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**2017** FALL

**MULTI  
DISCIPLINARY**  
TEXTBOOK CATALOGUE



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Fall 2017



Dear colleagues and customers,

As we continue to grow our textbook list, we're receiving encouraging compliments from our authors, series editors, and customers about the breadth of the list and the quality of our publishing. Enthusiastic reviews and a variety of book awards reinforce those opinions.

In Education, we are delighted to introduce some of our excellent new projects, including *13 Questions: Reframing Education's Conversation: Science* Edited by Lynn Bryan and Kenneth Tobin and *Radical Imagine-Nation: Public Pedagogy and Practice* edited by Peter McLaren and Susanne SooHoo, with essays by Antonia Darder, Donaldo Macedo, Peter Mayo, Bettina Love and more. Serie McDougal's revised edition of *Research in Africana Studies* published this fall along with a timely new primer by David Boers, *Uncovering Black Heroes: Lesser-Known Stories of Liberty and Civil Rights*.

Our Media and Communication program is equally strong this season, with many timely new releases including *20 Questions about Youth and the Media, Volume 2*, edited by Sharon Mazzarella and Nancy Jennings. The second edition of Judy VanTurk Slyke and Jean Valin's *Public Relations Case Studies from Around the World* is an updated and essential text for any student of the field, and Anna Roosvall and Matthew Tegelberg's *Media and Transnational Climate Justice* is the premiere text on the subject. Accolades for our Media award winner, *James W. Carey and Communication Research* by Jefferson Pooley, **Winner of the 2017 James W. Carey Media Research Award.**

We have expanded our textbook program to Politics and Law, including *Reconsidering Obama: Reflections on Rhetoric* by Robert Terrill and *Sympathy for the Cyberbully: How the Crusade to Censor Hostile and Offensive Online Speech Abuses Freedom of Expression* by Arthur S. Hayes. In addition we have a new Literature text on one of the most noted poetry collections, *William Blake's Songs of Innocence and of Experience: A Student Guide* by Brendan Cooper.

Desk copies are available for all of our classroom books. I encourage you to look closely at the titles in this catalogue and request copies of those volumes that would be of use in your classroom. Be sure to review our listings of best-selling textbooks within each discipline. In addition to considering us for your next book purchase or classroom text adoption, I also invite you to consider us as your next publisher. If you are working on a manuscript or prospectus in any of our publication fields, let one of our friendly acquisitions editors know. I am certain that you will find the publishing process with Peter Lang a rewarding experience.

*Best wishes,*

*Farideh Koochi-Kamali*

Senior Vice President  
Farideh.Koochi@plang.com

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BLACK STUDIES



SERIE MCDUGAL III

**RESEARCH METHODS IN AFRICANA STUDIES | REVISED EDITION**

- 408 PP.
- BLACK STUDIES AND CRITICAL THINKING. VOL. 97
- PB. ISBN 978-1-4331-3473-9 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4242-0 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95

The revised edition of *Research Methods in Africana Studies* is a major contribution to the discipline of Africana studies and social science involving people of African descent in general. The first edition was the first of its kind, offering instruction on how to conduct culturally relevant critical research on Africana communities in the American context, in addition to the African diaspora. The revised edition contains a collection of the most widely used theories and paradigms designed for exploring, explaining, and advancing Africana communities through science. The relevance, strengths, and weaknesses of every major method of data collection are explained as they relate to the lived experiences of the Black world. It stands alone as the only textbook that details empirical methods in the service of the collective advancement of Africana peoples.

➔ Ideal for courses in cultural studies, African American studies and research.

ROBIN BOYLORN

**SWEETWATER**

**Black Women and Narratives of Resilience, Revised Edition**

- 216 PP.
- BLACK STUDIES AND CRITICAL THINKING. VOL. 100
- PB. ISBN 978-1-4331-3493-7 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4223-9 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95

*Sweetwater: Black Women and Narratives of Resilience* is a multi-generational story of growing up black and female in the rural south. At times heartbreaking, at times humorous, *Sweetwater* captures the artistry, strength, language and creativity shared by first-hand accounts of black women in small-town North Carolina during the twentieth century. The book uncovers the versatility and universality of black women's experiences and their exceptional capacity to love in the face of adversity, and hope in the midst of calamity. *Sweetwater* is about the black female experience as it relates to friendship, family, spirituality, poverty, education, addiction, mental illness, romantic relationships, and everyday survival. The merging themes show the resilience and resistance that black women exhibit while negotiating the intersecting oppressions of racism, classism, and sexism. Written from field notes and memory, the author reveals the complexities of black women's lived experiences by exposing the communicative and interpersonal choices black women make through storytelling.



Narrative inquiry and black feminism are offered as creative educational tools for discussing how and why black women's singular and interior lives are culturally and globally significant. This revised edition preserves the original narratives but features new content including re-views, revisions and re-considerations for re-writing autoethnography.

➔ Ideal for mid to upper level college classrooms and in graduate program courses in Family Communication, Interpersonal Communication, Gender and Communication, Narrative, Rhetoric, Qualitative Methods, Feminist Studies or Black Women's Stories

RACE STUDIES

DARREN E. LUND / PAUL R. CARR / VIRGINIA LEA (EDS.)

**CRITICAL MULTICULTURAL PERSPECTIVES ON WHITENESS**

**Views from the Past and Present**

- CRITICAL MULTICULTURAL PERSPECTIVES ON WHITENESS. VOL. 5
- PB. ISBN 978-1-4331-2150-0 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4401-1 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-2151-7 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

*Critical Multicultural Perspectives on Whiteness Reader* aims to help us rethink "race," racism, and whiteness as narratives with deep roots in the past that contribute to the current social order, and function to reproduce the social hierarchy in which we live. The reader includes several brilliant iconic essays that address the social construction of whiteness and critical resistance, as well as excellent new critical perspectives. It is a compilation that offers new and intermediate readers in critical whiteness theory a valuable and diverse overview of the subject. It also serves as a refresher to those who have themselves contributed to this field.

➔ Ideal for undergraduate and graduate courses in Cultural Studies, Anti-Racism Education, Anti-Colonial Education, Critical Pedagogy, Race Relations, Multicultural Education, Diversity, Social Justice, Anti-

oppressive Methodologies, Social Foundations of Education and General Education programs.

