

INFORMATION AGE PUBLISHING

BLACK STUDIES 2024

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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



Creating New Possibilities for the Future of HBCUs

From Research to Praxis

Terrell L. Strayhorn, Virginia Union University; Michael Steven Williams, University of Missouri; Royel M. Johnson, University of Southern California

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

2023. Paperback 979-8-88730-157-0 \$52.99. Hardcover 979-8-88730-158-7 \$94.99. eBook 979-8-88730-159-4 \$85.

Creating New Possibilities for the Future of HBCUs brings together over 20 higher education scholars with more than 150 years of combined professional experience to critically examine the current contributions of and future directions for our nation's 101 historically Black colleges and universities (HBCUs). The book breaks new ground on Black colleges and offers hope and optimism for charting their future despite shrinking investments in higher education, declining enrollments, and eroding public confidence in the value of a college degree. The book was written to tell the truth, to right (or "[re]write") past wrongs about HBCUs, and to shift our collective gaze from the uncertain, shaky past of a select few to a far more promising future for all based on insights from contemporary empirical research.

Each chapter addresses a particular aspect of higher education as it relates to HBCUs, documenting the undeniable legacy of Black colleges, their current challenges and untold successes, blended with findings from recent empirical studies—both quantitative and qualitative—that clearly create new possibilities for the future of HBCUs. This volume was developed to break new ground on often overlooked and understudied terrain in higher education scholarship.

Organized into three major sections, the book includes chapters focusing on HBCUs as institutions and a small, but consequential, segment of the higher education enterprise. Section Two consists of 6 chapters addressing the experiences of HBCU students, paying close attention to issues of intersectionality, heterogeneity, and race/ethnicity, to name a few. A third, and final, section turns much-needed attention to HBCU personnel, including campus administrators, college presidents, and faculty. Rich in its coverage of culture, facts, and past history, this new book offers much to those interested in charting new possibilities for the future of HBCUs.

CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



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 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.

HISTORY OF EDUCATION



Black Cultural Capital Activism That Spurred African American High Schools

Vanessa Garry, University of Missouri-St. Louis; E. Paulette Isaac-Savage, University of Missouri-St. Louis; Sha-Lai L. Williams, University of Missouri-St. Louis

A volume in the series *History of Education*

2023. Paperback 979-8-88730-392-5 \$52.99. Hardcover 979-8-88730-393-2 \$94.99. eBook 979-8-88730-394-9 \$85.

In antebellum America, Black children, even those of tax-paying Blacks in most states could not attend White public schools or in some states any schools. Nevertheless, with the signing of the Emancipation Proclamation in 1863, Blacks assumed they would receive all inalienable rights granted to them as American freedmen. For most, the right to a proper public education for their children was paramount. Nevertheless, White educators often neglected or poorly implemented Black schools, especially secondary schools. With their reluctance to provide schools for Blacks, African American communities organized and petitioned school districts to develop Black schools on par with those for Whites. In the book, *Black Cultural Capital: Activism that Spurred African American High Schools*, authors describe the role of the Black community in the development of high schools. Their narratives reveal White educators' unwillingness to implement state laws requiring the education of all children. Their lack of engagement galvanized Blacks to petition boards to adhere to the law. Additionally, they forced school districts to hire Black teachers and provide facilities for Black children equal to those of White children. The fruits of their labor enabled Black children to attend suitable facilities, as well as learn from Black teachers who attended outstanding White and Black colleges and universities. Furthermore, stories of the high schools illustrate how communities sprouted up around them during their heydays as well as, for some, their demise as laws and court decisions eradicated Jim Crow and enabled all Americans to live and learn where they desired.

ENDORSEMENTS:

"Throughout America, the freedom dreams of Black people and the intellectual currents that guided them were first unleashed within one-room schoolhouses, dilapidated shacks, and church basements that were converted into laboratories of discovery and dissent. In short – Black spaces matter and have always mattered in the struggle for Black liberation. The authors of Black Cultural Capital have delivered one of the most comprehensive collection of essays to date that highlight the monumental legacy and rich history of America's first Black high schools. Utilizing a vast array of sources, the authors have created an intimate portrait of the struggle to carve out historic spaces that educated and affirmed Black youth while simultaneously countering pernicious systems of white supremacy that sought to undermine them at every step. This volume of essays is a must have for any serious scholar or student of the Black freedom struggle in America." — Jelani M. Favors, North Carolina A&T State University

"This is a long-awaited, quintessential contribution to our still-incomplete knowledge and understanding of the unique but intertwined histories of Black education and secondary schools in the United States. The narratives are incisive, enlightening, and inspiring. A welcome advancement to the historical foundations of education." — Tondra L. Loder-Jackson, The University of Alabama at Birmingham

