 \$94.99. eBook 979-8-88730-221-8 \$85.

Building on the work of Guillaume (2021), the collection of autoethnographies and testimonios in this book highlight positive coping mechanisms, strategies, and healthy boundaries that early, middle, and late-career Faculty of Color at comprehensive universities have deployed to negotiate home and work.

As beautifully stated by Aerial A. Ashlee, whose story you will find in chapter two: "It is not a formula, a blueprint to copy, or a recipe to repeat;" however, we hope that the stories about relying on faith, family, mentors, culture, and community presented in the following chapters will support Faculty of Color in their own well-being and work-life integration efforts. Certainly, work-life balance or integration is not the solution to deeply entrenched systemic issues in higher education; however, research in the area of work-life balance/integration has affirmed the need for postsecondary institutions to place significant importance on the topic of work-life, in particular the need for increased support at both the department and institutional levels (Denson et al., 2018). Thus, it is also our hope that this book will serve as a resource for educational leaders in the area of faculty development, as well as academic administrators whose role is to recruit, retain, and evaluate Faculty of Color at comprehensive universities.

NO SERIES



Pyrrhic Victory Before You Remove The Knife, 2nd Edition

Daniel F. Upchurch, The University of Louisiana, Monroe

2022. Paperback 978-1-64802-617-1 \$52.99. Hardcover 978-1-64802-618-8 \$94.99. eBook 978-1-64802-619-5 \$85.

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 Griffith, not a Bull Connor.” -Daniel F. Upchurch.



The Black Student's Pathway to Graduate Study and Beyond The Making of a Scholar

Evelyn Shepherd W. Farmer, Grambling State University

2023. Paperback 979-8-88730-030-6 \$52.99. Hardcover 979-8-88730-031-3 \$94.99. eBook 979-8-88730-032-0 \$85.

The Black Student's Pathway to Graduate Study and Beyond: The Making of a Scholar is an informative and ambitious book designed to help Black prospective and current graduate students pursue graduate degrees successfully. The book covers broad topics ranging from admissions policies, standardized tests, networking, mentorship, financial options, qualifying and comprehensive exams, proposal and dissertation writing, publishing, gender and race, socialization, and campus culture.

This volume is organized into five graduate pathways: Pathway I: Embarking on the Graduate Admissions Process; Pathway II: Confronting Race and Gender Disparities in Graduate Education; Pathway III: Persevering to the Graduate Degree; Pathway IV: Adjusting to the Socialization of Graduate Education; and Pathway V: Preparing for Success Beyond Graduate Education. The book calls Black students' attention to some of the barriers they may encounter along the pathway to a graduate degree. The pathway to success can be linear or nonlinear since students travel different journeys and are at different vectors on the continuum.

The primary audience for this book consists of Black prospective and current graduate students, graduate deans, admissions counselors, recruiters, and faculty advisors in both black and white higher education institutions. The secondary audience includes high school students, guidance counselors, and social and religious organizations. Furthermore, this book can serve as a handy resource for undergraduates who are interested in pursuing a graduate degree.

ENDORSEMENTS:

"This book will be helpful not only for students seeking a meaningful experience in graduate and professional school, but perhaps more importantly, institutions that desire to create productive pathways for Black students to the advanced-degree workplace. The chapters unpack important lived experiences that should be carefully considered." — Jerlando F. L. Jackson, University of Wisconsin-Madison

"The Black Student's Pathway to Graduate Study and Beyond: The Making of a Scholar makes key contributions to the extant literature. By underscoring Black graduate students' engagements with Academe, the scholars provide nuanced perspective through an array of contextual lenses (e. g. admissions; race and gender; socialization; transition) that are endemic to higher education in general, and the Historically Black College and University (HBCU) setting in particular. Critical Race Theory is the theoretical framework that provides scaffolding upon which the volume's scholars theorize best practices, strategies, and solutions that are authentic representations of their experiences. The pathway is an appropriate metaphor for this book—the scholars have provided illumination; it is incumbent upon us to initiate the journey." — Fred A. Bonner II, Prairie View A&M University