BEST SELLERS: RACE + CULTURAL STUDIES



ROBIN DIANGELO

**WHAT DOES IT MEAN TO BE WHITE?**

**Developing White Racial Literacy – Revised Edition**

- 368 PP.
- COUNTERPOINTS. STUDIES IN CRITICALITY. VOL. 497
- PB. ISBN 978-1-4331-3110-3 / CHF37.00 / €30.75 / €A33.80 / €D32.90 / £25.00 / US\$39.95
- E-BOOK. ISBN 978-1-4331-3778-5 / CHF37.00 / €30.75 / €A33.80 / €D32.90 / £25.00 / US\$39.95

What does it mean to be white in a society that proclaims race meaningless, yet is deeply divided by race? In the face of pervasive racial inequality and segregation, most white people cannot answer that question. In the second edition of this seminal text, Robin DiAngelo reveals the factors that make this question so difficult: mis-education about what racism is; ideologies such as individualism and colorblindness; segregation; and the belief that to be complicit in racism is to be an immoral person. These factors contribute to what she terms white racial illiteracy. Speaking as a white person to other white people, DiAngelo clearly and compellingly takes readers through an analysis of white socialization.

Weaving research, analysis, stories, images, and familiar examples, she provides the framework needed to develop white racial literacy. She describes how race shapes the lives of white people, explains what makes racism so hard to see, identifies common white racial patterns, and speaks back to popular narratives that work to deny racism. Written as an accessible overview on white identity from an anti-racist framework, *What Does It Mean to Be White?* is an invaluable resource for members of diversity and anti-racism programs and study groups, and students of sociology, psychology, education, and other disciplines. This revised edition features two new chapters, including one on DiAngelo's influential concept of white fragility. Written to be accessible both within and without academia, this revised edition also features discussion questions, an index, and a glossary.

➔ **Ideal for courses in undergraduate and graduate studies in Foundations of Education**

BREE PICOWER / EDWIN MAYORGA (EDS.)

### WHAT'S RACE GOT TO DO WITH IT?

#### How Current School Reform Policy Maintains Racial and Economic Inequality

- 208 PP.
- CRITICAL MULTICULTURAL PERSPECTIVES ON WHITENESS. VOL. 2
- PB. ISBN 978-1-4331-2883-7 / CHF37.00 / €30.75 / €A33.80 / €D32.90 / £25.00 / US\$39.95
- E-BOOK. ISBN 978-1-4541-9217-6 / CHF39.00 / €30.75 / €A36.90 / €D36.59 / £25.00 / US\$39.95

Within critical discussions of school reform, researchers and activists are often of two camps. Some focus their analyses on neoliberal economic agendas, while others center on racial inequality. These analyses often happen in isolation, continuing to divide those concerned with educational justice into «It's race!» vs. «It's class!» camps. *What's Race Got To Do With It?* brings together these frameworks to investigate the role that race plays in hallmark policies of neoliberal school reforms such as school closings, high-stakes testing, and charter school proliferation. The group of



scholar activist authors in this volume were selected because of their cutting-edge racial economic analysis, understanding of corporate reform, and involvement in grassroots social movements. Each author applies a racial economic framework to inform and complicate our analysis of how market-based reforms collectively increase wealth inequality and maintain White supremacy. In accessible language, contributors trace the historical context of a single reform, examine how that reform maintains and expands racial and economic inequality, and share grassroots stories of resistance to these reforms. By analyzing current reforms through this dual lens, those concerned with social justice are better equipped to struggle against this constellation of reforms in ways that unite rather than divide.

➔ **Ideal for undergraduate and graduate courses in Urban Education, Urban Studies, Multicultural Education, Ethnic Studies, Sociology of Education, Education Policy, Educational Foundations, Social Movements and Critical Race Studies.**

HELEN FOX

### WHEN RACE BREAKS OUT

#### Conversations about Race and Racism in College Classrooms – 3rd Revised edition

- 262 PP.
- HIGHER ED. QUESTIONS ABOUT THE PURPOSE(S) OF COLLEGES AND UNIVERSITIES. VOL. 29



- PB. ISBN 978-1-4331-3478-4 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-3975-8 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95

The third revised edition of *When Race Breaks Out* is a guide for college and high school teachers who want to promote honest and informed conversations about race and racism. Based on the author's personal practice and interviews with students and faculty from a variety of disciplines, this book combines personal memoirs, advice, teaching ideas, and lively classroom vignettes. A unique insider's guide to the salient ideas, definitions, and opinions about race helps instructors answer students' questions and anticipate their reactions, both to the material and to each other. An extensive annotated bibliography of articles, books, and videos with recommendations for classroom use is included.

➔ **Ideal for undergraduate and graduate courses in Race in Education and Minority Cultures and Relations.**



ROCHELLE BROCK / DARA NIX-STEVENSON / PAUL CHAMNESS MILLER (EDS.)

### CRITICAL BLACK STUDIES READER

- 282 PP.
- BLACK STUDIES AND CRITICAL THINKING. VOL. 60
- PB. ISBN 978-1-4331-2406-8 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-3650-4 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95

The *Critical Black Studies Reader* is a groundbreaking volume whose aim is to criticize and reenvision Black Studies through a critical lens. The book not only stretches the boundaries of knowledge and understanding of issues critical to the Black experience, it creates a theoretical grounding that is intersectional in its approach. Our notion of Black Studies is neither singularly grounded in African American Studies nor on traditional notions of the Black experience. Though situated work in this field has historically grappled with the question of «where are we?» in Black Studies, this volume offers the reader a type of criticalization that has not occurred to this point. While the volume includes seminal works by authors in the field, as a critical endeavor, the editors have also included pieces that address the political issues that intersect with – among others – power, race, class, gender, sexuality, religion, place, and economics.

