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# File Type PDF America Urban In Healing Radical And Activism Rising Youth Black

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**Black Youth Rising Activism and Radical Healing in Urban America** Ginwright examines the role of community based organizations (CBOs) in the lives and development of black urban youth. The author argues that these organizations have the potential to provide a powerful influence in "how young people choose to participate in schooling and civic life." Ginwright bases his observations on a five-year study of a CBO he created in Oakland, California. The book shows readers that the lives of poor, black, urban youth are not quite as determined by locale and income as more deterministic readings have argued, and that there is real hope for positive change in these urban communities. *The Four Pivots Reimagining Justice, Reimagining Ourselves* North Atlantic Books "Reading this courageous book feels like the beginning of a social and personal awakening...I can't stop thinking about it."—Brené Brown, PhD, author of *Atlas of the Heart* For readers of *Emergent Strategy* and *Dare to Lead*, an activist's roadmap to long-term social justice impact through four simple shifts. We need a fundamental shift in our values--a pivot in how we think, act, work, and connect. Despite what we've been told, the most critical mainspring of social change isn't coalition building or problem analysis. It's healing: deep, whole, and systemic, inside and out. Here, Shawn Ginwright, PhD, breaks down the common myths of social movements--a set of deeply ingrained beliefs that actually hold us back from healing and achieving sustainable systemic change. He shows us why these frames don't work, proposing instead four revolutionary pivots for better activism and collective leadership: Awareness: from lens to mirror Connection: from transactional to transformative relationships Vision: from problem-fixing to possibility-creating Presence: from hustle to flow Supplemented with reflections, prompts, cutting-edge research, and the author's own insights and lived experience as an African American social scientist, professor, and movement builder, *The Four Pivots* helps us uncover our obstruction points. It shows us how to discover new lenses and boldly assert our need for connection, transformation, trust, wholeness, and healing. It gives us permission to create a better future--to acknowledge that a broken system has been predefining our dreams and limiting what we allow ourselves to imagine, but that it doesn't have to be that way at all. *Are you ready to pivot? Hope and Healing in Urban Education* How Urban Activists and Teachers are Reclaiming Matters of the Heart Routledge *Hope and Healing in Urban Education* proposes a new movement of healing justice to repair the damage done by the erosion of hope resulting from structural violence in urban communities. Drawing on ethnographic case studies from around the country, this book chronicles how teacher activists employ healing strategies in stressed schools and community organizations, and work to reverse negative impacts on academic achievement and civic engagement, supporting their students to become powerful civic actors. The book argues that healing a community is a form of political action, and emphasizes the need to place healing and hope at the center of our educational and political strategies. At once a bold, revealing, and nuanced look at troubled urban communities as well as the teacher activists and community members working to reverse the damage done by generations of oppression, *Hope and Healing in Urban Education* examines how social change can be enacted from within to restore a sense of hope to besieged communities and counteract the effects of poverty, violence, and hopelessness. *Empowering Black Youth of Promise Education and Socialization in the Village-minded Black Church* Routledge Informed by the experiences of 772 Black churches, this book relies on a multidisciplinary, mixed-methodological lens to examine how today's Black churches address the religious and non-religious educational and broader socialization needs of youth. Drawing from a cultural and ecological framework of village-mindedness, Barnes and Wimberly examine the intersected nature of place, space, and race to propel a conversation about whether and how the Black Church can become a more relevant and empowering presence for youth and the Black community. *Decolonizing Equity* Fernwood Publishing Institutions everywhere seem to be increasingly aware of their roles in settler colonialism and anti-Black racism. As such, many racialized workers find themselves tasked with developing equity plans for their departments, associations or faculties. This collection acknowledges this work as both survival and burden for Black, Indigenous and racialized peoples. It highlights what we already know and are already doing in our respective areas and offers a vision of what equity can look like through a decolonial lens. What helps us to make this work possible? How do we take care with ourselves and each other in this work? What does solidarity, collaboration or "allyship" look like in decolonial equity work? What are the implicit and explicit barriers we face in shifting equity discourse, policy and practice, and what strategies, skills and practices can help us in creating environments and lived realities of decolonial equity? This edited collection centres the voices of Indigenous, Black and other racialized peoples in articulating a vision for decolonial equity work. Specifically, the focus on decolonizing equity is an invitation to re-articulate what equity work can look like when we refuse to separate ideas of equity from the historical and

