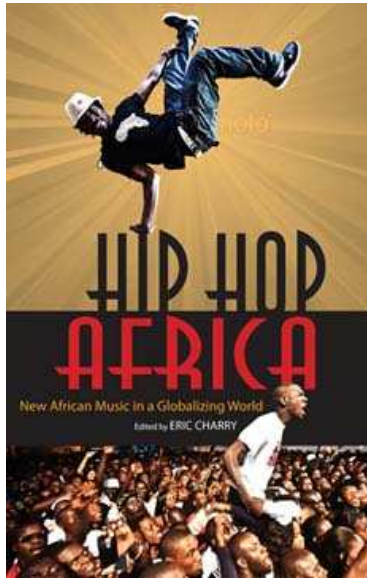
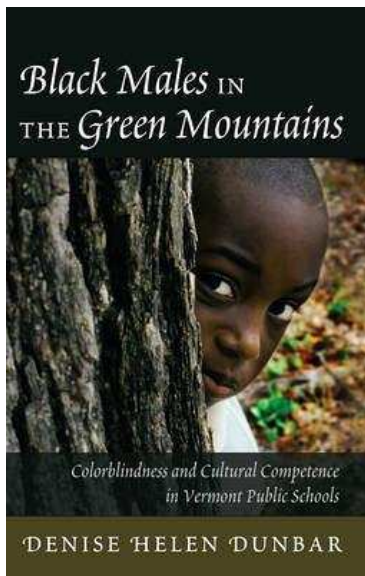


Books Available for Review



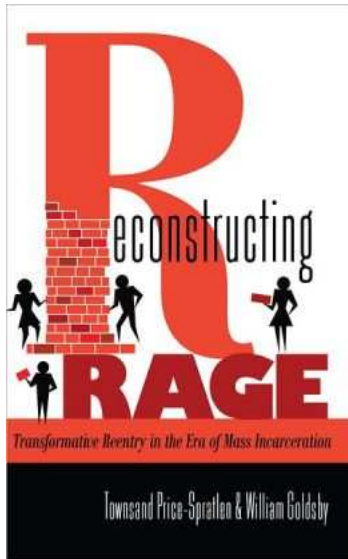
Charry, Eric, ed. *Hip Hop Africa: New African Music in a Globalizing World*. Bloomington: Indiana University Press, 2012, ISBN 978-0-253-00575-5, pp.390.

Hip Hop Africa explores a new generation of Africans who are not only consumers of global musical currents, but also active and creative participants. Eric Charry and an international group of contributors (with origins in a 2003 annual meeting of the African Studies Association roundtable held in Boston, MA) look at youth culture and the explosion of hip hop in Africa, the embrace of other contemporary genres, including reggae, ragga, and gospel music, and the continued vitality of drumming. Covering Senegal, Mali, Côte d'Ivoire, Ghana, Nigeria, Kenya, Tanzania, Malawi, and South Africa, this volume offers unique perspectives on the presence and development of hip hop and other music in Africa and their place in global music culture.



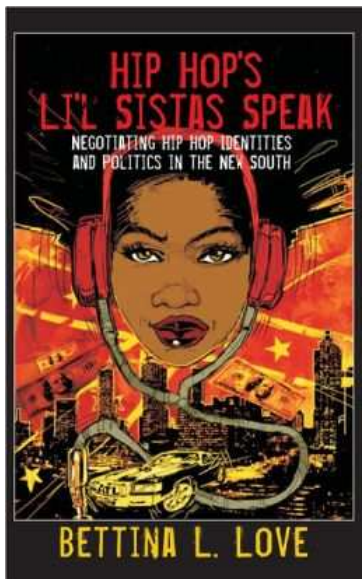
Dunbar, Denise Helen. *Black Males in the Green Mountains: Colorblindness and Cultural Competence in Vermont Public Schools*. New York: Peter Lang Publishing, 2013, ISBN 978-1-4331-1761-9, pp.204.

In addition to skiing, farming, and fall foliage in the state of Vermont, there is also a startling history of racial and religious intolerance and bigotry. Burlington is known as the birthplace of John Dewey, whose enlightened views about education reached far beyond the Green Mountains to impact schools. Yet there exist many unsavory examples of equitable education deferred for a small but growing population. Black males, have not been treated fairly suffering in silence as a disproportional number are shunted away from opportunities such as college-prep courses and instead, into special education. This book seeks to answer the question: What is truly going on for Black males in Vermont public schools? Only those who were students in public schools across the state can really answer that question, and their perspectives help shed light on the condition of Black males in predominantly white rural spheres experiencing similar shifts in racial demographics across the nation.