➔ **Ideal for undergraduate and graduate courses in African American studies, women's studies or sociology.**

PRIMER



DAVID BOERS

**UNCOVERING BLACK HEROES****Lesser-Known Stories of Liberty and Civil Rights**

- 128 PP.
- PETER LANG PRIMER. VOL. 37
- PB. ISBN 978-1-4331-4165-2 / CHF34.00 / €27.50 / €A30.20 / €D29.95 / £22.00 / US\$32.95
- E-BOOK. ISBN 978-1-4331-4172-0 / CHF36.00 / €27.50 / €A33.00 / €D32.95 / £22.00 / US\$32.95

*Uncovering Black Heroes: Lesser-Known Stories of Liberty and Civil Rights* is a series of stories regarding real people who are not so well known in the mainstream of American freedom and civil rights discussions. These people have made a difference by the events of their lives and by the deliberate contributions they made. In some chapters depictions of fugitive slaves create awareness of the perils of freedom runs and of the desperate, dangerous, and terrifying life of being a hunted person. In other chapters the degree of local level blockage individuals needed to confront is exposed. Still other chapters point out major efforts by diligent, but for the most part unknown, local people that result in court case settlements and state laws to advance civil rights, in particular suffrage. One chapter takes a close look at leaders in women's clubs and how those leaders defined women's roles in the Black freedom and civil rights movements. Themes stand

out as they all build upon each other and are seen from one chapter to the next. In the end, a subtle evolution of ideas can be realized that forms the notion that the great and recognized Black leaders in history have their important place but that freedom and civil rights advancements are made on the backs of the local unknowns who need to be recognized for what they have contributed. This uncovering of unknown players involved in crucial events of their times in the quest for social, political, civil, and personal equality and freedom provides a unique perspective somewhat counter to mainstream thinking.

- ➔ **Ideal for undergraduate and graduate courses in African American history and civil rights.**

CURRICULUM - SCIENCE

LYNN BRYAN / KENNETH TOBIN (EDS.)

**13 QUESTIONS Reframing Education's Conversation: Science**

- COUNTERPOINTS. STUDIES IN CRITICALITY. VOL. 442
- PB. ISBN 978-1-4331-2779-3 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-4496-7 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95
- HB. ISBN 978-1-4331-2780-9 / CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US\$109.95

*13 Questions: Reframing Education's Conversation: Science* examines thirteen critical questions confronting contemporary science education and a dynamic and evolving universe threatened by issues of sustainability and disharmony. The world's leading scholars in science education utilize cutting-edge theories and analyses to illuminate possible pathways in a world threatened by global warming, mass extinctions, and pervasive conflicts. These provocative responses to some of the most difficult questions facing science education to date are intended to provoke, expand, and enlighten readers about possibilities for transforming and enhancing the social and physical worlds we inhabit and for which we are stewards. The sections of *13 Questions*; address science curriculum; power and science education; quality of science teach-

ers; quality of science students; quality of science teacher education; equity; language; religion; race; families; culture of science and science education; political issues and science education; and bold visions for science education. The book is international in scope and shows value for difference in the perspectives, values, and theoretical underpinnings of authors.

- ➔ **Ideal for graduate courses and academic departments such as STEM Education, Science Education, Curriculum and Instruction, Educational Studies and Curriculum Studies.**

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OSCAR KOOPMAN

### SCIENCE EDUCATION AND PEDAGOGY IN SOUTH AFRICA

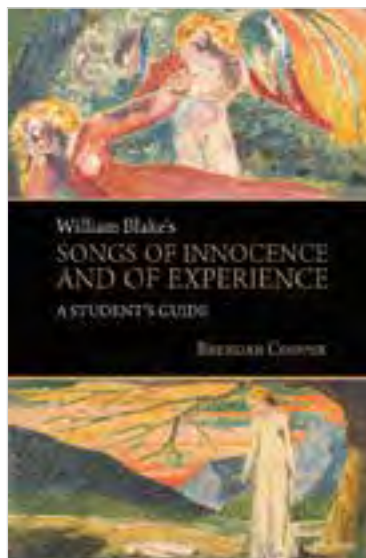
- COMPLICATED CONVERSATION. A BOOK SERIES OF CURRICULUM STUDIES. VOL. 51
- PB. ISBN 978-1-4331-4804-0 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4810-1 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-4808-8 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95

*Science Education and Pedagogy in South Africa* is a contemporary contribution that entices science teachers to 're-examine' or 'rethink' the pedagogical strategies they use in their teaching. It offers fresh and exciting teaching approaches that explores new ways to tackle the worrisome problems of how to plan, implement and present excellent and quality learning opportunities. From this perspective the book is also a driver to enhance, promote, and accelerate learner performance in sci-

ence education, given the many challenges that plaque the subject. *Science Education and Pedagogy in South Africa* paves the way for researchers, postgraduate science education scholars, as well as pre-service and in-service science teachers to become empowered in their professional growth and development in search of appropriate pedagogies for a multicultural classroom.

➔ **Ideal for undergraduate and graduate courses in Curriculum Studies for Science Education.**

### CURRICULUM: LITERATURE



BRENDAN COOPER

### WILLIAM BLAKE'S SONGS OF INNOCENCE AND OF EXPERIENCE

#### A Student's Guide

- 108 PP.
- PB. ISBN 978-1-78707-220-6 / CHF24.00 / €18.60 / €A20.40 / €D19.95 / £15.00 / US\$22.95
- E-BOOK. ISBN 978-1-78707-758-4 / CHF25.00 / €18.60 / €A22.30 / €D22.95 / £15.00 / US\$22.95

William Blake (1757–1827) is one of the most significant figures in the history of English poetry. He is also one of the most mysterious, most challenging, and most frequently misunderstood. His *Songs of Innocence and of Experience*, on the surface so simple, are laden with mysteries that seem to deepen on every reading. In this book, aimed at A Level and undergraduate students, Brendan Cooper explores the subtleties and contradictions of the

*Songs*, avoiding formulaic readings by asking key questions about Blake's life and art. What are the *Songs* about? What does Blake mean by «Innocence» and «Experience»? Why are they called «Songs»? Was Blake a genius, or a madman? This engaging and accessible introduction to Blake's work will help students to navigate its complexities and develop their own critical responses to the text.