"At a time when there is a deservedly greater appreciation for historically Black colleges and universities (HBCUs), we must also remember that K-12 Black high schools played a pivotal role in anchoring communities and creating a sense of place and freedom for Black people. In this edited book, Black Cultural Capital: Activism that Spurred African American High Schools, Drs. Vanessa B. Garry, E. Paulette Isaac-Savage, and Sha-Lai L. Williams produced a timely and much-needed book about the significant role Black high schools have historically--and continue to play--in Black communities and the Black freedom struggle. With detailed historical case studies of Black high schools throughout the United States, the various authors illuminate how these schools served as pillars in Black communities." — Jerome Morris, The University of Missouri - St. Louis

IDENTITY & PRACTICE IN HIGHER EDUCATION-STUDENT AFFAIRS



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.

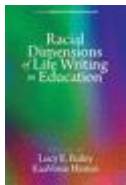
Just as the first edited volume of this book, *Working While Black: The Untold Stories of Student Affairs Practitioners*, examined student affairs professionals' narratives and how they navigate their professional experiences, this one has a similar aim. This new volume birthed from the

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 folks 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.

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.

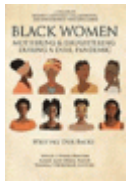
This collection presents life writing projects that explore or represent the racial dimensions of life writing research in diverse educational spaces using diverse methodologies and inquiry approaches. We believe this collection is long overdue. To quote Melva R. Grant and Signe E. Kastberg’s succinct 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, ADVOCACY, COLLABORATION, AND EMPOWERMENT MENTORING SERIES



Black Women Mothering & Daughtering During a Dual Pandemic Writing Our Backs

Venus E. Evans-Winters, Ohio State University and African American Policy Forum; Amber Jean-Marie Pabon, Kutztown University; Theresa Y. Robinson, Elmhurst College

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

2024. Paperback 979-8-88730-468-7 \$52.99. Hardcover 979-8-88730-469-4 \$94.99. eBook 979-8-88730-470-0 \$85.

The contributors of this volume share with the scholarly community how they have learned to strive, resist, adapt, and re-conceptualize Black women's mental health and labor during the dual pandemics of white supremacy and COVID-19. This book is unique in that it calls for the contributing authors to draw upon and reflect on the use of sisterhood and a literacy circle to cope with an economic crisis, mass death, and racial battle fatigue during a worldwide pandemic. Specifically, the invited authors draw inspiration from Venus E. Evans-Winters' book *Black Feminism in Qualitative Inquiry: A Mosaic for Writing Our Daughter's Body* as an exemplar of research that both centers the issues and concerns of Black women scholar - practitioner - activists and presents a methodology consistent with Black feminist ways of knowing and expressions. Evans-Winters's theoretical and methodological writings are among the first works in research and gender studies that have successfully interwoven Black feminists' politics, spirituality, and Africanism with educational research and thought. Using constructed stories from the author's personal narratives, *Black Women Mothering and Daughtering During a Dual Pandemic: Writing Our Backs* addresses themes pertinent to Black women's lives, including our socialization and socioemotional development, mother/daughter and other mother-daughter relationships, navigating the racial politics of schooling, friendships, survivorship, and grief using non-normative methodological concepts and practices.

The authors explore concepts such as daughtering, politicking, mother speak, and cultural exchange while employing linguistic expressions such as prose, text messages, dialogue, and personal narrative—firmly planted in authentic Black womanist aesthetics. Furthermore, the authors highlight and demonstrate why and how they utilize reading and Black women's literary works to critically reflect, meaningfully write, heal, and do their work in times of peril (Morrison, 2019). More specifically, this book explores how the authors draw from Black women's cultural literacies in teaching, healing, mentoring, and activism. Throughout the question: How are Black women's literary works as a body of knowledge used in healing spaces to marshal new or forgotten healing methodologies, cultural frame of references, and spiritual awakenings? The contributing authors address this question from multiple perspectives, such as education, social work, and psychology.

Collectively, the authors advance Black women's mental wealth as a theoretical and methodological healing modality that meets their multiple identities as spiritual and cultural beings, educators, daughters, mothers, sisters, healers, and social activists. This is the first anthology to explore how Black women's literacy during a state of racial unrest and resistance alongside a global health pandemic shapes our cultural knowledge, ways of coping, and spiritual endeavors across varied--and often ambiguous contexts.



The Undivided Life Faculty of Color Bringing Our Whole Selves to the Academy

Judy A. Alston, Miami University; Cynthia A. Tyson, The Ohio State University

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

2024. Paperback 979-8-88730-502-8 \$52.99. Hardcover 979-8-88730-503-5 \$94.99. eBook 979-8-88730-504-2 \$85.

Much of the research and writing on faculty of color and persistence in the Academy speaks to mentoring, recruitment, retention, job satisfaction, and the Imposter Syndrome. Yet, in spite of the significance (though we are small in numbers) and necessity of faculty of color in the Academy, there is no literature to describe or explain our experiences with regards to our holistic (body, mind, and spirit) existence and persistence in the Academy.

