

## **Black Youth Rising Activism And Radical Healing In Urban America**

**Schooling for Critical Consciousness addresses how schools can help Black and Latinx youth resist the negative effects of racial injustice and challenge its root causes. Scott Seider and Daren Graves draw on a four-year longitudinal study examining how five different mission-driven urban high schools foster critical consciousness among their students. The book presents vivid portraits of the schools as they implement various programs and practices, and traces the impact of these approaches on the students themselves. The authors make a unique contribution to the existing scholarship on critical consciousness and culturally responsive teaching by comparing the roles of different schooling models in fostering various dimensions of critical consciousness and identifying specific programming and practices that contributed to this work. Through their research with more than 300 hundred students of color, Seider and Graves aim to help educators strengthen their capacity to support young people in learning to analyze, navigate, and challenge racial injustice. Schooling for Critical Consciousness provides school leaders and educators with specific programming and practices they can incorporate into their own school contexts to support the critical consciousness development of the youth they serve.**

**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.**

**Engaging Youth in Activism, Research and Pedagogical Praxis: Transnational and**

**Intersectional Perspectives on Gender, Sex, and Race** offers critical perspectives on contemporary research and practice directed at young people across the global north and south. Drawing upon pedagogical, programmatic, and activist work with respect to challenging inequalities and injustices for young people, the authors interrogate the dominant discourses of sexuality, gender, race, class, age and other social categories. Emerging out of a Finnish-South African collaboration, this volume does not take a comparative approach but rather a transnational one by embracing the intersections of local and global knowledges. We draw on this transnational and transdisciplinary framework and these various contexts to generate a critique of mainstream theory and pedagogical practice, as well as to subvert and disrupt such research and practice so as to speak more directly to young people's agentic and activist engagements in social justice, specifically inequalities of class, race, gender, age, sexuality, ability, and health.

Drawing upon international research, *Review of Research in Education, Volume 35* examines the interplay between youth cultures and educational practices. Although the articles describe youth practices across a range of settings, a central theme is how gender, class, race, and national identity mediate both adult perceptions of youth and youths' experiences of schooling.

The nature of people's moral lives, the similarities and differences in the moral concepts of individuals and groups, and how these concepts emerge in the course of human development are topics of perennial interest. In recent years, the field of moral development has turned from a focus on a limited set of theories to a refreshingly vast array of research questions and methods. This handbook offers a comprehensive, international, and up-to-date review of this research on moral development. Drawing together the work of over 90 authors, hailing from diverse disciplines such as anthropology, education, human development, psychology and sociology, the handbook reflects the dynamic nature of the field. Across more than 40 chapters, this handbook opens the door to a broad view of moral motives and behaviors, ontogeny and developmental pathways, and contexts that children, adolescents, and adults experience with respect to morality. It offers a comprehensive and timely tour of the field of moral development.

## **The New Politics of Southeast Asian American Activism**

### **The Kids Are in Charge**

### **The New Student Activists**

### **Youth Activism in an Era of Education Inequality**

### **Advancing Social Justice in the United States**

### **Speaking Truths**

### **After the Rebellion**

### **Getting Real About Inequality**

Black Youth Rising Activism and Radical Healing in Urban America

"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-directs a faculty program there to enhance student reflection and lifelong-learning skills"--

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.

The Information Age Publishing new book series, Current Issues in Out-of-School Time, is designed with a purpose to disseminate original research and promising practices that further the OST field. This first book sets the foundation on which the series rests upon, by offering an analysis of the progress made since the 2000s, as well as by looking toward the future for areas of considerations. Leading OST experts explore latest knowledge, intentionally bridging research and practice, and propose new areas of inquiry within each of the following six sections: 1. OST as a vehicle for young people's development; 2. socio-cultural dimensions of OST; 3. professional development within OST; 4. research- and evaluation-informed field; 5. OST advocacy; and 6. future directions for the OST field. The OST field has grown considerably over the last two decades. Today, we have the frameworks, practice- and

