AMPLIFYING VOICES OF THE UNHEARD: COUNTERNARRATIVES OF AFRICAN AMERICAN MALES IN COMMUNITY COLLEGE

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The goal of this narrative research is to contribute to the body of literature regarding African American males in higher education. This research challenges the deficit majoritarian narrative that historically has perpetuated a negative image of the contributions African American males bring to education. As a conceptual framework, Critical Race Theory is used to critique the historical narrative and challenge the impact of race and inequities in education.

Utilizing counternarratives as a way to include a comprehensive picture of the Community Cultural Wealth (Yosso, 2005) students possess through lived experiences, aspirations, challenges, obstacles, resilience and dreams, this research analyzes six accounts of African American males in the community college. Semi-structured interviews were conducted using guiding questions to complete educational histories of students and their interactions with community colleges. The results of this study affirm the strengths that African American male students bring to college campuses through understanding their lived experiences.

**Keywords:** African American Males, Critical Race Theory (CRT), counternarratives, Community Cultural Wealth.