➔ **Ideal as a companion to courses on classic and pre-20th century poetry and Romantic poetry**

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- 3 The Meaning of "Innocence" in the Songs
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- 8 Why Are They Called "Songs"?
- 9 Could Blake Spell?
- 10 Was Blake a Romantic Poet?
- 11 Was Blake a Genius or a Madman?
- Appendices, Bibliography, Index

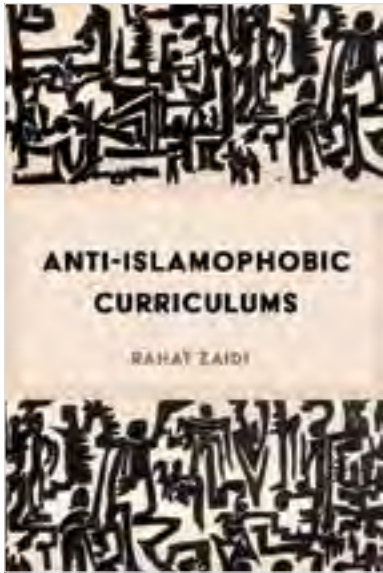
### CURRICULUM: TEACHING STRATEGIES

RAHAT ZAIDI

### ANTI-ISLAMOPHOBIC CURRICULUMS

- 134 PP.
- CRITICAL PRACTICE AND CURRICULUM GUIDES. VOL. 1
- PB. ISBN 978-1-4331-2201-9 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4256-7 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95

Since patterns of immigration began taking hold, one of the primary goals of any immigrant to, or citizen of, North America has been to be accepted and to adapt to a new culture and learn to live a productive and healthy life. There are many different means by which people endeavor to accomplish this. One of these is through



Chapter One: Multiculturalism Policy and Practice: The Canadian Perspective  
 Chapter Two: The Challenges of Multiculturalism: Canadian and Global Perspectives  
 Chapter Three: Islamophobia: A Twenty-First Century Example of Sociophobic Development  
 Chapter Four: Toward Culturally Sustaining Pedagogy and Antiphobic Initiatives  
 Chapter Five: Foundations for an Anti-Islamophobic Curriculum  
 Conclusion

education, a platform that has been, and should continue to be, a principal path to achieving this goal. The field of education has also become one of the primary forums for provoking and questioning societal norms and is a powerful means towards achieving the vision of a multicultural society capable of living, working, and playing in harmony. *Anti-Islamophobic Curriculums* presents a specific curriculum to help teachers and young learners gain more awareness of cultures much different from theirs. *Anti-Islamophobic Curriculums* also endeavours to decrease sociophobic reaction toward cultures that are unfamiliar and to acquaint learners with a curriculum beyond what has traditionally been their predominant English/French/Indigenous experience. While the conclusions this book draws are applicable to any culture, the curriculum presented here emphasizes the Islamic culture and, through the educational process, aims to mitigate the sociophobic reaction its members often encounter.

➔ **Ideal for undergraduate and graduate courses such as Minority Education in Cross-Cultural Perspective, Multicultural Education and Culturally Competent Practice, Critical Multicultural Education In Canada, Multicultural and Indigenous Studies, Diversity in Learning and Teacher Education Programs.**



TIM KINARD / JESSE GAINER / MARY ESTHER SOTO HUERTA

**POWER PLAY**  
**Explorando y Empujando Fronteras en una Escuela en Tejas Through a Multilingual Play-based Early Learning Curriculum**

- CHILDHOOD STUDIES. VOL. 4
- PB. ISBN 978-1-4331-3414-2 / CHF36.00 / €29.95 / €A32.90 / €D32.00 / £24.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4521-6 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-3415-9 / CHF139.00 / €115.35 / €A126.90 / €D123.40 / £92.00 / US\$94.95

This book tells the story of activist teachers and the very young together in a play-based curriculum in a public school in Texas. What happens when a multilingual group of preK-2nd graders are given open-ended materials, space, and time to construct, play, tell stories and read their worlds? This book attempts to answer that question by

narrating a qualitative study around a summer program for young children ages 3-8 that is part of a university-school district partnership. In this book, authors introduce a curriculum around play that draws on resources from the community and the students lived encounters. The curriculum is powered by the languages, landscapes, beliefs, histories, ideas, people, places and things that the students carry with them to school and that carry them to school, through school, through their lives. This is a book about hope. In a time when neoliberal policies push schools to narrow curricula focused on technical skills, the characters in this story push back showing the powerful learning potential of open-ended, play-based approaches to teaching and learning. This book is for educators—teachers, teacher-educators, parents, and others who wish to enter a conversation about what counts as learning in the early years of children's lives and how schools can best serve all of our children.

➔ **Ideal for undergraduate and graduate courses such as Qualitative Research Methods, Early Childhood Education, School Reform/Improvement, Curriculum Theory, Cultural Studies, English as Second Language, Curriculum Studies, Early Literacy and Teacher education.**

SUMMER PENNELL MELODY / ASHLEY S BOYD / HILLARY PARKHOUSE / ALISON LAGARRY (EDS.)

**POSSIBILITIES IN PRACTICE**  
**Social Justice Teaching in the Disciplines**

- PB. ISBN 978-1-4331-4602-2 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4611-4 / CHF60.00 / €45.80 / €A55.00 / €D54.95 / £37.00 / US\$54.95
- HB. ISBN 978-1-4331-4609-1 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

This edited collection illustrates different possibilities for social justice practice in various grade levels, disciplines, and interdisciplinary spaces in P-12 education. Chapters in this unique volume demonstrate teaching with a critical lens, helping students develop critical dispositions, encouraging civic action with students, and teaching about topics inclusive of race, class, gender, and sexuality. Based on

empirical research, each contribution is rooted in a critical theoretical framework and characterizes findings from sustained study of pedagogic practice, spanning subject matter from social studies, English Language Arts, music, mathematics, and science. Through this work, both pre- and in-service teachers as well as teacher educators will be inspired to practice social justice in their own classrooms.