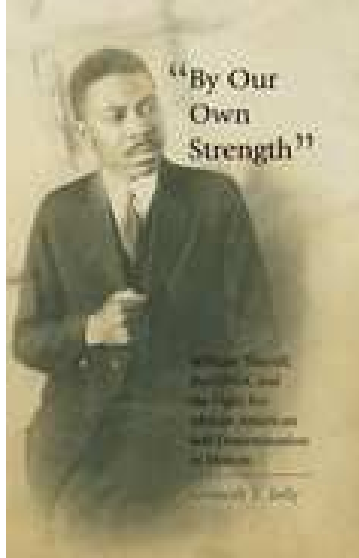
Price-Spratlen, Townsend and William Goldsby. *Reconstructing Rage: Transformative Reentry in the Era of Mass Incarceration*. New York: Peter Lang Publishing, 2012, ISBN: 978-1-4331-1472-4, pp.320.

One in every 31 U.S. adults is in the penal system. This mass incarceration is by far the largest in the world. African Americans are disproportionately imprisoned and challenged by the consequences of incarceration in education, jobs, voting, and other aspects of life. Since 96 percent of those imprisoned are released, there is an urgent need for resources and research that can improve reentry outcomes. This work analyzes how—and how well—one company, Reconstruction, Inc. of Philadelphia, has organized returning prisoners, their families, and communities for 24 years. It looks at Reconstruction's programs, strategies, and patterns of change over time; holistic (i.e., mind-body-spirit) and principled transformations in the people and families it has touched; and at the company's collaborations and contributions to criminal justice and public policy best practices. Furthermore, the book explores challenges of improving community capacity and quality of life outcomes within and beyond reentry and reintegration, for former felons, their families, and a growing number of others interested in a broader social justice.



Love, Bettina L. *Hip Hop Li'l Sistas Speak: Negotiating Hip Hop Identities and Politics in the New South*. New York: Peter Lang Publishing, 2012, ISBN: 978-1-4331-1190-7, pp.152.

Through ethnographically informed interviews and observations conducted with six Black middle and high school girls, *Hip Hop's Li'l Sistas Speak* explores how young women navigate the space of Hip Hop music and culture to form ideas concerning race, body, class, inequality, and privilege. The thriving atmosphere of Atlanta, Georgia serves as the background against which these youth consume Hip Hop, and the book examines how the city's socially conservative politics, urban gentrification, race relations, Southern-flavored Hip Hop music and culture, and booming adult entertainment industry rest in their periphery. Intertwined within the girls' exploration of Hip Hop and coming of age in Atlanta, the author shares her love for the culture, struggles of being a queer educator and a Black lesbian living and researching in the South, and reimagining Hip Hop pedagogy for city learners.



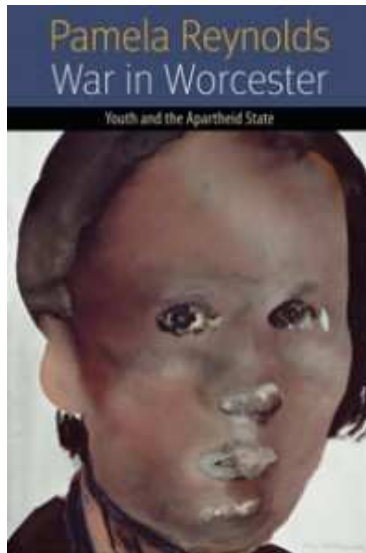
Jolly, Kenneth S. *By Our Own Strength: William Sherrill, the UNIA, and the Fight for African American Self-Determination in Detroit*. New York: Peter Lang Publishing, 2013, ISBN: 978-1-4331-1809-8, pp. 266.

For almost four decades, William Sherrill was a critical leader of Marcus Garvey's Universal Negro Improvement Association (UNIA) and a leading African American intellectual and activist in 1930s and 1940s Detroit. But until now, Sherrill's leadership and activism has never been detailed. As the first biography of Sherrill, this book examines him as part of a historical tradition from which post-World War II Black Nationalism and Pan-Africanism re-emerged. Sherrill represents a bridge between the African American self-determination of the 1920s and 1930s and African American activism from the 1950s through the 1960s. This book explains how Sherrill carried the UNIA and Garveyism into the post-war period and emphasizes the enduring traditions of African American self-determination, race-based institution building, economic and political empowerment, and cultural centering from the 1910s through the 1960s. The story of William Sherrill re-conceptualizes the study of Garvey, Garveyism, and the UNIA.



Perryman-Clark, Staci M. *Afrocentric Teacher-Research: Rethinking Appropriateness and Inclusion*. New York: Peter Lang Publishing, 2013, ISBN: 978-1-4331-1754-1, pp. 166.