research-based knowledge and tools, and burgeoning paths to advance the field across multiple dimensions: demographic, stakeholder groups, contexts, systems and sectors, and disciplines. The hallmark of the OST field has been the ability to remain agile and adaptable to change in a way that complements the field and supports all children and young people in diverse ways. This anthology is designed to be a platform for research-practice discussions and future directions that could further grow, sustain, and improve the field. We hope this book inspires both reflections and conversations on the OST field. Endorsements: It has been clear for some time that the so-called achievement gap is driven in part by gaps in educational opportunities. Providing access to high quality out-of-school learning experiences is one of the most important measures that can be taken to reduce disparities and level the playing field. The authors in this important new book show us not only how to create such programs but why it matters to our collective future. Timely, relevant, and readable, this book is an invaluable resource for anyone seeking to close gaps in educational opportunities. Pedro A. Noguera, PhD, Distinguished Professor of Education, UCLA Graduate School of Education & Information Studies As the chair of the NAS/NRC committee that wrote the report Community programs to support youth development, I am delighted by this book. When we wrote the report in 2002, there were few systematic attempts to organize and theorize the emerging field of positive youth development. As the editors and chapter authors in this book make very clear, a great deal has happened at all levels of scholarship in this field over the last 15 years. Both this volume and the new book series that it is initiating signal the maturing of this field from childhood, through adolescence, and now into emerging adulthood. The breadth of work discussed in this collection is exceptionally broad, ranging from psychological theorizing about the impact of youth serving programs in the out-of-school time period to social policy analyses of how to grow the profession of OST Youth Professionals and create steady funding streams to support OST programming. All topics are critically discussed and new directions are suggested. I consider this book to be required reading of all students, scholars, professional, and practitioners in the field of positive youth development and OST programming. I go even further by suggesting it be read broadly by anyone interested in the education and development of young people around the world. There is no better collection available for educators, parents, community activists, and social policy makers concerned with positive youth development. I believe this collection lays a very strong foundation for achieving the goal set forth by Karen Pittman for the field to move from "Where and when to what and how." Jacquelynne S. Eccles, Distinguished University Professor of Education, University of California, Irvine The impressive growth of OST programs represents one of the brightest spots on the American educational landscape. Importantly, as this book portrays, what began a series of programs and local initiatives has now grown into a maturing field, with standards, scholarship, organizations, policies, and funding at the national, state, and local levels. And more than a field, OST carries the urgency,

energy, and passion of a movement for social justice. The Growing Out-of-School Time Field offers a comprehensive review of earlier decades of work and points the way forward for the field's future development. It should be read not only by those involved in the OST field, but by all educators who seek to create inclusive and powerful learning environments. Policymakers, as well, would benefit from deeper knowledge of this movement. It holds a key to preparing today's youth for an uncertain future, where the nature of work is changing, norms of society are shifting, and multicultural, global perspectives are needed. Milton Chen, Ph.D., Senior Fellow & Executive Director, Emeritus, George Lucas Educational Foundation (edutopia.org) Book reviews: Journal of Youth Development: Book Review of The Growing Out-of-School Time Field: Past, Present, and Future Youth Today: The Growing Out-of-School Time Field: Past, Present, and Future (book review)

Describes the introduction of an Afrocentric curriculum into an Oakland, California, high school during the 1990s.

