BIBLIOGRAPHY

Allen, Q. (2015). "I'm trying to get my A": Black male achievers talk about race, school and achievement. *The Urban Review*, 47(1), 209–231.

Anderson, J. D. (1988). *The education of Blacks in the South*, 1860–1935. Chapel Hill, NC: The University of North Carolina Press.

André-Bechely, L. (2005). Could it be otherwise? Parents and the inequities of public-school choice. New York, NY: Routledge.

Appiah, K. A. (2005). *The ethics of identity*. Princeton, NJ: Princeton University Press.

Baldwin, J. (1997). If black English isn't a language, then tell me, what is? *The Black Scholar*, 27(1), 5–6. doi:10.1080/00064246.1997.11430831

Bart, P. (2020, November). Donald Trump stole the Reagan strategy & slogan but failed to make his presidency great again, Peter Bart. Deadline.com.

Berry, III, Robert, Q., Thunder, K., & McClain, O. L. (2011). Counter narratives: Examining the mathematics and racial identities of black boys who are successful with school mathematics. *Journal of African American Males in Education*, 2(1), 10–23.

Bidwell, A. (2015, May). *African American men: The other STEM minority, US news and world report.* usnews.com. Retrieved from https://www.usnews.com/news/stem-solutions/articles/2015/05/07/african-american-men-the-other-stem-minority

Billings, G. L. (1997). It doesn't add up: African American students' mathematics achievement. *Journal for Research in Mathematics education*, 28(6), 697–708.

Bonilla-Silva, E. (1997). Rethinking racism: Toward a structural interpretation. *American Sociological Review*, 465–480.

Bonilla-Silva, E. (2006). Racism without racists: Color-blind racism and the persistence of racial inequality in the United States. Lanham, MD: Rowman & Littlefield Publishers.

108 Bibliography

Bourdieu, P. (2011). The forms of capital. (1986). In I. Szeman & T. Kaposy (Eds.), *Cultural theory: An anthology* (pp. 81–93). Malden, MA: Wiley-Blackwell.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513–531. doi:10.1037/0003-066X. 32.7.513

Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Cambridge, MA: Harvard University Press.

Bronfenbrenner, U. (1989). Youthful designs for research on aging: A response to Lawton's theoretical challenge. In K. W. Schaie & C. Schooler (Eds.), *Social structure and aging: Psychological processes* (pp. 85–93). Hillsdale, NJ: Erlbaum.

Bronfenbrenner, U. (1994). Ecological models of human development. *Readings on the Development of Children*, 2, 37–43. Retrieved from http://www.psy.cmu.edu/~siegler/35bronfebrenner94.pdf

Bronfenbrenner, U. (2005). Making human beings human: Bioecological perspectives on human development. Thousand Oaks, CA: Sage Publications.

Bronfenbrenner, U., & Evans, G. W. (2000). Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings. *Social Development*, 9(1), 115–125. Retrieved from http://onlinelibrary.wiley.com/doi/10.1111/1467-9507.00114/full

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology, v.1: Theoretical models of human development* (6th ed., pp. 793–828). New York, NY: Wiley & Sons.

Chen, S., Boucher, H. C., & Tapias, M. P. (2006). The relational self-revealed: Integrative conceptualization and implications for interpersonal life. *Psychological Bulletin*, 132(2), 151.

Clark, L., Badertscher, E., & Napp, C. (2013). African American mathematics teachers as agents in their African American students' mathematics identity formation. *Teachers College Record*, 115(2), 1–36.

Creswell, J. W. (2013). Qualitative inquiry and research design: Choosing among five approaches. Los Angeles, CA: SAGE Publications.

Cullingford, C. (2006). Children's own vision of schooling. *Education*, 34(3), 211–221.

Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy Analysis Archives*, 8, 1.

Darling-Hammond, L. (2004). Inequality and the right to learn: Access to qualified teachers in California's public schools. *Teachers College Record*, 106(10), 1936–1966.

Darling-Hammond, L. (2007). Race, inequality and educational accountability: The irony of 'No Child Left Behind'. *Race, Ethnicity and Education*, 10(3), 245–260.

De Corte, E., Greer, B., & Verschaffel, L. (1996). Mathematics teaching and learning. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 491–549). New York; London: Macmillan Library Reference Usa; Prentice Hall International.

Delgado, R., & Stefancic, J. (2001). *Critical race theory: An introduction*. New York, NY: New York University Press.

Emdin, C. (2011). Dimensions of communication in urban science education: Interactions and transactions. *Science Education*, 95(1), 1–20.

Fisher, E. (2014). Educating the urban race: The evolution of an American high school. Lanham, MD: Lexington Books.

Garrett, J. L. (2008). STEM: The 21st century sputnik. *Kappa Delta Pi Record*, 44(4), 152–153. doi:10.1080/00228958.2008.10516514

Gay, G. (2000). *Culturally responsive teaching: Theory, practice and research.* New York, NY: Teachers College Press.

Gee, J. P. (2000). Identity as an analytic lens for research in education. *Review of Research in Education*, 25(1), 99–125.