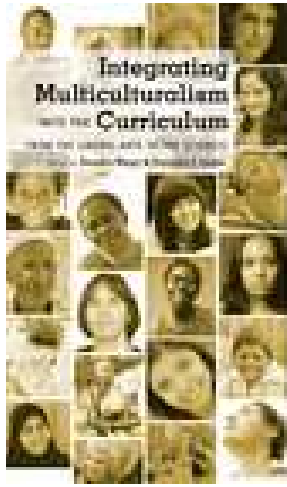
This work is a qualitative teacher-research study that examines the ways in which African American and other students perform expository writing tasks using an Afrocentric Ebonics-focused first-year writing curriculum via a study of twenty-one student-writers and one writing classroom employing an Afrocentric Ebonics-based curriculum. Further, this book conceptualizes a theory of Afrocentric teacher-research that includes all students in addition to African Americans, and positions teacher-research as a methodology that transforms classroom practices and disciplinary practices by urging rhetoric and composition teachers and scholars to revise the way that they study Afrocentric pedagogies and Ebonics-based linguistic practices.



Reynolds, Pamela. *War in Worcester: Youth and the Apartheid State*. New York: Fordham University Press, 2013, ISBN 978-0-8232-4310-5, pp.239.

The South African government gave no mercy to young people who joined the struggle against the apartheid state; indeed, it targeted them. Security forces meted out cruel treatment to youth who rebelled, incarcerated even the very young under dreadful conditions, and used torture frequently, sometimes over long periods of time. Little is known, however, from the perspective of young fighters themselves about the efforts they made to sustain the momentum of struggle, how that affected and was affected by their other social bonds, and what they achieved in terms of growth and paid in terms of harm. This book combines a study of the Truth and Reconciliation Commission findings on the stand taken by South African youth with extended fieldwork undertaken with fourteen young men who, starting in their schooldays, were involved in the struggle in a small town in the Western Cape. Filling a gap in the ethnographic analysis of the role of youth in armed conflict, the book describes, from the perspective of the young fighters themselves, the tactics that young local leaders used and how the state retaliated, young peoples' experiences of pain and loss, the effect on fighters of the extensive use of informers by the state as a weapon of war, and the search for an ethic of survival.

The testimony of these young fighters reveals some limitations of the processes used by the TRC in its search to document the truth. *War in Worcester* problematizes the use of the term "victim" for the political engagement of young people and calls for attention to patterns of documenting the past and thus to the nature of the archive in recording the character of political forces and the uses of violence. Thus, it encourages a fresh analysis of the kinds of revolt being enacted by the young elsewhere in the world, such as North Africa and the Middle East.



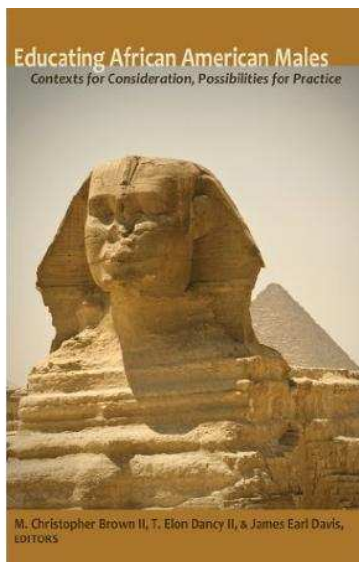
Mayo, Sandra and Patricia J. Larke, eds. *Integrating Multiculturalism in the Curriculum: From the liberal Arts to the Sciences*. New York: Peter Lang Publishing, 2013, ISBN: 978-1-4331-0977-5, pp.348.

This reader introduces the Multicultural Curriculum Transformation and Research Institute, a multicultural curriculum transformation paradigm that is a model for colleges and universities across the country and abroad. The first section details the history of the effective implementation of the strategies at a university in Texas over the last seven years with emphasis on goals, pedagogical strategies, institutional support, and faculty recruitment. Section two gives an in-depth look at a sampling of content units presented during the Institute. Section three highlights faculty who attended Institute training and the resulting implementation of the strategies and student feedback; it also showcases a multicultural assessment instrument, a useful tool for determining if a course is multicultural. And section four presents a variety of transformed courses from six colleges within the university.



Alexander, Bryant Keith. *The Performative Sustainability of Race: Reflections on Black Culture and the Politics of Identity*. New York: Peter Lang Publishing, 2012, ISBN: 978-1-4331-1283-6, pp.230.