Schoolhouse Activists

Reimagining Justice, Reimagining Ourselves

Concepts, Methodologies, Tools, and Applications

Activism as Education

Engaging Youth in Activism, Research and Pedagogical Praxis

Transnational and Intersectional Perspectives on Gender, Sex, and Race

The Socially Just School

The Oxford Handbook of Moral Development

In 1920, 14 percent of all land-owning US farmers were black. Today less than 2 percent of farms are controlled by black people--a loss of over 14 million acres and the result of discrimination and dispossession. While farm management is among the whitest of professions, farm labor is predominantly brown and exploited, and people of color disproportionately live in "food apartheid" neighborhoods and suffer from diet-related illness. The system is built on stolen land and stolen labor and needs a redesign. Farming While Black is the first comprehensive "how to" guide for aspiring African-heritage growers to reclaim their dignity as agriculturists and for all farmers to understand the distinct, technical contributions of African-heritage people to sustainable agriculture. At Soul Fire Farm, author Leah Penniman co-created the Black and Latinx Farmers Immersion (BLFI) program as a container for new farmers to share growing skills in a culturally relevant and supportive environment led by people of color. Farming While Black organizes and expands upon the curriculum of the BLFI to provide readers with a concise guide to all aspects of small-scale farming, from business planning to preserving the

harvest. Throughout the chapters Penniman uplifts the wisdom of the African diasporic farmers and activists whose work informs the techniques described--from whole farm planning, soil fertility, seed selection, and agroecology, to using whole foods in culturally appropriate recipes, sharing stories of ancestors, and tools for healing from the trauma associated with slavery and economic exploitation on the land. Woven throughout the book is the story of Soul Fire Farm, a national leader in the food justice movement. The technical information is designed for farmers and gardeners with beginning to intermediate experience. For those with more experience, the book provides a fresh lens on practices that may have been taken for granted as ahistorical or strictly European. Black ancestors and contemporaries have always been leaders--and continue to lead--in the sustainable agriculture and food justice movements. It is time for all of us to listen.

We live at a time when the need for resistance has come front and center to international consciousness. *Rise Up! Activism as Education* works to advance theory and practice-oriented understandings of multiple forms of and relationships between racial justice activism and diverse and transnational educational contexts. Here contributors provide detailed accounts and examinations—historical and contemporary, local and international—of active resistance efforts aimed at transforming individuals, institutions, and communities to dismantle systems of racial domination. They explore the ways in which racial justice activism serves as public education and consciousness-raising and a form of education and resistance from those engaged in the activism. The text makes a case for activism as an educational concept that enables organizers and observers to gain important learning outcomes from on-the-ground perspectives as it explores racial justice activism, specifically in the context of community and campus activism, intersectional activism, and Black diasporic liberation. This volume is an essential handbook for preparing both students and activists to effectively resist.

Annie has many unanswered questions! Will she find her one and true love or will she be destined to stay single all her life and do a work for God?

*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*.

*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

An Interdisciplinary Perspective

Activism and Radical Healing in Urban America

The Four Pivots

Adolescent Literacies

Black Youth, Social Movement Activism, and the Post-Civil Rights Generation

Past, Present, and Future

Black in School

In The Lived Experience of African American Women Mentors: Community Pedagogues, Wyletta Gamble-Lomax explores the lived experiences of six African American female mentors working with African American female youth. The works of philosophers Martin Heidegger, Hans-Georg Gadamer, and Edward Casey are intertwined with the writings of Black feminist scholars such as Patricia Hill Collins and Audre Lorde, while Max van Manen guides the phenomenological process with pedagogical insights and reminders. Through individual conversations with each muse, the power in care and the importance of listening in mentoring relationships is uncovered as essential components. The significance of place, the complexities of Black femininity, and the benefits of genuine dialogue are all explored in ways that bring new understanding to African American female experiences and how they connect to today ' s educational climate. This study concludes with phenomenological recommendations for educational stakeholders to pursue

partnerships with school, family and community.

