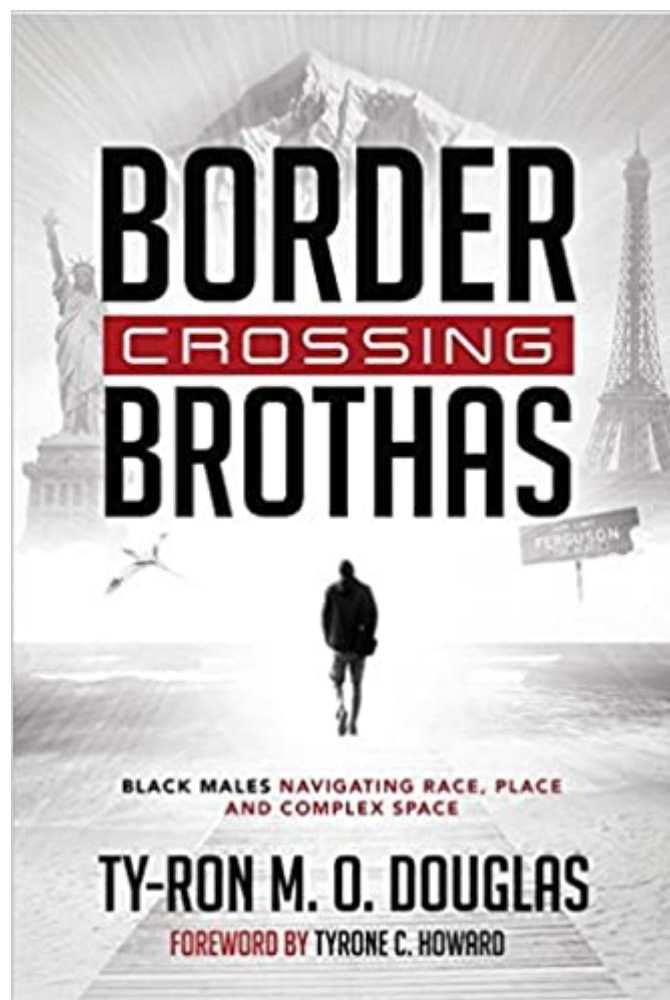




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Border Crossing Ã,Ã«BrothasÃ,Ã»: Black Males Navigating Race, Place, And Complex Space (Black Studies And Critical Thinking)



Synopsis

Winner of the 2017 Society of Professors of Education Book Award Border Crossing
«Brothas» examines how Black males form identities, define success, and utilize community-based pedagogical spaces to cross literal and figurative borders. The tragic deaths of Michael Brown in Ferguson, Tamir Rice in Cleveland, and numerous others from Brooklyn, Britain, and Bermuda whose lives have been taken prematurely suggest that negotiating race, place, and complex space is a matter of life and death for Black males. In jurisdictions such as the U.S. and Bermuda, racial tensions are the palpable and obvious reality, yet the average citizen has no idea how to sensibly react. This book offers a reasonable response that pushes readers to account for and draw on the best of what we know, the core of who we are, and the needs and histories of those we serve. Drawing on the educational and socializing experiences of Black males in Bermuda – a beautiful yet complex island with strong connections to the U.S., England, and the Caribbean – this book offers educators and leaders new language for postcolonial possibilities and emancipatory epistemologies related to Black male identities and success in a global context. Intriguing findings and fresh frameworks grounded in understandings of race, class, ability, transnationalism, culture, colonialism, and the construction/performance of gendered identity emerge in this book.

Book Information

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Customer Reviews

"Border Crossing" Brothas moves us one step closer to breaking down silo-based knowledge regarding the experiences of Black males. For the most part, the empirical evidence we have on Black males in education has been country- and context-specific, with little effort to share knowledge across borders. More recently, we are recognizing the imperative to learn from the collective knowledge generated globally about Black males if we want to move the needle. Ty-Ron M. O. Douglas should be commended as an early subscriber to this new movement. -- --Jerlando F. L. Jackson, Chair of the International Colloquium in Black Males in Education; Vilas Distinguished Professor of Higher Education and Director of Wisconsin's Equity and Inclusion Laboratory, University of Wisconsin-Madison

Ty-Ron M. O. Douglas, Ph.D., is an assistant professor and PK-12 Program Coordinator at the University of Missouri-Columbia in the Educational Leadership and Policy Analysis Department. Dr. Douglas's work has appeared in outlets such as The Urban Review, Educational Studies, Teachers College Record, and Race, Ethnicity, and Education.

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