➔ **Ideal for undergraduate and graduate courses such as Teacher Preparation, Curriculum and Instruction, Social Foundations, Critical Multicultural Education, Social Justice Education, Methods of Teaching, Qualitative Research Methods and Curriculum Design.**



MARY M. DALTON

**THE HOLLYWOOD CURRICULUM**  
**Teachers in the Movies – Third Revised Edition**

- 244 PP.
- COUNTERPOINTS. STUDIES IN CRITICALITY. VOL. 495
- PB. ISBN 978-1-4331-3085-4 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-3887-4 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95

The third edition of this book analyzes over 165 films distributed throughout the United States over the last 80 years to construct a theory of curriculum in the movies that is grounded in cultural studies and critical pedagogy. The portrayal of teachers in pop-

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Foreword, Preface, Acknowledgments  
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## ED REFORM

ROBERTA AHLQUIST / PAUL GORSKI /  
THERESA MONTAÑO (EDS.)**ASSAULT ON KIDS AND TEACHERS**  
**Countering Privatization,**  
**Deficit Ideologies and**  
**Standardization in U.S. schools**

- 257 PP.
- COUNTERPOINTS. STUDIES IN CRITICALITY. VOL. 402
- PB. ISBN 978-1-4331-3282-7 / CHF50.00 / €42.95 / €A42.95 / €D50.00 / £32.00 / US\$47.95
- E-BOOK. ISBN 978-1-4331-4524-7 / CHF52.00 / €47.95 / €A48.00 / €D47.95 / £32.00 / US\$47.95
- HB. ISBN 978-1-4331-5119-4 / CHF129.00 / €114.60 / €A111.95 / €D129.00 / £84.00 / US\$124.95

In *Assault on Kids and Teachers*, educators from across the United States push back against the neoliberal school reform movements that are taking the “public” out of public education, demonizing teachers, and stealing from youth the opportunity for an equitable, just, and holistic education. Contributors, including teachers, educational and community activists, teacher educators, critical education scholars, and others, expose how racism, economic injustice, and other forms of injustice are created and recreated both locally and nationally through educational policies more intent on turning schools into profit centers and undermining teacher unions than on strengthening public schools. Topics include the privatization of public schools, the growing influence of grit ideology on school practices, zero tolerance policies and the school-to-prison pipeline, Teach for America, the lies behind the charter school movement, and the damage TPAs are doing to teacher education. Beyond leveling critiques at these and other troubling trends and practices, though, contributors describe the many sites and forms of resistance emerging in response to these assaults on kids and teachers from students, parents, teachers, and other concerned people. *Assault on Kids and Teachers* is both a call for deeper understandings of anti-democratic and regressive school reform initiatives and an invitation into movements for putting the “public” back into public education.

- ➔ **Ideal for undergraduate and graduate courses such as Multicultural Foundations, Sociology of Education, Critical Issues in Education and History of Education.**



acted with artworks. Such interactions are, after all, private, individualistic, and fleeting. How can a teacher foster student/teacher dialogue that might lead to enhanced engagement, much less do research, without a concrete record of such engagement? Aesthetigrams provide that record. Recently, the strategy has been adapted to other fields of study—the teaching of literature, and philosophy for children, as well as the writing of poetry. White and Amélie Lemieux are persuaded that the strategy could be expanded into other disciplines. For example, might it not be useful for a teacher to know what a student is feeling and thinking as she struggles with a mathematical concept? *Mapping holistic learning* is divided into three sections. Chapter 1 addresses the theoretical framework that underpins the authors’ research. The second section, chapters 2 to 5, provides examples of aesthetigram usage within the formal education environment, in art and literature classrooms. The third section, chapters 6 and 7, introduces two recent experiments in informal settings—one in an adult poetry workshop; the other, in a philosophy-for-children workshop. It is not necessary to follow the book in chronological order. Readers are invited to attend to the chapters that most closely address their individual interests.

- ➔ **Ideal for undergraduate and graduate courses in education programs, art education programs, Aesthetics and Education and Aesthetics and Art Criticism for the Classroom.**

in multiple theories and models within the areas of human and student development as well as empirically based theories and models of education. By first defining complementary elements within the theories and models then establishing accurate operational definitions, the planning and engagement of appropriate services, supports, interventions, and programs (SSIPs) and the active assessment of their outcomes can lead to a more effective response to current challenges faced by higher educators. As a metamodel, the DSDM reconceptualizes student success within higher education that is disruptive to the current accepted paradigm of student learning and engagement. This book is intended for faculty and staff interested in critical debate about issues in higher education and for deliberation by graduate students in college administration programs.

- ➔ **Ideal for undergraduate and graduate courses such as Organization and Administration of Higher Education, Diversity in Higher Education/ Student Affairs, Foundations of Higher Education, Internship in Higher Education Administration, Practicum in Higher Education Administration, Contemporary Issues in Higher Education, College Student Development and College Student Retention.**

BOYD WHITE / AMÉLIE LEMIEUX

**MAPPING HOLISTIC LEARNING**  
**An Introductory Guide**  
**to Aesthetigrams**

- PB. ISBN 978-1-4331-3276-6 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4469-1 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-3277-3 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95

*Mapping Holistic Learning: An Introductory Guide to Aesthetigrams* introduces the concept of aesthetigrams. These are participant-produced visual maps of aesthetic engagement. The map-making strategy was originally developed by one of the authors, Boyd White, to assist him in understanding what his university-level students were experiencing as they inter-

ular motion pictures is based on individual efforts rather than collective action and relies on codes established by stock characters and predictable plots, which precludes meaningful struggle. These conventions ensure the ultimate outcome of the screen narratives and almost always leave the educational institutions – which represent the larger status quo – intact and dominant. To interrogate “the Hollywood curriculum” is to ask what it means as a culture to be responsive to films at both social and personal levels and to engage these films as both entertaining and potentially transforming.

- ➔ **Ideal for undergraduate and graduate level courses in curriculum, critical pedagogy and culture**

MARK FREDERICK / PIETRO A. SASSO /  
JOSE MALDONADO (EDS.)**THE DYNAMIC STUDENT**  
**DEVELOPMENT META-THEORY**  
**A New Model for Student Success**

- ADOLESCENT CULTURES, SCHOOL, AND SOCIETY. VOL. 69
- PB. ISBN 978-1-4331-3417-3 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-4518-6 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95
- HB. ISBN 978-1-4331-3418-0 / CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US\$109.95

*The Dynamic Student Development Metatheodel (DSDM)* is a meta-theory based on empirically based inferences drawn from a national survey entitled the University Learning Outcomes Assessment (UniLOA). The UniLOA’s current dataset consists of over 500,000 college student participants and has supported impressive findings that allow for the reconceptualization of long-held cultural artifacts and assumptions regarding the way students grow, learn, and develop (GLD) and how decision makers within postsecondary education have selected to engage the domains of student development measured by the UniLOA. The proposed text will champion a model of student success entitled the Dynamic Student Development Metatheodel (DSDM). The DSDM was developed from common factors identified

FOUNDATIONS

BEST SELLERS: FOUNDATIONS



BOB COULTER

**BUILDING KIDS' CITIZENSHIP THROUGH COMMUNITY ENGAGEMENT**

- [RE]THINKING ENVIRONMENTAL EDUCATION. VOL. 12
- PB. ISBN 978-1-4331-3518-7 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
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- HB. ISBN 978-1-4331-3519-4 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95

*Building Kid's Citizenship Through Community Engagement* shows how involving young people in their local community offers a way to support growth in ways that counter the limits of narrowly framed schooling and thing out-of-school opportunities.