Donald Trump ' s election forced academics to confront the inadequacy of promoting social change through the traditional academic work of research, writing, and teaching. Scholars joined crowds of people who flooded the streets to protest the event. The present political moment recalls intellectual forbearers like Antonio Gramsci who, imprisoned during an earlier fascist era, demanded that intellectuals committed to justice “ can no longer consist in eloquence ... but in active participation in practical life, as constructor, organizer, ‘ permanent persuader ’ and not just a simple orator” (Gramsci, 1971, p. 10). Indeed, in an era of corporate media and “ alternative facts, ” academics committed to justice cannot simply rely on disseminating new knowledge, but must step out of the ivory tower and enter the streets as activists. The *Activist Academic* serves as a guide for merging activism into academia. Following the journey of two academics, the book offers stories, frameworks and methods for how scholars can marry their academic selves, involved in scholarship, teaching and service, with their activist commitments to justice, while navigating the lived realities of raising families and navigating office politics. This volume invites academics across disciplines to enter into a dialogue about how to take knowledge to the streets. Perfect for courses such as: Introduction to Social Theory | Social Foundations | Certificate in Public Scholarship | Practicing Public Scholarship | Reimagining Public Engagement | Decentering the Public Humanities

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Click [HERE](#) to see a video of the book launch, moderated by Monisha Bajaj for *Imagining America*, with contributions from Margo Okazawa-Rey and John Saltmarsh. 

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Watch the [#CompactNationPod](#) interview, which runs between minutes 9:35 and 48:45. In this episode, Marisol Morales chats with Colette Cann and Eric DeMeulenaere, as they share the true stories of their lives as activists, scholars, and parents who are trying to push forward social change through academic work.  
[Compact Nation Podcast](#) · *The Activist Academic* 

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What does it mean to be both an activist and an academic? Watch the [FreshEd](#) podcast *Becoming an Activist Academic*, which features authors Colette Cann & Eric DeMeulenaere discussing their own journeys as a guide for merging activism and academia. 

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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.

Winner, 2016 Best Authored Book presented by the Society for Research on Adolescence This is what democracy looks like: Youth organizers in Colorado negotiate new school discipline policies to end the school to jail track. Latino and African American students march to district headquarters to protest high school closure. Young immigration rights activists persuade state legislators to pass a bill to make in-state tuition available to undocumented state residents. Students in an ESL class collect survey data revealing the

prevalence of racism and xenophobia. These examples, based on ten years of research by youth development scholar Ben Kirshner, show young people building political power during an era of racial inequality, diminished educational opportunity, and an atrophied public square. The book's case studies analyze what these experiences mean for young people and why they are good for democracy. What is youth activism and how does it contribute to youth development? How might collective movements of young people expand educational opportunity and participatory democracy? The interdependent relationship between youths' political engagement, their personal development, and democratic renewal is the central focus of this book. Kirshner argues that youth and societal institutions are strengthened when young people, particularly those most disadvantaged by educational inequity, turn their critical gaze to education systems and participate in efforts to improve them.

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 Activist Academic

Youth Social Entrepreneurship As an Approach to Positive Youth and Community Development

Towards Politics and Participation

Cross-Cultural Considerations in the Education of Young Immigrant Learners

Building Youth-Adult Partnerships in Out-of-School Time Settings

Black Youth Rising

How America Criminalizes Black Youth

Intersectionality in Real Life

*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.*

*A cutting-edge study showcases the emergence of contemporary youth activism in the United States, its benefits to young people, its role in strengthening society, and its powerful social justice implications. • Presents a framework for understanding the role of youth activism in contemporary U.S. society • Surveys the various issues, strategies, and organizational features in the field of youth activism • Offers detailed portraits of youth responding to the pressing issues of our time, including police brutality in low-income communities of color, sexual assault on college campuses, environmental degradation caused by fracking, and the surge in unaccompanied minors coming to the United States • Features a range of youth and adult voices, from senior scholars and rising stars in academe to youth activists and their adult allies • Identifies lessons about how contemporary youth activism can help build a more just, inclusive, and responsive democracy • Highlights the policy wins of youth activists and illuminates the ways in which they are shifting the political terrain while building power in their communities*