Grossman, P. L., & Stodolsky, S. S. (1995). Content as context: The role of school subjects in secondary school teaching. *Educational Researcher*, 24(8), 5–23.

Guiton, G., & Oakes, J. (1995). Opportunity to learn and conceptions of educational equality. *Educational Evaluation & Policy Analysis*, 17, 323–336.

Hancock, D. R., & Algozzine, B. (2015). *Doing case study research: A practical guide for beginning researchers*. New York, NY: Teachers College Press.

110 Bibliography

Harper, S. R., & Davis, C. H. F., III. (2012). They (don't) care about education: A counternarrative on black male students' responses to inequitable schooling. *The Journal of Educational Foundations*, 26(1/2), 103.

Harris, A. L., & Marsh, K. (2010). Is a raceless identity an effective strategy for academic success among Blacks?. *Social Science Quarterly*, 91(5), 1242–1263.

Howard, T. C. (2013). How does it feel to be a problem? Black male students, schools, and learning in enhancing the knowledge base to disrupt deficit frameworks. *Review of Research in Education*, 37(1), 54–86.

Howard, T. C., & Reynolds, R. (2013). Examining Black male identity through a raced, classed, and gendered lens: Critical race theory and the intersectionality of the Black male experience. In *Handbook of critical race theory in education* (pp. 252–267). New York, NY: Routledge.

Jett, C. C. (2011). "I once was lost, but now am found" the mathematics journey of an African American male mathematics doctoral student. *Journal of Black Studies*, 42(7), 1125–1147.

Kane, J. M. (2012). Young African American children constructing academic and disciplinary identities in an urban science classroom. *Science Education*, 96(3), 457–487.

Kena, G., Aud, S., Johnson, F., Wang, X., Zhang, J., Rathbun, A., ... Kristapovich, P. (2014). The condition of education 2014. NCES 2014-083. National Center for Education Statistics.

Klein, A. (2017, March). What would Trump's proposed cut to teacher funding mean for schools. Edweek.org.

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, *35*(7), 3–12. Retrieved from http://www.jstor.org/stable/3876731. Accessed on April 30, 2021.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice*, 34(3), 159–165.

Lankford, H., Loeb, S., & Wyckoff, J. (2002). Teacher sorting and the plight of urban schools: A descriptive analysis. *Educational Evaluation and Policy Analysis*, 24(1), 37–62.

Lee, J., & Zhou, M. (2015). *The Asian American Achievement paradox*. New York, NY: Russell Sage Foundation.

Leonard, J., Brooks, W., Barnes-Johnson, J., & Berry, R. Q. (2010). The nuances and complexities of teaching mathematics for cultural relevance and social justice. *Journal of Teacher Education*, 61(3), 261–270.

Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago, IL: University of Chicago Press.

Maple, S. A., & Stage, F. K. (1991). Influences on the choice of math/science major by gender and ethnicity. *American Educational Research Journal*, 28(1), 37–60.

Martin, D. B. (2000). Mathematics success and failure among African-American youth: The roles of sociohistorical context, community forces, school influence, and individual agency. New York, NY: Routledge.

Martin, D. B. (Ed.). (2010). *Mathematics teaching, learning, and liberation in the lives of Black children*. New York, NY: Routledge.

Martin, D. B. (2012). Learning mathematics while Black. *Educational Foundations*, 26, 47–66.

McAdams, D. P. (2001). The psychology of life stories. *Review of General Psychology*, 5(2), 100.

McClain, O. L. (2014). Negotiating identity: A look at the educational experiences of Black undergraduates in STEM disciplines. *Peabody Journal of Education*, 89(3), 380–392.

McDonnell, L. M. (1995). Opportunity to learn as a research concept and a policy instrument. *Educational Evaluation and Policy Analysis*, 17(3), 305–322. doi:10.3102/01623737017003305

McGee, E. O. (2014). When it comes to the mathematics experiences of Black preservice teachers... Race matters. *Teachers College Record*, 116, 060308.

McGee, E. O., & Pearman, F. A. (2014). Risk and protective factors in mathematically talented black male students snapshots from kindergarten through eighth grade. *Urban Education*, 49(4), 363–393.

Mensah, F. M. (2010). Toward the mark of empowering policies in elementary school science programs and teacher professional development. *Cultural Studies of Science Education*, *5*(4), 977–983.

Mewborn, D. S., & Tyminski, A. M. (2006). Lortie's apprenticeship of observation revisited. For the Learning of Mathematics, 26(3), 23–32.

112 Bibliography

Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: SAGE Publications, Incorporated.

Miller, J. D., & Pearson, W., Jr. (2012). Pathways to STEMM professions for students from noncollege homes. *Peabody Journal of Education*, 87(1), 114–132. doi:10.1080/0161956X.2012.642277

Milner, H. R., Pabon, A., Woodson, A., & McGee, E. (2013). Teacher education and black male students in the United States. *Multidisciplinary Journal of Educational Research*, *3*(3), 235–265.