Some questions that persist for faculty of color include: How do I continue to persist in the professoriate either in the tenure-track or as a tenured professor? How can I just be me and still be a successful professor? Do I have to check certain parts of me at the door or can I bring all of who I am into the Academy? How can I teach, research, and serve with my whole self and still have my work valued and accepted? Do I have to do safe research/work or can I do the work that I am passionate about? This collection of chapters are the personal stories from faculty of color who have persisted in the Academy despite the sometimes very steep climb.

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 Conner.” -Daniel F. Upchurch.



"I'll See You in Court" Supporting Social Justice, Diversity, Equity, and Critical Thinking Through Classroom Management and Discipline in Urban Schools

Sueanne E. McKinney, Old Dominion University; Clair T. Berube, Virginia Wesleyan University

2023. Paperback 979-8-88730-375-8 \$52.99. Hardcover 979-8-88730-376-5 \$94.99. eBook 979-8-88730-377-2 \$85.

Creating and managing an effective classroom management and discipline system in today’s urban classroom can be an arduous task for even the most competent teacher, let alone those who are new to the classroom. Urban teachers are faced with unique challenges, (poor working conditions, limited administrative support, and under resourced environments), that impact implementation and supervision of an effective classroom management plan, and often influences the teacher to transfer to another school or district or leave the profession all together.

The basis of “I’ll See You in Court” Supporting Social Justice, Diversity, Equity, and Critical Thinking Through Classroom Management and Discipline in Urban Schools, is to provide aspiring and veteran teachers with a classroom model that highlights an instructional and relational approach for managing the urban classroom. Authentic learning opportunities are centered, and provide the means to integrate social justice, cultural responsiveness, problem solving, and communication skills.

This classroom management text is using a legal framework in order to catch the reader’s attention, and to get the reader and in turn, classroom students, to understand that just as “societal management” has rules and consequences, it also includes the promise of due process which hopefully leads to equitable and fair outcomes. “I’ll See You In Court” is a fun way for teachers and students to make sense of classroom management in a practical and analogous application.



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



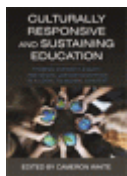
Critical Literacy and Its Impact on Black Boys' Reading Readiness

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



No Country for Black Men

Roger Ball, Fordham University

2023. Paperback 979-8-88730-271-3 \$52.99. Hardcover 979-8-88730-272-0 \$94.99. eBook 979-8-88730-273-7 \$85.

No Country For Black Men captures the plight and possibilities of what it means to be Black and male in the United States past and present. Through storytelling and sociological data analysis, the author weaves a powerful story about challenges and opportunities faced by Black males of all ages today. From mental health parity to disproportionality and myths about Black male sexuality, this body of work is bent on naming the persistent and historical challenges Black men are confronted with throughout their development. Each chapter is anchored in and punctuated by the author's personal experiences as an immigrant, a father, a husband and a scholar-practitioner. The mission of No Country For Black Men is to add to the scholarship and conversation among educators, mental health providers, religious leaders, and other service providers about ways to improve the academic, economic and health outcome for Black males in the United States.



Preparing Parent Leaders as Co/Instructors in Higher Learning for Teacher Education

Mary L. Johnson, Parent U-Turn

2023. Paperback 979-8-88730-355-0 \$52.99. Hardcover 979-8-88730-356-7 \$94.99. eBook 979-8-88730-357-4 \$85.

This book is a first person narrative from a parent/community advocate. Examining my personal experiences as a parent of color in a Higher Learning Institute, I highlight some of the frustrations experienced by urban working class parents of color as they attempt to engage teachers in their community's schools. I underscore the importance of one community organization in Los Angeles, called Parent U-Turn that works to equip novice teachers for the challenges they will face. Parent-U-Turn offers outreach strategies focused not only on improving "parenting skills" to parents but also on providing teachers with the tools and skills they need to effectively advocate and outreach to urban families and their children. I conclude by presenting seven strategies for novice teachers who want to improve and be successful in urban schools. The majority of these strategies are grounded in my own personal experiences, thus are action research based. In addition to my experiences with my own children, I draw upon my experiences working with Teacher Of America, UCLA Center X Teacher ED Program and parents in LAUSD and Lynwood USD to promote activism by parents so that their voices are heard for the benefit of low-income children. The seven stages of teacher strategies seek to create a new model and perspectives for teacher preparation programs that include all teachers in our ethnically and linguistically diverse schools/communities for the 21st Century.

BACK LIST

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