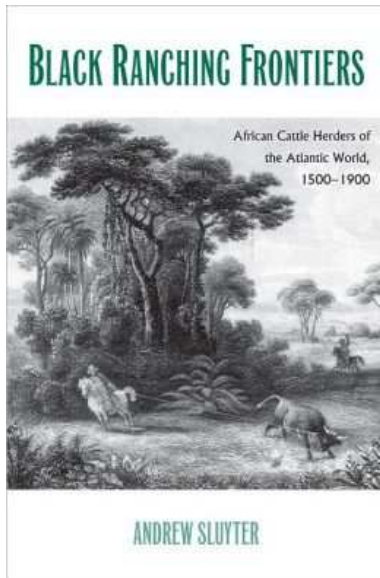
Following the premise that race and the process of racialization is performative, this book is a critical examination of the performative sustainability of race, particularly Blackness, through commentaries on White Studies, art depictions of African American culture in the rural south, educational and pedagogical contexts, dramatic and film representation, and the intersections of race and gender performance. The book also examines issues impacting the sustainability of race and race relations through multiple methodological and critical perspectives - most notably framed through performance (performance studies) and autoethnography.



Brown, M. Christopher Brown II, T. Elon Dancy II and James Earl Davis, eds. *Educating African American Males: Contexts for Consideration, Possibilities for Practice*. New York: Peter Lang Publishing, 2013, ISBN: 978-1-4331-0853-2, pp.182.

This book's predecessor, *Black Sons to Mothers: Compliments, Critiques, and Challenges for Cultural Workers in Education* (Peter Lang, 2000), sparked a decade of meaningful scholarship on the educational experiences and academic outcomes of African American males. *Black Sons to Mothers* proffered seminal contributions to the academic literature on the achievement gap, differential instruction, and minority schooling, and

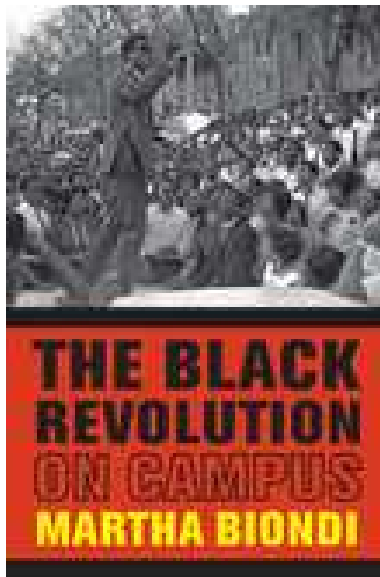
inspired further research - countless books, articles and reports written since about the educational challenges and successes of African American males directly reference the work. Hence, this contribution extends, and advances the research and conversations introduced in *Black Sons to Mothers*. The chapters in this volume were commissioned by the Alphas in the Academy Committee (AAC) of Alpha Phi Alpha Fraternity, Incorporated. The AAC addresses issues incident to collegiate life, employment in higher education, and postsecondary performance among African American males. This book reflects the fraternity's unshakable commitment to improving the contexts and outcomes of African American males in educational settings, and identifies important new territory for the next decade of scholarship on this critical topic.



Sluyter, Andrew. *Black Ranching Frontiers: African Cattle Herders of the Atlantic World, 1500-1900*. New Haven: Yale University Press, 2012, ISBN: 978-0-300-17992-7, pp. 308.

In this book the author demonstrates for the first time that African people played significant creative roles in establishing open-range cattle ranching in the Americas. In so doing, he provides a new way of looking at and studying the history of land, labor, property, and commerce in the Atlantic world. Thus, the book shows that Africans' ideas and creativity helped to establish a production system so fundamental to the environmental and social relations of the American colonies that the consequences persist to the present. He examines various methods of cattle production, compares these methods to those used in Europe and the Americas, and traces the networks of actors that linked that Atlantic world. The use of archival

documents, material culture items, and ecological relationships between landscape elements make this book a methodologically and substantively original contribution to Atlantic, African-American, and agricultural history.



Biondi, Martha. *The Black Revolution on Campus*. Berkeley: University of California Press, 2012, ISBN: 9780520269224, pp.366.

An account of an extraordinary but forgotten chapter of the Black freedom struggle: in the late 1960s and early 1970s, Black students organized hundreds of protests that sparked a period of crackdown, negotiation, and reform that profoundly transformed college life. At stake was the very mission of higher education. Black students demanded that public universities serve their communities; that private universities rethink the mission of elite education; and that Black colleges embrace self-determination and resist the threat of integration. Most crucially, Black students demanded a role in the definition of scholarly knowledge. In this treatment, the author combines research with a wealth of interviews from participants to tell the story of how students

turned the slogan "Black power" into a social movement. Vividly demonstrating the critical linkage between the student movement and changes in university culture, she illustrates how victories in establishing Black Studies ultimately produced important intellectual innovations that have had a lasting impact on academic research and university curricula over the past 40 years.

Editor's note:

All of the above books are available for review upon request. Please contact JPAS Book Review Editor Dr. Eric R. Jackson (jacksoner@nku.edu) for details on how to become a reviewer