Montandon, C., & Osiek, F. (1998). Children's perspectives on their education. *Childhood*, *5*(3), 247–263. doi:10.1177/0907568298005003002

National Center for Education Statistics. (2013). Status and trends in the education of racial and ethnic minorities. National Center for Education Statistics.

National Science Foundation. (2014). Science and engineering indicators 2014. National Science Foundation.

Noddings, N. (1988). An ethic of caring and its implications for instructional arrangements. *American Journal of Education*, 96(2), 215–230.

Noguera, P. A. (2009). The trouble with black boys, and other reflections on race, equity, and the future of public education. New York, NY: Wiley.

Oakes, J. (1990). Opportunities, achievement, and choice: Women and minority students in science and mathematics. *Review of Research in Education*, 16, 153–222.

Oakes, J., & Lipton (2012). School structure: Sorting students and opportunities to learn. In J. Oakes, M. Lipton, L. Anderson, & J. Stillman (Eds.), *Teaching to change the world* (pp. 293–323). Boulder, CO: Paradigm Publishers.

Paris, D. (2012). Culturally sustaining pedagogy a needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93–97.

Patten, D. (2016, September 29). Luke Cage' EP on Marvel series hip-hop pulse, the power of a bulletproof black man and exploding Twitter. Deadline.com. Retrieved from https://deadline.com/2016/09/marvel-luke-cage-season-1-cheo-hodari-coker-mike-colter-netflix-1201828142/

Picker, S. H., & Berry, J. S. (2000). Investigating pupils' images of mathematicians. *Educational Studies in Mathematics*, 43(1), 65–94.

Postmes, T., Spears, R., Lee, A. T., & Novak, R. J. (2005). Individuality and social influence in groups: Inductive and deductive routes to group identity. *Journal of Personality and Social Psychology*, 89(5), 747.

Riegle-Crumb, C., & Humphries, M. (2012). Exploring bias in mathematics teachers' perceptions of students' ability by gender and race/ethnicity. *Gender & Society*. doi:10.1177/0891243211434614

Rubin, H., & Rubin, I. (2012). *Qualitative interviewing, the art of hearing data* (3rd ed.). Los Angeles, CA: SAGE Publications.

Saldaña, J. (2015). *The coding manual for qualitative researchers*. Los Angeles, CA: SAGE Publications.

Schott Foundation for Public Education. (2015). *Black Lives Matter: The Schott 50 state report on public education and black males*. Retrieved from http://www.schottfoundation.org/publications-reports/

Schwartz, S. J., Luyckx, K., & Vignoles, V. L. (Eds.). (2011). *Handbook of identity theory and research* (pp. 933–938). New York, NY: Springer.

Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York, NY: Teachers College Press.

Sheldon, S. B., & Epstein, J. L. (2005). Involvement counts: Family and community partnerships and mathematics achievement. *The Journal of Educational Research*, 98(4), 196–207. doi:10.3200/JOER.98.4

Smith, W. A., Hung, M., & Franklin, J. D. (2011). Racial battle fatigue and the miseducation of Black men: Racial microaggressions, societal problems, and environmental stress. *The Journal of Negro Education*, 80(1), 63–82.

Stemn, B. S. (2010). Teaching mathematics with "cultural eyes". *Race, Gender & Class*, 154–162.

Stinson, D. W. (2006). African American male adolescents, schooling (and mathematics): Deficiency, rejection, and achievement. *Review of Educational Research*, 76(4), 477–506.

Stinson, D. W. (2008). Negotiating sociocultural discourses: The counterstorytelling of academically (and mathematically) successful African American male students. *American Educational Research Journal*, 45(4), 975–1010.

Tate, W. F. (1995). School mathematics and African American students: Thinking seriously about opportunity-to-learn standards. *Educational Administration Quarterly*, 31(3), 424–448.

1 1 4 Bibliography

Tutu, D. (1983). *Hope and suffering: Sermons and speeches*. Grand Rapids, MI: W.B. Ferdmans.

Vagle, M. D. (2014). Crafting phenomenological research. Walnut Creek, CA: Left Coast Press.

Vignoles, V. L., Schwartz, S. J., & Luyckx, K. (2011). Introduction: Toward an integrative view of identity. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of identity theory and research* (pp. 1–27). New York, NY: Springer.

Walker, V. S. (2009). Second-class integration: A historical perspective for a contemporary agenda. *Harvard Educational Review*, 79(2), 269–284.

Wesley, H.-J. (2020, July 5). Birth of a nation Pt. 1. [Video] YouTube. Retrieved from https://youtu.be/rCikPlDKg8M

Wright, B. L. (2011). K-16 and beyond: African American male student engagement in STEM disciplines. *Journal of African American Males in Education*, 2(1), 5–9.

Yin, R. K. (2013). Case study research: Design and methods. London: SAGE Publications.

Zapata, M. (2013). Substantiating the need to apply a sociocultural lens to the preparation of teachers in an effort to achieve science reform. *Cultural Studies of Science Education*, 8(4), 777–801. doi:10.1007/s11422-013-9513-8