- ➔ **Ideal for undergraduate and graduate courses such as Educational Foundations of Philosophy, Environmental Education and Childhood Studies.**

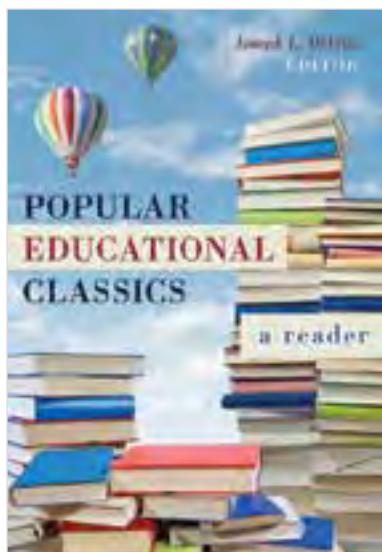
JOSEPH L. DEVITIS (EDS.)

**POPULAR EDUCATIONAL CLASSICS A Reader**

- 422 PP.
- PB. ISBN 978-1-4331-2833-2 / CHF51.00 / €42.25 / €A46.50 / €D45.20 / £34.00 / US\$54.95
- E-BOOK. ISBN 978-1-4541-9285-5 / CHF53.75 / €42.25 / €A50.70 / €D50.28 / £34.00 / US\$54.95

The last half century has created deep tensions in how we analyze educational and social change. Educators, policymakers, and concerned citizens have had to cope with competing belief systems in evaluating and acting upon school policies and practices. This illuminating book untangles many of the roots of those persistent debates that have divided the nation for so long. It offers readers a critical opportunity to reflect on our continuing ideological struggles by examining popular books that have made a difference in educational discourse.

The editor has specifically selected key books on social and educational controversies that speak to wide audiences. They frame contextual issues that so-called «school reformers» have often neglected – much to the detriment of any real educational progress. Ultimately, this text is meant to stir our consciences, to disorder our certainties, and to compel us to treat education and culture with both reason and passion. It is highly relevant for courses in social foundations of education, school



reform, educational policy studies, philosophy of education, history of education, politics of education, curriculum studies, and teacher education.

- ➔ **Ideal for undergraduate and graduate courses such as Introduction to Education, Social Foundations of Education, Social & Philosophical Foundations of Education, Philosophy of Education, History of American Education, Cultural Foundations of Education, Multicultural Education and School Reform**



PATRICIA H. HINCHEY

**FINDING FREEDOM IN THE CLASSROOM A Practical Introduction to Critical Theory, Revised Edition**

- 154 PP.
- COUNTERPOINTS. STUDIES IN CRITICALITY. VOL. 24
- PB. ISBN 978-1-4331-0880-8 / CHF33.00 / €27.50 / €A30.30 / €D29.40 / £22.00 / US\$35.95

Since its introduction in 1998, *Finding Freedom in the Classroom* has impacted countless educators and preservice teachers by providing provocative questions about taken-for-granted educational routines as well as an alternative, imaginative view of what classrooms might become. This revised edition brings the conversation to the present day with contemporary examples and references to the best current thinking and writing on relevant issues. By defining terms in everyday language and demonstrating their relevance to everyday

life in and out of the classroom, the book demystifies such formidable concepts as hegemony, epistemology, and praxis for readers with little or no background in educational philosophy. Each chapter in this edition ends with several thought-provoking discussion questions and an annotated list of suggestions for further reading, which together provide a sturdy bridge between the theoretical and the practical. *Finding Freedom in the Classroom* can help teachers both imagine and build new classroom worlds, empowering students and teachers alike to actively shape—rather than passively accept—their fates.

- ➔ **Ideal for undergraduate and graduate level courses in Introduction to Education Research, Philosophical & Theoretical Foundations of Education and Leadership, Analysis and Application of Ethical, Legal and Safety Issues in Schools, and Teacher training**

ELEANOR BLAIR / YOLANDA MEDINA (EDS.)

**THE SOCIAL FOUNDATIONS READER**

**Critical Essays on Teaching, Learning and Leading in the 21st Century**

- 364 PP.
- PB. ISBN 978-1-4331-2941-4 / CHF52.00 / €43.05 / €A47.40 / €D46.10 / £34.00 / US\$55.95
- EBOOK. ISBN 978-1-4541-9137-7 / CHF54.80 / €43.05 / €A51.66 / €D51.23 / £34.00 / US\$55.95

*The Social Foundations Reader* is meant for undergraduate and graduate students in introductory foundations of education classes. No other contemporary reader provides such a broad and yet critical view of the issues typically addressed in an introductory foundations course. Instead, most provide a generic and typically conservative perspective on schools and classrooms and do little to encourage students to consider the important roles of critical theory and social justice in the creation of school environments that are responsive to issues of equity and diversity. This book provides a different lens through which students can view what happens in twenty-first-century schools while also considering the perspectives of multiple constituencies: parents, teachers, students and communities. The reader of this text is exposed to a wide range of scholarship in the founda-



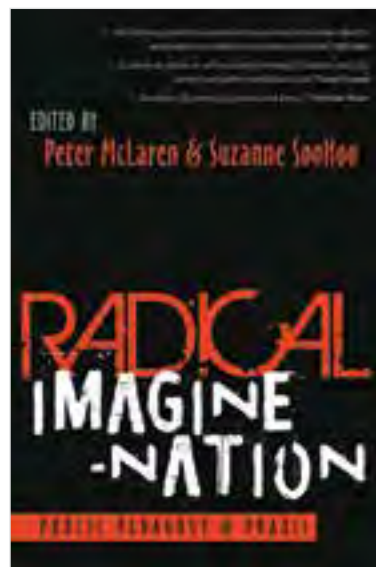
dations of education; essays range from the more traditional work of John Dewey to the controversial ideas of Henry Giroux. Contested topics associated with teaching, learning and leading in contemporary public schools are considered within a context where grappling with the answers to fundamental questions that will ultimately guide meaningful school reform is an essential part of becoming an educator. Each of the five sections in the book is accompanied by an introduction and summary/reflection questions to both guide reading and challenge students to think critically about how to synthesize and apply the ideas being presented.

