



IUME PUBLICATION LIST 2000-2009
(most recent publications to be added soon)

Current Director Ernest Morrell and Past Director Edmund W. Gordon have compiled a host of publications over the course of the careers—and counting. Below are some of Dr. Morrell's and Dr. Gordon's most recent publications, listed in chronological order, starting from 2000 to the present. Publications that are underlined have corresponding links—enjoy!

Gordon E.W. & Vergara, M. (2009) Supplements to Schooling. In Perspectives on Comprehensive Education Series. Theoretical Perspectives on Comprehensive Education: The Way Forward. Volume Two. Lewiston, NY: The Edwin Mellen Press.

Varenne, H. & Gordon, E. W. (Eds.). (2009). *Perspectives on Comprehensive Education Series. Theoretical Perspectives on Comprehensive Education: The Way Forward*. Volume Two. Lewiston, NY: The Edwin Mellen Press.

Duncan-Andrade, J. and Morrell, E. (2008). *The Art of Critical Pedagogy: The Promises of Moving from Theory to Practice in Urban Schools*. New York: Peter Lang

Morrell, E. (2008). Rebel Musics: African Diaspora Popular Culture and Critical Literacies. In C. Payne and C. Strickland (Eds.) *Teach Freedom: The African American Tradition of Education for Liberation*. New York: Teachers College Press.

Morrell, E., and Duncan-Andrade, J. (2008). Comin' from the School of Hard Knocks: Hip-hop and the Revolution of English Classrooms in City Schools. In B. Ayres, G. Ladson-Billings, P. Noguera, and G. Mitchie (Eds.) *City Kids, City Teachers II*. New York: New Press

Gordon, E.W. (2007) *A context for the Birth of The Journal of Negro Education*. *The Journal of Negro Education*, 76(3), 198-203.

Gordon, E.W. & Bridglall, B. L. (Eds.). (2007). *Affirmative Development: Cultivating Academic Ability*. Boulder, CO: Rowman and Littlefield Publishers, Inc

Morrell, E. (2007). Youth Participatory Action Research, Civic Engagement, and Educational Reform: Lessons from the IDEA Seminar. In J. Cammarota and M. Fine (Eds.) *Revolutionizing Education: Youth Participatory Action Research in Motion*. New York: Routledge.

Morrell, E. (2007). *Critical Literacy and Urban Youth: Pedagogies of Access, Dissent, and Liberation*. New York: Routledge

Gordon, E.W. (2006) *Establishing a System of Public Education in Which All Children Achieve At High Levels and Reach Their Full Potential*. In *The Covenant with Black America*. Chicago, IL: Third World Press.

Morrell, E. (2005). *Urban Students as Critical Ethnographers: Critical Textual Production through Community-Based Research*. In J. Kincheloe & K. Hayes (Eds.), *Students in the City*. New York: Peter Lang.

Gordon, E.W. The Affirmative Development of Academic Ability: In Pursuit of Social Justice. A. Ball (Ed). National Society for the Study of Education Yearbook 2006. Ames, IA: Blackwell Publishing.

Morrell, E. (2006). Critical Participatory Action Research and the Literacy Achievement of Ethnic Minority Youth. 55th Annual Yearbook of the National Reading Conference.

Morrell, E. , and Duncan-Andrade, J. (2006). Popular Culture and Critical Media Pedagogy in Secondary Literacy Classrooms. International Journal of Learning.

Burns, L., and Morrell, E. (2005). Critical Discourse Analysis in Literacy Research. 2004 Annual Yearbook of the National Reading Conference.

Duncan-Andrade, J. and Morrell, E. (2005). Turn Up That Radio, Teacher: Popular Cultural Pedagogy in New Century Urban Schools. Journal of School Leadership, 15, 284-308.

Gordon, E.W. (2005). The idea of supplementary education. In E.W. Gordon; B.L. Bridglall, & A.S. Meroe (Eds.), *Supplementary education*. Boulder CO: Rowman and Littlefield Publishers.

Gordon, E. W., Bridglall, B. L. & Meroe, A. S. (Eds.). (2005). *Supplementary education: The hidden curriculum of high academic achievement*. Boulder, CO: Rowman and Littlefield Publishers, Inc.

Gordon, E.W. and Bridglall, B.L. (2005). The challenge, context, and preconditions of academic development at high levels. In E.W. Gordon; B.L. Bridglall, & A.S. Meroe (Eds.), *Supplementary education*. Boulder CO: Rowman and Littlefield Publishers.

