

**Like Raindrops on Granite:  
A Dialogic Analysis of *Full Cicada Moon* as Crossover Scholarship**

In January 2017 *Lion & Unicorn* essay, “Brown Girl Dreaming of a New ChLA,” she laments the lack of diverse scholars in Children’s and YA Literature and considers “crossover scholarship” a first step in confronting the long-term problem of diversifying the field. According to, White academics need greater cultural competence to effectively mentor emerging scholars who come from diverse backgrounds and/or who write about diverse topics outside the senior scholar’s lived experience. Thus, “Crossover scholarship . . . points squarely to authorship and the writer’s crossing racial, ethnic, geographic, socioeconomic, gender and other identity boundaries to write about people who live and look differently than the scholar does” (98). Since considers “excellence in research and writing . . . more important than writing only from one’s own background or realm of experience” (98), she concludes the essay with a framework for effective crossover scholarship--primarily intended for White academics--that offers an academic response to Junko Yokota’s primary-text question: “What needs to happen” (to diversify the field of Children’s and YA Literature).

Putting framework into practice, these authors, a senior African American scholar from the South, and her doctoral student, a mixed-race Japanese-White American from the North, have composed this analysis of *Full Cicada Moon* (2015), a verse novel by White author Marilyn Hilton. Thirteen-year-old protagonist, Mimi Oliver, daughter of an African-American father and a Japanese mother, embraces the primary recurring metaphor: “be kind, be respectful, and persistent, like raindrops on granite” (31). However, Mimi struggles to fit in after moving from Berkeley, California to a small town in rural Vermont. While the first part of this mantra (be kind, respectful, persistent), affirms values from both of her parents’ cultures, the last part enables her to resist the daily discrimination she encounters from her new community. Dialogic, analytical, and deeply personal for both authors, this essay serves as a real-life example of how to make Children’s and YA literature central to challenging, scholarly discussions across racial, ethnic, social, geographical and even historical divides for a richer understanding of what it means to be an academic in the 21st century.