Moore III, James L. / Lewis, Chance W. (eds.)

**African American Students in Urban Schools**

Critical Issues and Solutions for Achievement


Educational Psychology: Critical Pedagogical Perspectives. Vol. 4

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**Book synopsis**

*African American Students in Urban Schools* offers readers a critical yet comprehensive examination of the issues affecting African American students’ outcomes in urban school systems and beyond. Across disciplines including teacher education, school counseling, school psychology, gifted education, career and technical education, higher education, and more, chapters use theoretical and conceptual analysis and research-based evidence to examine the unique challenges facing urban African American students and illustrate what can be done to help. This book will enable readers to better understand many of the complex and multifaceted dilemmas faced by today's urban school systems and will motivate readers to make a commitment to improve urban schools for the betterment of African American students.

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**About the author(s)/editor(s)**

James L. Moore III (MAEd and PhD in counselor education from Virginia Polytechnic Institute and State University) is an associate provost in the Office of Diversity and Inclusion at The Ohio State University, where he also serves as the inaugural director of the Todd Anthony Bell National Resource Center on the African American Male. Additionally, Dr. Moore is a professor in the College of Education and Human Ecology. He has published extensively and has been the recipient of numerous prestigious awards, such as the National Alliance of Black School Educators’ W. E. B. Du Bois Higher Education Award.

Chance W. Lewis (PhD in educational leadership/teacher education from Colorado State University) is the Carol Grotenes Belk Distinguished Professor and Endowed Chair of Urban Education at the University of North Carolina at Charlotte, where he also serves as Executive Director of the Urban Education Collaborative. Dr. Lewis is the author or editor of six books, most recently *Yes We Can!: Improving Urban Schools through Innovative Educational Reform* (2011). For his work, he has received numerous awards and honors.

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Reviews

«It is extremely imperative that current and future urban educators immerse themselves in this book. By being grounded in its content, educators would be better outfitted to ensure urban youths acquire a universal academic curiosity, a global perspective, technological skills, sociability skills, and the awareness necessary to succeed - not only in college or the workplace, but...[in our] fast-paced diverse world, dynamic global economy, fluid geopolitical system, multiple-language world - and [to become] engaged citizens and contributors to the world community.» (Julian Stafford, EdD, Vice President for Marketing, 'Modern Parents Magazine')

«This is an optimistic book. The issues, challenges, and pressures that impact the educational experiences and outcomes of African American youth in urban schools are recounted here but are only part of the story. The book also offers credible and hopeful guidance that strengthens our capacity and our commitment to improve urban schools for the benefit of the learners they serve. This volume is a tremendous resource for all of us who care about the educational futures of our children.» (Mary Lynne Calhoun, PhD, Dean, College of Education, University of North Carolina at Charlotte)
Among other things, urban describes schools with many students of color, schools for which many contemporary policies are designed and usually gives reference to certain unspoken and thus undesirable qualities of the student and community who belong in that space. However, the author operationalizes urban schools for this study as non-selective schools within neighborhoods that are predominately Black and citizens are of lower socio-economic status. References. Alexander, M. (2010). African American males in urban schools: No excuses—teach and empower. Theory into Practice, 46, 239–246. Article. Urban upheaval. During the 1960s the country’s predominantly African American inner cities were swept by outbreaks of violence. Their basic causes were long-standing grievances—police insensitivity and brutality, inadequate educational and recreational facilities, high unemployment, poor housing, and high prices. Yet the outbreaks were mostly unplanned. Black pride was also manifested in student demands for black studies programs, black teachers, and dedicated facilities and in an upsurge in African American culture and creativity. The new slogan—updated from Harlem Renaissance poet Langston Hughes—was “Black is beautiful.”