contemporary realities of colonialism in the settler colonial nation states known as Canada and the United States and when we insist on linking an equity agenda to the work of decolonizing our shared realities. **Schoolhouse Activists African American Educators and the Long Birmingham Civil Rights Movement** *SUNY Press* Examines the role of African American educators in the Birmingham civil rights movement. **Schoolhouse Activists** examines the role that African American educators played in the Birmingham, Alabama, civil rights movement from the late nineteenth century to the present day. Drawing on multiple perspectives from education, history, and sociology, Tondra L. Loder-Jackson revisits longstanding debates about whether these educators were friends or foes of the civil rights movement. She also uses Black feminist thought and the life course perspective to illuminate the unique and often clandestine brand of activism that these teachers cultivated. The book will serve as a resource for current educators and their students grappling with contemporary struggles for educational justice. **The Socially Just School Making Space for Youth to Speak Back** *Springer* This book explores schools and how they can function as social institutions that advance the interests and life chances of all young people, especially those who are already the most marginalized and at an educational disadvantage. Social justice is a key theme as the book examines the needs of youth, the concept of school culture, school/community relations, socially critical pedagogy, curriculum and leadership and a socially critical approach to work. The Socially Just School is based upon four decades of intensive writing and researching of young lives. This work presents an alternative to the damaging school reform in which schools are made to serve the interests of the economy, education systems, the military, corporate or national interests. Readers will discover the hallmarks of socially just schools: - They educationally engage young people regardless of class, race, family or neighbourhood location and they engage them around their own educational aspirations. - They regard all young people as being morally entitled to a rewarding and satisfying experience of school, not only those whose backgrounds happen to fit with the values of schools. - They treat young people as having strengths and being 'at promise' rather than being 'at risk' and with 'deficits' or as 'bundles of pathologies' to be remedied or 'fixed'. - They are 'active listeners' to the lives and cultures of their students and communities and they construct learning experiences that are embedded in young lives. This highly readable book will appeal to students and scholars in education and sociology, as well as to teachers and school administrators with an interest in social justice. **Making Change Youth Social Entrepreneurship As an Approach to Positive Youth and Community Development** *Social Justice and Youth Commu* "Whether in the role of college professor, academic advisor, or education consultant, Tina Kruse focuses on facilitating others to reach their potential. She holds a PhD in Educational Psychology and specializes in the cognitive, social and emotional development of young adult students, as well as in enhancing community-based, experiential learning. Tina has taught in the Educational Studies department at Macalester College in St. Paul for 13 years; more recently, she also co-direct a faculty program there to enhance student reflection and lifelong-learning skills"-- **Speaking Truths Young Adults, Identity, and Spoken Word Activism** *Rutgers University Press* The twenty-first century is already riddled with protests demanding social justice, and in every instance, young people are leading the charge. But in addition to protesters who take to the streets with handmade placards are young adults who engage in less obvious change-making tactics. In **Speaking Truths**, sociologist Valerie Chepp goes behind-the-scenes to uncover how spoken word poetry—and young people's participation in it—contributes to a broader understanding of contemporary social justice activism, including this generation's attention to the political importance of identity, well-being, and love. Drawing upon detailed observations and in-depth interviews, Chepp tells the story of a diverse group of young adults from Washington, D.C. who use spoken word to create a more just and equitable world. Outlining the contours of this approach, she interrogates spoken word activism's emphasis on personal storytelling and "truth," the strategic uses of aesthetics and emotions to politically engage across difference, and the significance of healing in sustainable movements for change. Weaving together their poetry and personally told stories, Chepp shows how poets tap into the beautiful, emotional, personal, and therapeutic features of spoken word to empathically connect with others, advance intersectional and systemic analyses of inequality, and make social justice messages relatable across a diverse public. By creating allies and forging connections based on friendship, professional commitments, lived experiences, emotions, artistic kinship, and political views, this activist approach is highly integrated into the everyday lives of its practitioners, online and face-to-face. Chepp argues that spoken word activism is a product of, and a call to action against, the neoliberal era in which poets have come of age, characterized by widening structural inequalities and increasing economic and social vulnerability. She illustrates how this deeply personal and intimate activist approach borrows from, builds upon, and diverges from previous social movement paradigms. Spotlighting the complexity and mutual influence of modern-day activism and the world in which it unfolds, **Speaking Truths** contributes to our understanding of contemporary social change-making and how neoliberalism has shaped this political generation's experiences with social injustice. **Democracy, Social Justice, and the American Community College A Student-Centered Perspective** *Springer Nature* This book provides scholars, educators, and legislators with a personal, classroom-level tour of daily life at a community college. Readers will accompany the author into the classroom as he goes about his work as an English teacher meeting with classes and corresponding with students on Blackboard and e-mail. Answering the call for "student-centered scholarship," this book blends traditional academic writing with chapters that feature a rich variety of student work, including essays, journal entries, poems, art, and responses to creative assignments. In this volume, Sullivan theorizes the modern community college as a social justice institution. By mission and mandate, the modern community college has democratized America's system of higher education and distributed hope, equity, and opportunity more broadly across the nation. **Authentic Cariño Transformative Schooling for Latinx Youth** *Teachers College Press* As the population of Latinx students grows in U.S. public schools and our nation seeks to address systemic inequities, racism, and xenophobia, this counternarrative provides inspiration to those wishing to reinvigorate schools and build a more caring and just world. This book documents the innovative practices, successes, and struggles of a full-service community high school serving mostly low-income, Latinx youth in an economically depressed California