*Discussions of achievement gaps are commonplace in education reform, but they are rarely interrogated as a symptom of white supremacy. As an act of disruption, award-winning scholar Vajra Watson pierces through the rhetoric and provides a provocative analysis of the ways schools can become more racially inclusive. Her research is grounded in Oakland where longitudinal data demonstrated that Black families were sending their children to school, but the ideals of an oasis of learning were being met with the realities of racism, low expectations, and marginalization. As a response to this intergenerational crisis of miseducation, in 2010, the school district joined forces with community organizers, religious leaders, neighborhood elders, teachers, parents, and students to address institutionalized racism. Seven years later, Watson shares findings from her investigation into the school district's journey towards justice. What she creates is a wholly original work, filled with penetrating portraits that illuminate the intense and intimate complexities of working towards racial equity in education. As a formidable case study, this research scrutinizes how to reconfigure organizational ecosystems as spaces that humanize, heal, and harmonize. Emerging from her scholarship is a bold, timely, and hopeful vision that paves the way for transformative schooling.*

*"It is refreshing to see a book such as this which is both broad in its conceptualization of the field of child research and deep in its focus. The volume's editors are paragons of awareness when it comes to the need for interdisciplinary research and theory to illuminate the lives and*

*experience of children." - James Garbarino, Loyola University Chicago "Covers a satisfying and unprecedentedly wide range of research relating to childhood. The contributors include many eminent international scholars of childhood, making the book a valuable resource for child researchers. Child advocates will also find the book to be invaluable in their efforts to improve children's well-being, and to change policies and practices for the better." - Anne Smith, University of Otago "A really scintillating collection that will provide a lasting perspective on child studies - stimulating and comprehensive!" - Jonathan Bradshaw, University of York*

*In keeping with global changes in children's social and legal status, this Handbook includes examination of children as family members, friends, learners, consumers, people of faith, and participants in law and politics. The contributors also discuss the methodological and ethical requirements for research that occurs in natural settings and that enables children themselves to describe their perspective. The book is divided into three parts: Part I: Setting-Specific Issues in Child Research Part II: Population-Specific Issues in Child Research Part III: Methods in Research on Children and Childhood*

*What happened to black youth in the post-civil rights generation? What kind of causes did they rally around and were they even rallying in the first place? After the Rebellion takes a close look at a variety of key civil rights groups across the country over the last 40 years to provide a broad view of black youth and social movement activism. Based on both research from a diverse collection of archives and interviews with youth activists, advocates, and grassroots organizers, this book examines popular mobilization among the generation of activists - principally black students, youth, and young adults - who came of age after the passage of the 1964 Civil Rights Act and the Voting Rights Act of 1965. Franklin argues that the political environment in the post-Civil Rights era, along with constraints on social activism, made it particularly difficult for young black activists to start and sustain popular mobilization campaigns. Building on case studies from around the country—including New York, the Carolinas, California, Louisiana, and Baltimore—After the Rebellion explores the inner workings and end results of activist groups such as the Southern Negro Youth Congress, Student Nonviolent Coordinating Committee, the Student Organization for Black Unity, the Free South Africa Campaign, the New Haven Youth Movement, the Black Student Leadership Network, the Juvenile Justice Reform Movement, and the AFL-CIO's Union Summer campaign. Franklin demonstrates how youth-based movements and intergenerational campaigns have attempted to circumvent modern*

*constraints, providing insight into how the very inner workings of these organizations have and have not been effective in creating change and involving youth. A powerful work of both historical and political analysis, After the Rebellion provides a vivid explanation of what happened to the militant impulse of young people since the demobilization of the civil rights and black power movements - a discussion with great implications for the study of generational politics, racial and black politics, and social movements.*