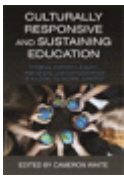
Critical Literacy and Its Impact on Black Boys' Reading Readiness

Shawn Anthony Robinson, University of Wisconsin-Madison; Antonio L. Ellis, Radford University

2023. Paperback 979-8-88730-193-8 \$52.99. Hardcover 979-8-88730-194-5 \$94.99. eBook 979-8-88730-195-2 \$85.

Academic success for African American boys' in Special Education is frequently elusive as the United States continues to endure the legacy of academic discrimination (Blanchett, 2010; Skiba et al., 2008). Consequently, educational policies have not fully protected the equal rights or adequately responded to the learning needs of students' academic shortcomings or taken advantage of their strengths (Parkinson & Rowan, 2008; Tatum, 2005). This persistent reading gap has not closed in generations, which is deeply harmful to our American democracy (Wolf, 2019). With every passing year that goes by without alleviating problems affecting the reading gap, the damage is costly, and no failure is more expensive than the failure to educate African American males in the PK-12 pipeline (Robinson & Thompson 2019). The danger to our students becomes more critical each year, and these are problems that are deeply rooted in America. And, while teachers cannot change the past, we can, and must, change the special education system that shapes the future of students. Thus, a reader's identity becomes shaped by the intersection of factors that are both inherent and neurologically based, and factors that arise as a result of one's home and academic environment (Hoyles & Hoyles, 2010; Robinson, Ford, Ellis, & Hartlep, 2016; Wolf, 2007). Reading instruction must be culturally relevant which can strengthen the reader's identity and capacity for critical thinking (Arya & Feathers, 2012; Flowers, 2007; Robinson, 2017). Critical literacy is grounded in the sociocultural perspective and way of thinking about curriculum, literacies, and honoring students' lived experiences, especially within the contexts of Special Education (Brooks, 2006; Gay, 2002; Norman, 2011).

This edited book will fill a needed gap in scholarly research, as manuscripts adopts a critical analysis that brings together the latest theoretical, conceptual, quantitative, qualitative, and mixed methods research studies. Chapters will have clear and explicit implications for educational practice and make a significant contribution to the field of special education and reading instruction.



Culturally Responsive and Sustaining Education Framing Diversity, Equity, and Social Justice Education in a Local to Global Context

Cameron White, University of Houston

2023. Paperback 979-8-88730-006-1 \$52.99. Hardcover 979-8-88730-007-8 \$94.99. eBook 979-8-88730-008-5 \$85.

The book suggests that culturally responsive and sustaining education should be the guiding principle in our schools, and that community partnerships be developed in a similar light. Although many of the chapters focus on specific content or places, a transdisciplinary problem and project-based experiential critical pedagogy is an ultimate goal. This necessitates developing awareness, advocacy and action / engagement regarding issues of race, ethnicity, gender, ability, choice, and culture to promote equity and social justice.

The stories included in this collection are those of educators in a variety of contexts, but always through a public education framing. The stories come from educators at all levels of public education who are currently practicing in one of the most diverse urban areas of the U.S. Their experiences serve to provide hope for transformational change in education where the priority is truly equity and social justice for all. The idea is to provide voices of these brave educators who are striving to address equity and social justice issues in schools, education, and society – on their teaching and in the students' learning.