city. Based on 4 years of qualitative research, the author examines how educators, families, and community members established and sustained a social justice school that immersed youth in authentic *cariño*—a holistic blend of familial, intellectual, and critical care. By nurturing students' moral, social, personal, and academic development, the school produced college-bound graduates ready to be agents of change in their own lives and in their communities. This case study synthesizes and extends scholarship on color-conscious, healing-centered educational care and offers rich portrayals of praxis that illuminate how schools can equip marginalized youth to thrive. "Although directed toward Latinx students, this work will benefit all students! Curry has provided us with a masterpiece." —Gloria Ladson-Billings, professor emerita, University of Wisconsin-Madison "A must-read for teachers, researchers, and practitioners searching for a deeply authentic model for transforming schooling." —Shawn Ginwright, San Francisco State University

**Learning to Liberate Community-Based Solutions to the Crisis in Urban Education** *Taylor & Francis* Few problems in education are as pressing as the severe crisis in urban schools. Though educators have tried a wide range of remedies, dismal results persist. This is especially true for low-income youth of color, who drop out of school—and into incarceration—at extremely high rates. The dual calamity of underachievement in schools and violence in many communities across the country is often met with blame and cynicism, and with a host of hurtful and unproductive quick fixes: blaming educators, pitting schools against each other, turning solely to the private sector, and ratcheting up the pressure on teachers and students. But real change will not be possible until we shift our focus from finding fault to developing partnerships, from documenting problems to discovering solutions. *Learning to Liberate* does just that by presenting true and compelling community-based approaches to school reform. Drawing on over three years of ethnographic research, Vajra Watson explores the complicated process of reaching and teaching today's students. She reveals how four nontraditional educators successfully empower young people who have repeatedly been left behind. Using portraiture, a methodology rooted in vivid storytelling, Watson analyzes each educator's specific teaching tactics. Uncovering four distinct pedagogies—of communication, community, compassion, and commitment—she then pulls together their key strategies to create a theoretically grounded framework that is both useful and effective. A poignant, insightful, and practical analysis, *Learning to Liberate* is a timely resource for all educators and youth-serving practitioners who are committed to transforming "at-risk" youth into "at-promise" individuals who put their agency and potential into action in their schools and neighborhoods.

**Radical Citizenship The New American Activism** *Schocken* **Cross-Cultural Considerations in the Education of Young Immigrant Learners** *IGI Global* The rapid growth in online and virtual learning opportunities has created culturally diverse university classes and corporate training sessions. Instruction for these learning opportunities must adjust to meet participant needs. **Cross-Cultural Considerations in the Education of Young Immigrant Learners** brings together professional discourse regarding best practices, challenges, and insights on both higher education and corporate training settings. This book is a vital instrument for instructional designers, faculty, administrators, corporate trainers, students and researchers interested in design and facilitation of online learning for a global audience.

**Human Rights and Ethics: Concepts, Methodologies, Tools, and Applications** *IGI Global* In today's increasingly interconnected and global society, the protection of basic liberties is an important consideration in public policy and international relations. Profitable social interactions can begin only when a foundation of trust has been laid between two parties. **Human Rights and Ethics: Concepts, Methodologies, Tools, and Applications** considers some of the most important issues in the ethics of human interaction, whether in business, politics, or science and technology. Covering issues such as cybercrime, bioethics, medical care, and corporate leadership, this four-volume reference work will serve as a crucial resource for leaders, innovators, educators, and other personnel living and working in the modern world.

**At Our Best Building Youth-Adult Partnerships in Out-of-School Time Settings** *IAP* **At Our Best: Building Youth-Adult Partnerships in Out-of-School Time Settings** brings together the voices of over 50 adults and youth to explore both the promises and challenges of intergenerational work in out-of-school time (OST) programs. Comprised of 14 chapters, this book features empirical research, conceptual essays, poetry, artwork, and engaged dialogue about the complexities of youth-adult partnerships in practice. *At Our Best* responds to key questions that practitioners, scholars, policymakers, and youth navigate in this work, such as: What role can (or should) adults play in supporting youth voice, learning, and activism? What approaches and strategies in youth-adult partnerships are effective in promoting positive youth development, individual and collective well-being, and setting-level change? What are the tensions and dilemmas that arise in the process of doing this work? And, how do we navigate youth-adult partnerships in the face of societal oppressions such as adultism, racism, and misogyny? Through highlighting contemporary cases of authentic youth-adult partnerships in youth programs, this fourth volume of the IAP series on OST aims to introduce, engage, and sharpen educators' understandings of the power and promise of these relationships. Together, the authors in this volume suggest that both building youth-adult partnerships and actively reflecting on intergenerational work are foundational practices to achieving transformational change in our OST organizations, schools, neighborhoods, and communities. Praise for *At Our Best*: "There is nothing more powerful in our efforts to improve our society than understanding how to cultivate deep and meaningful partnerships with young people. "At Our Best" offers key insights about the power of youth-adult partnerships in out-of-school time settings. Brion-Meisels, Fei & Vasudevan have compiled a powerful and comprehensive collection of voices of people who are blazing a new path in partnering with youth. This book is a must read for researchers and practitioners searching for fresh analysis and innovative insights into building youth-adult partnerships." ~ Shawn Ginwright, Ph.D, Associate Professor of Education & Africana Studies, San Francisco State University Chief Executive Officer, Flourish Agenda, Oakland CA "There are few books that consider how youth and adults work as partners for the benefit of their schools, their communities and themselves. "At Our Best" changes the status quo. It takes seriously the urgency and centrality of intergenerational inclusion by bringing together the voices of educators, academics, artists, youth workers, organizers and students. The chapters move between theory and practice, providing rich reflections on foundations of youth-adult