➔ **Ideal for undergraduate and graduate courses in Teacher Leadership in a Diverse Society and Introduction to Educational, Social and Philosophical Foundations.**

United States mirrors the growing complexity and fluidity of religious life in the United States. Through studying ten different private schools – representing a wide variety of religious traditions as well as some secular institutions – a picture of contemporary culture, and the place of religious belief within the culture, emerges. Each chapter contains a different picture of how individual schools then address that culture.

➔ **Ideal for undergraduate and graduate courses in Educational Ministry.**

**CRITICAL PEDAGOGY**



PETER MCLAREN / SUZANNE SOOHO

**RADICAL IMAGINE-NATION**

**Public Pedagogy & Praxis**

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- HB. ISBN 978-1-4331-4375-5 / CHF88.00 / €70.80 / €A77.90 / €D75.95 / £57.00 / US\$84.95

*Radical Imagine-Nation: Public Pedagogy & Praxis* provides a platform for critical educators, public intellectuals, and activists from all over the world to promote, share, and discuss various new issues and devel-

opments in critical education and social movements. The book engages dialogically with critical scholarship and activist work in accessible ways that serve the common good. *Radical Imagine-Nation* serves as a meeting place for progressive educators—from scholars to practitioners to community activists and other cultural workers. It constitutes a space where critical theorists, community activists, internationalists and Freirean educators present new ideas for creating social relations of equality and social justice.

➔ **Ideal for undergraduate and graduate courses in culture and curriculum studies, current controversies, critical pedagogy, ethnic studies, public sociology and graduate education.**

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3. Tricia Kress, “Critical Pedagogy, Leadership and Institutional Reform: Paulo Freire’s “Formative Time” at The Social Services of Industry
4. David (Keqi) Liu, “A clarification of Freire’s Radical Political Pedagogy”
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ANNETTE COBURN / SINÉAD GORMALLY

**COMMUNITIES FOR SOCIAL CHANGE**

**Practicing Equality and Social Justice in Youth and Community Work**

- 178 PP.
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- HB. ISBN 978-1-4331-2977-3 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95

*Communities for Social Change: Practicing Equality and Social Justice in Youth and Community Work* examines core ideas of social justice and equality that underpin community and youth work. It informs understanding of a range of community concepts and practices that are used to

**RELIGIOUS EDUCATION**

DANIEL R. HEISCHMAN

**WHAT SCHOOLS TEACH US ABOUT RELIGIOUS LIFE**

**2nd Edition**

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- E-BOOK. ISBN 978-1-4541-9069-1 / CHF149.45 / €115.30 / €A138.36 / €D137.21 / £92.00 / US\$149.95

In this second edition of his book, Daniel R. Heischman continues to explore the ways in which private education in the



identify practical skills and characteristics that can help to promote equality by challenging injustice. Working with people in different types of community can bring the kind of social change that makes a real and lasting difference. Although justice is a contested notion, Annette Coburn and Sinéad Gormally assert that it is closely interlinked with human rights and equality. A critical examination of contemporary literature draws on educational, sociological, and psychological perspectives, to set community practices within a context for learning that is conversational, critical and informal. Social justice is about identifying and seeking to address structural disadvantage, discrimination, and inequality. The authors assert that by refocusing on process, participation, and collective rights, it is possible to create and sustain social justice. Transformative research paradigms help to produce findings that inspire and underpin political social action, and an analysis of practice-based examples supports the promotion of increased critical consciousness. This makes *Communities for Social Change* a must-read for anyone studying or teaching community youth work or who is working in communities or with individuals who experience oppression or inequality. If you are committed to teaching and learning about theory and practice that promotes social change for equality and social justice, you will not be disappointed!

➔ **Ideal for undergraduate and graduate courses in Community Development, Community Education, Community and Youth, Critical Youth and**

**Community Studies, Community Education, Youth Work and Community Development, Youth Studies, Equality Studies and Social Justice.**

FIDA SANJAKDAR / ANDREW YIP (EDS.)

**CRITICAL PEDAGOGY, SEXUALITY EDUCATION AND YOUNG PEOPLE**  
**Issues about Democracy and Active Citizenry**

- ADOLESCENT CULTURES, SCHOOL, AND SOCIETY. VOL. 92
- PB. ISBN 978-1-4331-3463-0 / CHF55.00 / €44.20 / €A48.10 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4584-1 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-3464-7 / CHF139.00 / €115.35 / €A126.90 / €D123.40 / £92.00 / US\$149.95

This book presents cutting-edge empirical and theoretical research on the role of Critical Pedagogy in transforming sexuality education. Featuring the work of scholars from around the globe including the US, Canada, UK, Australia, New Zealand, Argentina and Finland, this unique collection of work expands the meaning of pedagogy in the field of sexuality education by augmenting young people's voices and agency, and by emphasizing a democratic and civic focus. This volume identifies and interrogates theoretical frameworks based on critical theory and critical pedagogical discourses, cross-cultural studies and critical literacy, to offer new ways to conceptualize critical pedagogy in sexuality education. Many of the practical classroom applications presented will engage educators and classroom teachers in the areas of curriculum design, classroom pedagogies and institutional reform. They can also be applied to the formulation and implementation of more effective policies for sexuality education involving schools, community groups, and students. The chapters in this volume interrogate texts, institutions, social relations and ideologies impacting on contemporary sexuality education policies and pedagogical practices, prompting a consideration on alternative models of sexuality education for today's globalized age.