*A Handbook of Practice-Based Research*

*At Our Best*

*Reassessing Black Masculinity*

*Beyond Resistance! Youth Activism and Community Change*

*Towards Racial Equity in Education*

*New Directions for Student Leadership, Number 148*

*African American Educators and the Long Birmingham Civil Rights Movement*

*Generation Rising*

"Reading this courageous book feels like the beginning of a social and personal awakening...I can't stop thinking about it."—Brené Brown, 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 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 critical mainspring of social change isn't coalition building or problem analysis. It's healing: deep, whole, and systemic, inside and out. He Ginwright, PhD, breaks down the common myths of social movements--a set of deeply ingrained beliefs that actually hold us back from achieving sustainable systemic change. He shows us why these frames don't work, proposing instead four revolutionary pivots for better collective leadership: Awareness: from lens to mirror Connection: from transactional to transformative relationships Vision: from problem to possibility-creating Presence: from hustle to flow Supplemented with reflections, prompts, cutting-edge research, and the author's own lived experience as an African American social scientist, professor, and movement builder, *The Four Pivots* helps us uncover our obstructions and shows us how to discover new lenses and boldly assert our need for connection, transformation, trust, wholeness, and healing. It gives us the tools to create a better future--to acknowledge that a broken system has been predefining our dreams and limiting what we allow ourselves to do. It doesn't have to be that way at all. Are you ready to pivot?

The twenty-first century is already riddled with protests demanding social justice, and in every instance, young people are leading the charge. In addition to protesters who take to the streets with handmade placards are young adults who engage in less obvious change-making tactics. In *Spoken Word*, sociologist Valerie Chepp goes behind-the-scenes to uncover how spoken word poetry—and young people's participation in it—can provide a broader understanding of contemporary social justice activism, including this generation's attention to the political importance of identity, community, 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

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emphasis on personal storytelling and "truth," the strategic uses of aesthetics and emotions to politically engage across difference, and of healing in sustainable movements for change. Weaving together their poetry and personally told stories, Chepp shows how poets tap beautiful, emotional, personal, and therapeutic features of spoken word to empathically connect with others, advance intersectional 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 in, the neoliberal era in which poets have come of age, characterized by widening structural inequalities and increasing economic and social vulnerability. Illustrating how this deeply personal and intimate activist approach borrows from, builds upon, and diverges from previous social movements, *Speaking Truths* contributes to a deeper understanding of contemporary social change-making and how neoliberalism has shaped this political generation's experiences with social justice. *Getting Real About Inequality* is a contributed reader that gives instructors a set of materials to help them moderate civil, productive, and community-based discussions with their students about social statuses and identities. It is organized around myths and stereotypes that students believe or be familiar with, and employs an intersectional perspective to underscore the nuanced mechanisms of power and inequality that operate in everyday discourse.

Informed by the experiences of 772 Black churches, this book relies on a multidisciplinary, mixed-methodological lens to examine how these 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.

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

*Learning to Liberate*

*The Growing Out-of-School Time Field*

*Here Comes Heaven!*

## Get Free Black Youth Rising Activism And Radical Healing In Urban America

New Democratic Possibilities for Practice and Policy for America's Youth

When God Unfolds the Rose

Contemporary Youth Activism: Advancing Social Justice in the United States

Rise Up!

Youth Cultures, Language, and Literacy

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.

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.

A brilliant analysis of the foundations of racist policing in America: the day-to-day brutalities, largely hidden from public view, endured by Black youth growing up under constant police surveillance and the persistent threat of physical and psychological abuse. Drawing upon twenty-five years of experience representing Black youth in Washington, D.C.'s juvenile courts, Kristin Henning confronts America's irrational, manufactured fears of these young people and makes a powerfully compelling case that the crisis in racist American policing begins with its relationship to Black children. Henning explains how discriminatory and aggressive policing has socialized a generation of Black teenagers to fear, resent, and resist the police, and she details the long-term consequences of racism that they experience at the hands of the police and their vigilante surrogates. She makes clear that unlike White youth, who are afforded the freedom to test boundaries, experiment with sex and drugs, and figure out who they are and who they want to be, Black youth are seen as a threat to White America and are denied healthy adolescent development. She examines the criminalization of Black adolescent play and sexuality, and of Black fashion, hair, and music. She limns the effects of police presence in schools and the depth of police-induced trauma in Black adolescents. Especially in the wake of the recent unprecedented, worldwide outrage at racial injustice and inequality, *The Rage of Innocence* is an essential book for our moment. This work is an invitation and guide for young people to bring the realm of Heaven to earth. As children discover their identity through the revelation of the Father's love, they are released to fulfill their Royal Mission: to demonstrate the Kingdom of God by