partnerships while also detailing best practices in out-of-school time. The authors generously share the struggles and joy of this work. In so doing, they provide a roadmap for navigating the complex work of youth-adult partnerships in our current social and political context." ~ Shepherd Zeldin, Professor Emeritus, Civil Society and Community Studies, University of Wisconsin-Madison

**Book reviews and associated articles:** *Journal of Youth Development: Book Review—At Our Best: Building Youth-Adult Partnerships in Out-of-School Time Settings Learning in Afterschool & Summer: Promoting Youth-Adult Partnerships in the Era of COVID-19* Sperling Center: Q&A with Gretchen Brion-Meisels, Deepa Vasudevan, and Anna West

**Youth Today: Collaborating With Youth in OST Setting Is Best for Goals** The Education of Black Males in a 'Post-Racial' World *Routledge* The Education of Black Males in a 'Post-Racial' World examines the varied structural and discursive contexts of race, masculinities and class that shape the educational and social lives of Black males. The contributing authors take direct aim at the current discourses that construct Black males as disengaged in schooling because of an autonomous Black male culture, and explore how media, social sciences, school curriculum, popular culture and sport can define and constrain the lives of Black males. The chapters also provide alternative methodologies, theories and analyses for making sense of and addressing the complex needs of Black males in schools and in society. By expanding our understanding of how unequal access to productive opportunities and quality resources converge to systemically create disparate experiences and outcomes for African-American males, this volume powerfully illustrates that race still matters in 'post-racial' America. This book was originally published as a special issue of *Race Ethnicity and Education*. *Discerning Critical Hope in Educational Practices* *Routledge* How can discerning critical hope enable us to develop innovative forms of teaching, learning and social practices that begin to address issues of marginalization, privilege and access across different contexts? At this millennial point in history, questions of cynicism, despair and hope arise at every turn, especially within areas of research into social justice and the struggle for transformation in education. While a sense of fatalism and despair is easily recognizable, establishing compelling bases for hope is more difficult. This book addresses the absence of sustained analyses of hope that simultaneously recognize the hard edges of why we despair. The volume posits the notion of critical hope not only as conceptual and theoretical, but also as an action-oriented response to despair. Our notion of critical hope is used in two ways: it is used firstly as a unitary concept which cannot be disaggregated into either hopefulness or criticality, and secondly, as an analytical concept, where critical hope is engaged and diversely theorized in ways that recognize aspects of individual and collective directions of critical hope. The book is divided into four sub-sections: Critical Hope in Education Critical Hope and a Critique of Neoliberalism Critical Race Theory/Postcolonial Perspectives on Critical Hope Philosophical Overviews of Critical Hope. Education can be a purveyor of critical hope, but it also requires critical hope so that it, as a sector itself, can be transformative. With contributions from international experts in the field, the book will be of value to all academics and practitioners working in the field of education. *Race Lessons Using Inquiry to Teach About Race in Social Studies* *IAP* In a follow up to the book, *Doing Race in Social Studies (2015)*, this new volume addresses practical considerations of teaching about race within the context of history, geography, government, economics, and the behavioral sciences. *Born Out of Struggle* Critical Race Theory, School Creation, and the Politics of Interruption *State University of New York Press* Demonstrates how critical race theory can be useful in real-world situations. Rooted in the initial struggle of community members who staged a successful hunger strike to secure a high school in their Chicago neighborhood, David Omotoso Stovall's *Born Out of Struggle* focuses on his first-hand participation in the process to help design the school. Offering important lessons about how to remain accountable to communities while designing a curriculum with a social justice agenda, Stovall explores the use of critical race theory to encourage its practitioners to spend less time with abstract theories and engage more with communities that make a concerted effort to change their conditions. Stovall provides concrete examples of how to navigate the constraints of working with centralized bureaucracies in education and apply them to real-world situations. David Omotoso Stovall is Professor of Educational Policy Studies and African American Studies at the University of Illinois at Chicago and is coeditor (with William Ayers and Therese Quinn) of *Handbook of Social Justice in Education*. *International Child Protection Towards Politics and Participation* *Springer Nature* This book interrogates the international child protection regime, with a particular focus on its weaknesses and failures. It looks at the lack of accountability, the normativity, and the tendency to recreate patterns of power and exclusion that blight otherwise good intentions. The book assesses why the regime falls short of its ideals and offers ideas for what can be done to improve it. Bringing together influential, established voices, and emerging scholars who work on issues related to childhood, youth, policy, and practice, the book offers a timely intervention that aims to push the world of international child protection in more progressive directions. Neil Howard is Lecturer at the University of Bath, UK. Samuel Okyere is Senior Lecturer at the University of Bristol, UK. *A Match on Dry Grass* Community Organizing as a Catalyst for School Reform *Oxford University Press* The persistent failure of public schooling in low-income communities constitutes one of our nation's most pressing civil rights and social justice issues. Many school reformers recognize that poverty, racism, and a lack of power held by these communities undermine children's education and development, but few know what to do about it. *A Match on Dry Grass* argues that community organizing represents a fresh and promising approach to school reform as part of a broader agenda to build power for low-income communities and address the profound social inequalities that affect the education of children. Based on a comprehensive national study, the book presents rich and compelling case studies of prominent organizing efforts in Chicago, New York City, Los Angeles, Denver, San Jose, and the Mississippi Delta. The authors show how organizing groups build the participation and leadership of parents and students so they can become powerful actors in school improvement efforts. They also identify promising ways to overcome divisions and create the collaborations between educators and community residents required for deep and sustainable school reform. Identifying the key processes that create strong connections between schools and communities, Warren, Mapp, and their collaborators show how community organizing builds powerful relationships that lead to the transformational change necessary to advance educational equity and a robust democracy. *The Kids*