BACK LIST

Title	Year	Paperback	Hardcover
Authentic Voices: Culturally Responsive Teaching and Learning Patricia Ruggiano Schmidt, Syracuse Academy of Science Public Charter School, Consultant <i>Series: Literacy, Language and Learning</i>	2021	\$52.99 978-1-64802-506-8	\$94.99 978-1-64802-507-5
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 <i>Series: Contemporary Perspectives on Multicultural Gifted Education</i>	2021	\$52.99 978-1-64802-747-5	\$94.99 978-1-64802-748-2
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 <i>Series: Urban Education Studies Series</i>	2021	\$52.99 978-1-64802-459-7	\$94.99 978-1-64802-460-3
Black Mother Educators: Advancing Praxis for Access, Equity, and Achievement Tambra O. Jackson, Indiana University School of Education, Indianapolis <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i>	2021	\$52.99 978-1-64802-403-0	\$94.99 978-1-64802-404-7
The Impact of Classroom Practices: Teacher Educators' Reflections on Culturally Relevant Teachers Antonio L. Ellis, Radford University; Nathaniel Bryan, Miami University; Yolanda Sealey-Ruiz, Teachers College, Columbia University; Ivory Toldson, Howard University; Christopher Emdin, Teachers College, Columbia University <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i>	2021	\$52.99 978-1-64802-398-9	\$94.99 978-1-64802-399-6
Multiculturalism Still Matters in Education and Society: Responding to Changing Times Festus E. Obiakor, Sunny Educational Consulting	2021	\$52.99 978-1-64802-552-5	\$94.99 978-1-64802-553-2
The Pursuit of Excellence: Kentucky State University, 1886-2020 John A. Hardin, Professor Emeritus, Western Kentucky University <i>Series: Contemporary Perspectives in Race and Ethnic Relations</i>	2021	\$52.99 978-1-64802-393-4	\$94.99 978-1-64802-394-1
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 <i>Series: Research, Advocacy, Collaboration, and Empowerment Mentoring Series</i>	2021	\$35.64 978-1-64802-228-9	\$70.14 978-1-64802-229-6
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 <i>Series: Research, Advocacy, Collaboration, and Empowerment Mentoring Series</i>	2021	\$52.99 978-1-64802-447-4	\$94.99 978-1-64802-448-1
Truth and Knowledge in Curriculum Making Lobat Asadi, Texas A&M University; Cheryl J. Craig, University of Houston <i>Series: Research in Curriculum and Instruction</i>	2021	\$52.99 978-1-64802-326-2	\$94.99 978-1-64802-327-9

United We Stand: The Role of Spirituality in Engaging and Healing Communities Dannielle Joy Davis, Saint Louis University <i>Series: Contemporary Perspectives on Spirituality in Education</i>	2021	\$52.99 9781648020858	\$94.99 9781648020865
The Blab of the Paved: "Bad Kids" and the School They Called Family Jeff Spanke, Ball State University <i>Series: Research for Social Justice: Personal~Passionate~Participatory Inquiry</i>	2020	\$52.99 978-1-64113-978-6	\$94.99 978-1-64113-979-3
Black Girl Civics: Expanding and Navigating the Boundaries of Civic Engagement Ginnie Logan, University of Colorado-Boulder; Janiece Mackey, University of Denver <i>Series: Adolescence and Education</i>	2020	\$52.99 978-1-64802-216-6	\$94.99 978-1-64802-217-3
Creating and Sustaining Effective K-12 School Partnerships: Firsthand Accounts of Promising Practices Ahmad R. Washington, University of Louisville; Ramon B. Goings, University of Maryland, Baltimore County; Malik S. Henfield, Loyola University Chicago	2020	\$52.99 978-1-64113-794-2	\$94.99 978-1-64113-795-9
Critical Race Theory in the Academy Vernon Lee Farmer, Grambling State University; Evelyn Shepherd W. Farmer, Grambling State University	2020	\$72.99 978-1-64802-131-2	\$104.99 978-1-64802-132-9
Culturally Responsive Pedagogy: Promising Practices for African American Male Students Dennisha Murff, Murff Consulting Group <i>Series: Research for Social Justice: Personal~Passionate~Participatory Inquiry</i>	2020	\$52.99 978-1-64113-916-8	\$94.99 978-1-64113-917-5
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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 <i>Series: Contemporary Perspectives on Multicultural Gifted Education</i>	2020	\$37.38 978-1-64113-870-3	\$56.35 978-1-64113-871-0

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