

## Call for chapter proposals

Tentative book title:

**African immigrant children in the United States: Challenges, Resilience, Achievements, and Lived Experiences**

**Editors:**

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We invite proposals for an edited collection on the lived experiences of the diverse populations of African immigrants in the United States.

There is a scarcity of anthropological and sociological research on the African immigrant population in the United States (Sassa, 2019). Most of the social science research that presumably covers African immigrants tends to place them under a broad category of Black population or Black immigrants in the United States. According to Pew Research Center (2022), the Black immigrant population in the U.S. was 4.6 million in 2019, a significant increase from approximately 800,000 in 1980. About 1 in 5 Black people in the United States are either first-, 1.5-, or second-generation immigrants. 58% of the Black immigrant population arrived in the U.S. after 2000. It is estimated that about one third of the Black population in the United States will be foreign-born by 2060 (Pew, 2022). Half of the Black immigrant population is from Africa while the other half is from the Caribbean (Anderson, 2017; U.S. Census Bureau & American Community Survey, 2014). Although there is a steady increase in studies about Black immigrants and the Black population in the United States, there is a considerable need to separate the data so as to address the varying and distinct challenges that the diverse subgroups within the Black population face (Shaw-Taylor & Tuch, 2007; PEW, 2015). This is why an edited book on the challenges, resilience, and lived experiences of African immigrant children in the United States is not only necessary but timely.

While it has been documented that African immigrants in the United States often have higher academic qualifications relative to many other subgroups, they are still held back by anti-Black racism (Felton, 2022; Kposowa, 2002; Bashi & Zuberi, 1997). Although studies show that 40 percent of African immigrants have at least a bachelor's degree and almost 16 percent have an advanced degree compared to 12.4 percent for the US-born population (New American Economy, 2020), a good number of them are still underemployed or unemployed with these degrees (Kposowa, 2002). Although African immigrants also arrive in the U.S. with higher English proficiency than other immigrants, their incomes and home ownerships are still lower than those of Asian immigrants (Tesfai, 2017) and they are sidelined for managerial positions, especially in corporate America (Sassa, 2019). While the African-born immigrants aged 16 and over have a higher rate of employment (69.2%) as compared to the general foreign-born population (63.1%) and the general US population (59.9%) (Hellman, 2020), it does not necessarily translate to higher incomes nor better health outcomes. In less inclusive cities and workplaces, they are still discriminated against for speaking English with a foreign accent (Kigamwa & Ndemanu, 2017).

While the foregoing paragraphs paint a general picture of the challenges faced by African immigrants, this call for chapters will focus primarily on African immigrant education. African Immigrant children from English-speaking backgrounds are erroneously placed in English as a Second Language (ESL) and even in special education programs (Ndemanu & Jordan, 2017). In a nutshell, despite all their higher academic attainment and high level of English proficiency, many African immigrant parents and children still face barriers to socio-economic growth. Their children were part of the 13.7 percent of Black students who received one or more out-of-school suspensions in the 2013-2014 academic year compared to 6.7 percent for American Indian/Alaska Native students and 3.4 percent of White students (NCES, 2020). Like all Black children in America, children from African countries are more likely than other ethnic/racial groups to face linguisticism, colorism in school, bullying, criminalization, juvenile incarceration, and police harassment (Young Center, Oct 1, 2020). Additionally, African immigrant children who have non-resident status do not have access to Federal financial aid to fund their studies and may face challenges of having to pay high college tuition as non-residents considering that their parents are part of the two million adult immigrants with college degrees that have been relegated to low-skilled jobs (Batalova et al, 2016).

### **Call for contributors:**

We invite chapter contributors to explore the following themes about African immigrant children and parents and their lived experiences in the United States within the context of education and schooling:

- Navigating the American education system
- Newly arrived African immigrant children and the schooling journey
- African immigrant parenting in the United States
- Brain waste: Unemployment or underemployment for African immigrants with foreign credentials and the impact on their children
- Raising a Black boy or girl in America
- Education and career choices for African immigrant high schoolers
- African immigrant children and parents' community service and volunteerism
- Wellness and Health of African immigrant children
- African immigrant children with special needs/disabilities
- Microaggression experienced in school (e.g. on culture, names, clothing, food, etc.)
- Racism and colorism in school
- Schooling and cultural identity shift/development among African immigrant children

### **Submission Guidelines**

- Prospective contributors are invited to submit a chapter proposal of 500 words by August 15, 2022, through this email: [mtndemanu@bsu.edu](mailto:mtndemanu@bsu.edu)
- The proposal should include the chapter title, research question, a brief description of the main sections of the chapter, and how the chapter proposal is relevant to one or more theme(s) of the Call for Chapters.
- The chapter proposals will be reviewed by editors and decisions should be expected by September 5, 2022

- An abstract of 150 words and a complete manuscript of between 4000 and 7000 words from invited contributors will be due on December 15, 2022. The manuscript must be double-spaced, 12-point font size, Times Roman, and it must follow the 7<sup>th</sup> edition of APA Style.
- Editorial review and copy-editing services will be done during spring 2023.
- Book will be published in summer 2023 by Routledge

Send inquiries to Prof. Michael Ndemanu, Associate Professor of Multicultural Education, at [mtndemanu@bsu.edu](mailto:mtndemanu@bsu.edu)

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