**Are in Charge Activism and Power in Peru's Movement of Working Children** *NYU Press* Details the possibilities and challenges of intergenerational activism and social movements Since 1976, the Peruvian movement of working children has fought to redefine age-based roles in society, including defending children's right to work. In *The Kids Are in Charge*, Jessica K. Taft gives us an inside look at this groundbreaking, intergenerational social movement, showing that kids can—and should be—respected as equal partners in economic, social, and political life. Through participant observation, Taft explores how the movement has redefined relationships between kids and adults; how they put these ideas into practice within their organizations; and how they advocate for them in larger society. Ultimately, she encourages us to question the widely accepted beliefs that children should not work or participate in politics. *The Kids Are in Charge* is a provocative invitation to re-imagine childhood, power, and politics.

**Ella Baker's Catalytic Leadership A Primer on Community Engagement and Communication for Social Justice** *University of California Press* Ella Baker (1903-1986) was an influential African American civil rights and human rights activist. For five decades, she worked behind the scenes with people in vulnerable communities to catalyze social justice leadership. Her steadfast belief in the power of ordinary people to create change continues to inspire social justice activists around the world. This book describes a case study that translates Ella Baker's community engagement philosophy into a catalytic leadership praxis, which others can adapt for their work. Catalytic leadership is a concrete set of communication practices for social justice leadership produced in equitable partnership with, instead of on, communities. The case centers the voices of African American teenage girls who were living in a segregated neighborhood of an affluent college town and became part of a small collective of college students, parents, university faculty, and community activists learning leadership in the spirit of Ella Baker.

**African American Novels in the Black Lives Matter Era Transgressive Performativity of Black Vulnerability as Praxis in Everyday Life** *Rowman & Littlefield* This book explores revisions of black male vulnerability in contemporary literature, examining how an everyday life determined by racialized social control can be transformed. It shows how transformative change takes place in black male characters' efforts to work through the criminality-as-vulnerability script in order to make a social impact. "We Dare Say Love" Supporting Achievement in the Educational Life of Black Boys *Teachers College Press* "We Dare Say Love" takes up the critically important issue of what it means to educate Black male students in a large urban district. It chronicles the development and implementation of the African American Male Achievement Initiative in Oakland Unified School District, following a small group of Black male educators who changed district policy and practice to create a learning experience for Black boys rooted in love. The book takes readers inside the classrooms and inside the heads and hearts of program founders, leaders, and instructors to understand their pedagogy of care. It also elucidates the rituals, beliefs, and practices that created a classroom environment that held high expectations for the engagement and achievement of Black boys and provided a space for Black male students to blossom. "This book offers an anti-deficit, anti-essentialist perspective of Black males' performance in schools and gives nuance to the stark realities that young men face—some thriving, some struggling, some making progress, others seeking a place to be recognized for their full human potential." —From the Afterword by Tyrone C. Howard, professor of education, UCLA and author of *Black Male(d): Peril and Promise in the Education of African American Males* "Chapters capture the multiple dimensions of collaborations and partnerships required for such systemic change, one of which is a fundamental wrestling with the metanarratives in the United States and elsewhere around the Black body and in particular the Black male. We can all learn revealing lessons of struggle and victory from the chapters of this volume." —Carol D. Lee, Edwina S. Tarry Professor of Education and Social Policy, Northwestern University Contributors: Baayan Bakari, Christopher P. Chatmon, Shawn Ginwright, Jarvis R. Givens, Jerome Gourdine, Gregory Hodge, Tyrone C. Howard, Jahi, Patrick Johnson, Na'ilah Suad Nasir, David Philoxene, kihana miraya ross, Maxine McKinney de Royston, Pedro A. Noguera, Sepehr Vakil