Gordon, E.W. and Bridglall, B.L. (2005). The institutionalization of supplementary education. In E.W. Gordon; B.L. Bridglall, & A.S. Meroe (Eds.), *Supplementary education*. Boulder CO: Rowman and Littlefield Publishers.

Gordon, E.W. and Bridglall, B.L. (2005). Conceptual and practical issues in evaluating supplementary education programs. In E.W. Gordon; B.L. Bridglall, & A.S. Meroe (Eds.), *Supplementary education*. Boulder CO: Rowman and Littlefield Publishers.

Gordon, E.W. and Bridglall, B.L. (2005). The nurturance of variety in intellectual competence and giftedness." In R. E. Sternberg & J. Davidson (Eds.), *Conceptions of giftedness* New York: Cambridge University Press.

Gordon, E.W. & Mejia, B. X. (2005). Resilience as a factor in overcoming obstacles to high academic achievement. In R. Sternberg & R. Subotnik (Ed.). *Optimizing success in schools with the other three R's: Reasoning, resilience, and responsibility* (pp.143-176). CT: Information Age Publishing.

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Morrell, E. (2005). Toward a Critical English Education: Reflections on and Projections for the Discipline. English Education, 37, 4, 312-322.

Collatos, A., Morrell, E., Lara, R., and Nuno, A. (2004). Critical Sociology in K-16 Early Intervention: Remaking Latino Pathways to Higher Education. Journal of Hispanic Higher Education, 3, 2, 164-180.

Gordon, E.W. (2004) The State of Education in Black America. In The State of Black America 2004: The Complexity of Black Progress. New York, NY: National Urban League

Gordon, E.W., & Bridglall, B.L. (2004). Nurturing talent in underrepresented students: A study of the Meyerhoff Scholars Program at the University of Maryland, Baltimore County. Storrs, CT: National Research Center on the Gifted and Talented, University of Connecticut. Learning Points Associates

Gordon, E.W. & Bridglall, B.L. (2004). Reflections on excellence and equity in education: A memoir in commemoration of the fiftieth anniversary of the Brown vs. Topeka Board of Education decision of the Supreme Court of the United States. CEEJES Institute, Pomona, NY.

Bridglall, B.L. & Gordon, E.W. (2004). Nurturing talent in underrepresented students: A study of the Meyerhoff Scholars Program at the University of Maryland, Baltimore County. (Pedagogical Inquiry and Praxis, No. 6). New York: Institute for Urban and Minority Education, Teachers College, Columbia University & The College Board.

Morrell, E. (2004). Linking Literacy and Popular Culture: Finding Connections for Lifelong Learning. Norwood, MA: Christopher-Gordon.

Morrell, E. (2004). Becoming Critical Researchers: Literacy and Empowerment for Urban Youth. New York: Peter Lang.

Morrell, E. (2004). Bakhtin's Dialogic Pedagogy: Implications for Critical Pedagogy, Teacher Research, and Literacy Education in the United States. Journal of Russian and Eastern European Psychology, 42, 6, 90-95.

Morrell, E., & Duncan-Andrade, J. (2004) What Youth Do Learn in School: Using Hip-Hop as a Bridge to Canonical Poetry. In J. Mahiri (Ed.), What They Don't Learn in School: Literacy in the Lives of Urban Youth. New York: Peter Lang, 247-268.

Gordon, E.W. & Bridglall, B.L.(2003). *Toward a relational data management system for education.* (Pedagogical Inquiry and Praxis, No. 4). New York: Institute for Urban and Minority Education, Teachers College, Columbia University & The College Board

Bridglall, B.L. & Gordon, E.W. (2003). *Raising minority academic achievement: The Department of Defense model.* (Pedagogical Inquiry and Praxis, No. 5). New York: Institute for Urban and Minority Education, Teachers College, Columbia University & The College Board.

Gordon, E.W., Bonilla-Bowman, C., & Mejia, B. (2003). Changing the script for youth development: An evaluation of the All Star Talent Show and the Joseph A. Forgiione Development School for Youth. New York: Teachers College, Columbia University, Institute for Urban and Minority Education. (ERIC Document Reproduction Service No. ED-478409).

Morrell, E., & Collatos, A. (2003). Toward a Critical Teacher Pedagogy: Utilizing Student Sociologists as Teacher Educators. *Social Justice*, 29, 4, 60-71.

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