living a life of miracles. Each chapter explains and identifies the inheritance that God's sons and daughters possess, such as the Father's love, the anointing and indwelling of the Holy Spirit, faith, prayer, and the keys of power and authority. This book is not only a companion for the "journey", but also provides a meeting place for children to encounter God's presence that will transform their hearts and lives.

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

Engaging Youth in Leadership for Social and Political Change

How Urban Activists and Teachers are Reclaiming Matters of the Heart

Engaging Black and Latinx Youth in Analyzing, Navigating, and Challenging Racial Injustice

Young Adults, Identity, and Spoken Word Activism

The Lived Experience of African American Women Mentors

Hope and Healing in Urban Education

What it Means to Guide as Community Pedagogues

This volume follows eleven Black male teachers from an urban, predominantly Black school district to reveal a complex set of identity politics and power dynamics that complicate these teachers' relationships with students and fellow educators. It provides new and important insights into what it means to be a Black male teacher and suggests strategies for school districts, teacher preparation programs, researchers and other stakeholders to rethink why and how we recruit and train Black male

teachers for urban K-12 classrooms.

The failure of current policy to address important quality of life issues for urban youth remains a substantial barrier to civic participation, educational equity, and healthy adulthood. This volume brings together the work of leading urban youth scholars to highlight the detrimental impact of zero tolerance policies on young people's educational experience and well being. Inspired by the conviction that urban youth have the right to more equitable educational and social resources and political representation, *Beyond Resistance!* offers new insights into how to increase the effectiveness of youth development and education programs, and how to create responsive youth policies at the local, state, and federal level.

*Generation Rising* traces the development of Providence Youth Student Movement (PrYSM), a grassroots, LGBTQ+ youth-led organization of Southeast Asian Americans whose families migrated to Providence, Rhode Island, in the aftermath of the American war in Viet Nam, Laos, and Cambodia. This in-depth ethnography delves into topics that challenge a new generation of community organizers today: collective identity formation, intersectional leadership development, coalitions and political campaign strategies, and enacting a vision for a transformative movement. The book explores how Southeast Asian American organizers in this historic period have navigated the intergenerational demands from both their co-ethnic community elders and social movement elders to forge their own agenda, strategies, and culture, while resisting constraints imposed by funders. Their story captures the struggles and growth of movement-building for youth activists fighting to be free.

Written for anyone interested in better understanding the latest wave of student activism on campuses, *The New Student Activists* raises fascinating implications for developmental theory and higher education policy and practice.

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.

*Empowering Black Youth of Promise*

*Activism and Power in Peru's Movement of Working Children*

## Get Free Black Youth Rising Activism And Radical Healing In Urban America

Schooling for Critical Consciousness

Education and Socialization in the Village-minded Black Church

Making Space for Youth to Speak Back

Black Men Teaching in Urban Schools

A Kid's Guide to God's Supernatural Power

Soul Fire Farm's Practical Guide to Liberation on the Land

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.

Transformative Schooling

The SAGE Handbook of Child Research

Community-Based Solutions to the Crisis in Urban Education

The Rise of Neoactivism on College Campuses

International Child Protection

Afrocentric Reform, Urban Youth & the Promise of Hip-hop Culture

Engaged Scholarship for Resistance, Hope and Social Change