**Crossing Boundaries—Teaching and Learning with Urban Youth** *Teachers College Press* "This is a book of stories told by adolescents and adults about teaching and learning. . . . Puzzlement, wonder, curiosity, disruption, and distress mark the emotions of all the storytellers here." —From the Foreword by Shirley Brice Heath, Stanford University "Crossing Boundaries is a must-read for anyone interested in improving the academic achievements and enhancing the literacy practices of marginalized students." —Beverly Moss, The Ohio State University "This book will shake the 'common' and reshape the 'knowledge' we have about the passion and potential of students in urban schools." —JoBeth Allen, University of Georgia In her new book, Valerie Kinloch, award-winning author of *Harlem on Our Minds*, sheds light on the ways urban youth engage in "meaning-making" experiences as a way to assert critical, creative, and highly sophisticated perspectives on teaching, learning, and survival. Kinloch rejects deficit models that have traditionally defined the literacy abilities of students of color, especially African American and Latino/a youth. In contrast, she "crosses boundaries" to listen to the voices of students attending high school in New York City's Harlem community. In *Crossing Boundaries*, Kinloch uses a critical teacher-researcher lens to propose new directions for youth literacies and achievements. The text features examples of classroom engagements, student writings and presentations, discussions of texts and current events, and conversations on skills, process, achievement, and underachievement. Valerie Kinloch is associate professor in literacy studies in the School of Teaching and Learning at The Ohio State University. Her other books are *Harlem on Our Minds: Place, Race, and the Literacies of Urban Youth* and *Urban Literacies: Critical Perspectives on Language, Learning, and Community*. All royalties go to the Cultivating New Voices Among Scholars of Color grant and mentoring program sponsored through the National Council of Teachers of English Adolescent Literacies A Handbook of Practice-Based Research *Guilford Publications* Showcasing cutting-edge findings on adolescent literacy teaching and learning, this unique handbook is grounded in the realities of students' daily lives. It highlights research methods and instructional approaches that capitalize on adolescents' interests, knowledge, and new literacies. Attention is given to how race, gender, language, and other dimensions of identity--along with curriculum and teaching methods--shape youths' literacy development and engagement. The volume explores innovative ways that educators are using a variety of multimodal texts, from textbooks to graphic novels and digital productions. It

reviews a range of pedagogical approaches; key topics include collaborative inquiry, argumentation, close reading, and composition. *Teacher Education and Black Communities Implications for Access, Equity and Achievement IAP* The field of education has been and will continue to be essential to the survival and sustainability of the Black community. Unfortunately, over the past five decades, two major trends have become clearly evident in the Black community: (a) the decline of the academic achievement levels of Black students and (b) the disappearance of Black teachers, particularly Black males. Today, of the 3.5 million teachers in America's classrooms (AACTE, 2010) only 8% are Black teachers, and approximately 2% of these teachers are Black males (NCES, 2010). Over the past few decades, the Black teaching force in the U.S. has dropped significantly (Lewis, 2006; Lewis, Bonner, Byrd, & James, 2008; Milner & Howard, 2004), and this educational crisis shows no signs of ending in the near future. As the population of Black students in K-12 schools in the U. S. continue to rise—currently over 16% of students in America's schools are Black (NCES, 2010)—there is an urgent need to increase the presence of Black educators. The overall purpose of this edited volume is to stimulate thought and discussion among diverse audiences (e.g., policymakers, practitioners, and educational researchers) who are concerned about the performance of Black students in our nation's schools, and to provide evidence-based strategies to expand our nation's pool of Black teachers. To this end, it is our hope that this book will contribute to the teacher education literature and will inform the teacher education policy and practice debate.

*The Routledge Handbook of Literacy Studies Routledge* The Routledge Handbook of Literacy Studies offers a comprehensive view of the field of language and literacy studies. With forty-three chapters reflecting new research from leading scholars in the field, the Handbook pushes at the boundaries of existing fields and combines with related fields and disciplines to develop a lens on contemporary scholarship and emergent fields of inquiry. The Handbook is divided into eight sections: • The foundations of literacy studies • Space-focused approaches • Time-focused approaches • Multimodal approaches • Digital approaches • Hermeneutic approaches • Making meaning from the everyday • Co-constructing literacies with communities. This is the first handbook of literacy studies to recognise new trends and evolving trajectories together with a focus on radical epistemologies of literacy. The Routledge Handbook of Literacy Studies is an essential reference for undergraduate and postgraduate students and those researching and working in the areas of applied linguistics and language and literacy.

*Purposeful Teaching and Learning in Diverse Contexts Implications for Access, Equity and Achievement IAP* Teachers have faced serious public critique regarding their effectiveness and professionalism in classrooms. At every level, their work is often measured solely against student achievement outcomes, often on standardized tests (Darling-Hammond & Youngs, 2002; Ravitch, 2010). Unfortunately, students who are coming from culturally, economically, and linguistically diverse backgrounds are often occupying the bottom rungs regarding academic achievement (Ladson-Billings, 1995; Milner, 2010; Hucks, 2014). What are the obstacles and challenges teachers and students face in their respective school settings and how do they grapple with and overcome them? Finally, what do these teachers and students know that motivates and informs their work? The scholars in this volume will take up these questions and share the findings of their research in the field of leadership, teacher education, and achievement. These concerns are not limited to the geographic boundaries of the United States of America. Engaging purposeful teaching is an imperative that concerns students, teachers, teacher educators, educational leaders, and education policy makers around the globe. There are many educators worldwide who are committed to delivering this type of teaching and promoting learning that is engaged and active. The four sections of the book capture the work of educators in teaching in diverse global settings such as the Australia, United Kingdom, Jamaica, Turkey, and across America. As diverse populations of students enter American classrooms, it is important for their teachers to have relatable examples of purposeful teaching that are culturally responsive and culturally relevant.

*Engaging Youth in Leadership for Social and Political Change New Directions for Student Leadership, Number 148 John Wiley & Sons* Youth leadership initiatives can help young people engage in democratic life, participatory governance, and social and political change. Leadership education oriented towards political and social change must continue to evolve in response to the lived experience of youth. This volume explores those new meanings through examining the theories and practices constituting the emerging ground of public leadership, including: research spanning secondary and higher education programs, local and international contexts, school-based and out-of-school time initiatives, and a broad diversity of youth. The Jossey-Bass quarterly report series *New Directions for Student Leadership* explores leadership concepts and pedagogical topics of interest to high school and college leadership educators. Issues are grounded in scholarship and feature practical applications and best practices in youth and adult leadership education. *Diversifying the Teacher Workforce Preparing and Retaining Highly Effective Teachers Routledge* *Diversifying the Teacher Workforce* critically examines efforts to diversify the teaching force and narrow the demographic gap between who teaches and who populates U.S. classrooms. While the demographic gap is often invoked to provide a needed rationale for preparing all teachers, and especially White teachers, to work with students of color, it is far less often invoked in an effort to examine why the teaching force remains predominantly White in the first place. Based on work the National Association for Multicultural Education is engaged in on this phenomenon, this edited collection brings together leading scholars to look closely at this problem. They examine why the teaching force is predominantly White from historical as well as contemporary perspectives, showcase and report available data on a variety of ways this problem is being tackled at the pre-service and teacher credentialing levels, and examine how a diverse and high-quality teaching force can be retained and thrive. This book is an essential resource for any educator interested in exploring race within the context of today's urban schools.

*Fighting, Loving, Teaching An Exploration of Hope, Armed Love and Critical Urban Pedagogies Springer Science & Business Media* Despite challenges and continuing inequalities surrounding urban education, there are instances which provide a counter narrative to the dominant discourses of failure. Urban educators who engage conscious caring and "armed love" in their practice are an example of this. This qualitative instrumental case study examines the practices of two transformative urban educators, around caring and armed love in their classroom praxis. This study examines their

conceptions and practice of these approaches through interview, field-notes and video data. The findings involve manifestations of both caring and armed love, including connection, nurturance through food, community, directness, relationships, honesty, respect and demand, as well as high expectations. Despite the challenges that surrounded this school, the atmosphere of caring and armed love acted like a protective barrier or space of safety for the students. My conclusion points to the vital significance of re-humanizing our educational discourse in favor of the genuine care and connections that exist in urban settings, and the importance of re-centering our discussion to focus on the human aspects of education which lie at the core of our profession. Firmly anchored in a critical educational tradition of struggle, *Fighting, Loving, Teaching* reawakens teachers to educational justice and the everyday possibilities of a pedagogy of the heart. With uncompromising passion and commitment, this timely book weaves a narrative of critical persistence and radical hope, in an effort to reinsert the revolutionary power of love into current discourses of democratic schooling and society. Antonia Darder Leavey Endowed Chair of Ethics and Moral Leadership Loyola Marymount University, Los Angeles Author of *Reinventing Paulo Freire: A Pedagogy of Love High-expectation Curricula Helping All Students Engage in Powerful Learning* *Teachers College Press* Despite growing evidence that all students will benefit from engaging and challenging instruction, many struggling students continue to experience a circumscribed curriculum that emphasizes low-level skills. Featuring contributions from emerging and well-known researchers, this important volume is about the enactment of high-expectation curricula in everyday practice. Chapters document specific classroom strategies that make a difference in the learning of students from low socioeconomic backgrounds and cultural and linguistic minority communities. While the book focuses on language and literacy instruction, key chapters on math and science also demonstrate high-expectation teaching across the curriculum. **Book Features:** A broad framework for creating high-expectation curricula in underperforming K12 schools, clear illustrations of what alternative literacy practices look like, powerful examples of rich math and science instruction, research-based strategies for second language learners, students with disabilities, and struggling readers, an incisive critique of the "deficit-driven" curricula that dominates in underachieving schools and classrooms. *Black in School Afrocentric Reform, Urban Youth & the Promise of Hip-hop Culture* *Teachers College Press* Describes the introduction of an Afrocentric curriculum into an Oakland, California, high school during the 1990s. *The Next American Revolution Sustainable Activism for the Twenty-first Century* *Univ of California Press* "Reading Grace Lee Boggs helps you glimpse a United States that is better and more beautiful than you thought it was. As she analyzes some of the inspiring theories and practices that have emerged from the struggles for equality and freedom in Detroit and beyond, she also shows us that in this country, a future revolution is not only necessary but possible." --Michael Hardt, co-author of *Commonwealth* "This groundbreaking book not only represents the best of Grace Lee Boggs, but the best of any radical, visionary thinking in the United States. She reminds us why revolution is not only possible and necessary, but in some places already in the making. The conditions we face under neoliberalism and war do, indeed, mark the end of an era in which the old ideological positions of protest are not really relevant or effective--and this book offers a new way forward."--Robin D.G. Kelley, author of *Freedom Dreams: The Black Radical Imagination* "Grace Boggs has long been a major voice of hope and action for transformation of the United States and the world. Here is her testimony of hope and program for action. It must be taken seriously." --Immanuel Wallerstein, author of *Utopistics: or, Historical Choices of the Twenty-first Century* "One of the most accomplished radicals of our time, the Detroit-based visionary Grace Lee Boggs has become one of our most influential and inspiring public intellectuals. *The Next American Revolution* is her powerful reflection on a lifetime of urban revolutionary work, an ode to the courage and brilliance of her late partner James Boggs, and a plain-spoken call for us to address the troubled times we face with a sense of history, a strong set of values, and an unwavering faith in our own creative, restorative powers." --Jeff Chang, author of *Can't Stop Won't Stop* *The Quest for a Radical Profession Social Service Careers and Political Ideology* *University Press of America* This book, based on in-depth interviews of radical social workers, who at one time were associated with the Catalyst collective, explores through oral history the social psychological effects of upward mobility on political ideology. Historically large numbers of idealistic activists entered social work and other human services professions, but there have been few studies about the careers of such individuals and what has happened to radicals who pursue careers as community organizers, caseworkers or therapists, administrators or planners. **Contents:** A Radical Professionalism?; Radical Social Work; The Moral Careers of Radical Social Service Workers-Becoming Radical, Becoming Social Workers, Images of Success/Worlds of Pain, and Occupations and Ideology; Radicalism, Social Action, and Social Service Careers-The Decline of Oppositional Activism, Politics at the Retail Level: 'Radical Practice', The Absorption of Radicalism; and Bibliography. *Educating for Social Justice Field Notes from Rural Communities* *BRILL* Educators from across the United States offer their experiences engaging in rural, place-based social justice education. *Digital Feminist Activism Girls and Women Fight Back Against Rape Culture* *Oxford University Press* From sites like Hollaback! and *Everyday Sexism*, which document instances of street harassment and misogyny, to social media-organized movements and communities like #MeToo and #BeenRapedNeverReported, feminists are using participatory digital media as activist tools to speak, network, and organize against sexism, misogyny, and rape culture. As the first book-length study to examine how girls, women, and some men negotiate rape culture through the use of digital platforms, including blogs, Twitter, Facebook, Tumblr, and mobile apps, the authors explore four primary questions: What experiences of harassment, misogyny, and rape culture are being responded to? How are participants using digital media technologies to document experiences of sexual violence, harassment, and sexism? Why are girls, women and some men choosing to mobilize digital media technologies in this way? And finally, what are the various experiences of using digital technologies to engage in activism? In order to capture these diverse experiences of doing digital feminist activism, the authors augment their analysis of this media (blog posts, tweets, and selfies) with in-depth interviews and close-observations of several online communities that operate globally. Ultimately, the book demonstrates the nuances within and between digital feminist activism and highlight that, although it may be technologically easy for many groups to engage in digital

**feminist activism, there remain emotional, mental, or practical barriers which create different experiences, and legitimate some feminist voices, perspectives, and experiences over others.**