➔ **Ideal for undergraduate and graduate courses in sexuality education.**

**BEST SELLERS: CRITICAL PEDAGOGY**



JEFFREY M.R. DUNCAN-ANDRADE / ERNEST MORRELL

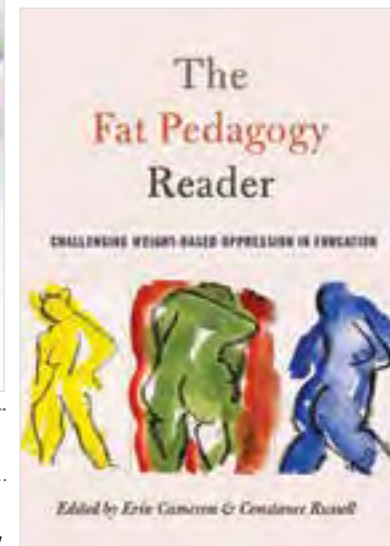
**THE ART OF CRITICAL PEDAGOGY**  
**Possibilities for Moving from Theory to Practice in Urban Schools**

- 225 PP.
- COUNTERPOINTS. STUDIES IN CRITICALITY. VOL. 285
- PB. ISBN 978-0-8204-7415-1 / CHF31.00 / €25.30 / €A27.80 / €D27.10 / £20.00 / US\$32.95
- E-BOOK. ISBN 978-1-4331-5123-1 / CHF36.00 / €27.50 / €A33.00 / €D32.95 / £22.00 / US\$4.95
- HB. ISBN 978-1-4331-0031-4 / CHF92.00 / €76.10 / €A83.70 / €D81.40 / £61.00 / US\$98.95

This book furthers the discussion concerning critical pedagogy and its practical applications for urban contexts. It addresses two looming, yet under-explored questions that have emerged with the ascendancy of critical pedagogy in the educational discourse: (1) What does critical pedagogy look like in work with urban youth? and (2) How can a systematic investigation of critical work enacted in urban contexts simultaneously draw upon and push the core tenets of critical pedagogy? Addressing the tensions inherent in enacting critical pedagogy – between working to disrupt and to successfully navigate oppressive institutionalized structures, and between the practice of critical pedagogy and the current standards-driven climate – *The Art of Critical Pedagogy*

seeks to generate authentic internal and external dialogues among educators in search of texts that offer guidance for teaching for a more socially just world.

➔ **Ideal for undergraduate and graduate level courses in curriculum, cultural studies, critical pedagogy, Education in a Culturally Linguistically Diverse Society and School and Community Relations in Education**



ERIN CAMERON / CONSTANCE RUSSELL (EDS.)

**THE FAT PEDAGOGY READER**  
**Challenging Weight-Based Oppression Through Critical Education**

- 276 PP.
- COUNTERPOINTS. STUDIES IN CRITICALITY. VOL. 467
- PB. ISBN 978-1-4331-2567-6 / CHF51.00 / €42.25 / €A46.50 / €D45.20 / £34.00 / US\$54.95
- E-BOOK. ISBN 978-1-4541-9610-5 / CHF53.75 / €42.25 / €A50.70 / €D50.28 / £34.00 / US\$54.95

Over the past decade, concerns about a global «obesity epidemic» have flourished. Public health messages around physical activity, fitness, and nutrition permeate society despite significant evidence disputing the «facts» we have come to believe about «obesity». We live in a culture that privileges thinness and enables weight-based oppression, often expressed as fat phobia and fat bullying. New interdisciplinary fields that problematize «obesity» have emerged, including critical obesity studies, critical weight studies, and fat studies. There also is a small but growing literature examining weight-based oppression in educational settings in what

has come to be called «fat pedagogy». The very first book of its kind, *The Fat Pedagogy Reader* brings together an international, interdisciplinary roster of respected authors who share heartfelt stories of oppression, privilege, resistance, and action; fascinating descriptions of empirical research; confessional tales of pedagogical (mis)adventures; and diverse accounts of educational interventions that show promise. Taken together, the authors illuminate both possibilities and pitfalls for fat pedagogy that will be of interest to scholars, educators, and social justice activists. Concluding with a fat pedagogy manifesto, the book lays a solid foundation for this important and exciting new field. This book could be adopted in courses in fat studies, critical weight studies, bodies and embodiment, fat pedagogy, feminist pedagogy, gender and education, critical pedagogy, social justice education, and diversity in education.

➔ **Ideal for undergraduate and graduate courses in fat studies, women's studies, intersectionality studies, gender studies, liberal arts, Sociology of the Body, Health Issues or Critical Weight Studies, public health, kinesiology, medicine, nursing, psychology, Diversity in Education, Social Justice Education, Inclusive Education, Critical Pedagogy, Feminist Pedagogy, Critical Obesity Studies and Health and Physical Education.**

## EDUCATIONAL PSYCHOLOGY

M. CATHRENE CONNERY / VERA P. JOHN-STEINER / ANA MARJANOVIC-SHANE (EDS.)

### VGOTSKY AND CREATIVITY A Cultural-historical Approach to Play, Meaning Making, and the Arts, Second Edition

- 245 PP.
- EDUCATIONAL PSYCHOLOGY. CRITICAL PEDAGOGICAL PERSPECTIVES. VOL. 34
- PB. ISBN 978-1-4331-3059-5 / CHF36.00 / €29.20 / €A32.10 / €D31.95 / £24.00 / US\$34.95
- E-BOOK. ISBN 978-1-4331-4702-9 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95

The second edition of *Vygotsky and Creativity: A Cultural-historical Approach to*

*Play, Meaning Making, and the Arts*; presents an enriched Vygotskian perspective on children's and adults' symbolic engagement with imagination, artistic expression, and multi-modal forms of expression. Artists, psychologists, and educators present their research and practice in different learning environments and analyze their findings with a reliance on cultural historical activity theory. The connections between creative expression, learning, teaching, and development are situated in a theoretical framework that emphasizes the social origins of individual development and the arts. The authors share a view of learning as an imaginative process rooted in our common need to communicate and transform individual experience through the cultural lifelines of the arts. *Vygotsky and Creativity, Second Edition* includes the additional work of internationally known Vygotskian scholars whose contributions enhance theoretical, expressive, and pedagogical views on creativity, play, and the social construction of meaning making.

➔ **Ideal for undergraduate and graduate courses in Art and Aesthetics, Art Education, Art Therapy, Cultural Historical, Activity Theory, Communication, Creativity Studies, Early Childhood Education, Education, Educational Perspectives, Educational Psychology, Emotional Development, Cultural & Societal Foundations, Language, Literacy and Sociocultural Studies, Learning and Development, Mental Health and Catharsis, Multiliteracies, Multimodal Meaning Making, Play, Play Therapy, Psychology, Semiotics, Social Construction of Meaning, Trauma, Resilience & Therapeutic Processes & Practices and A Vygotskian Approach to Psychology.**

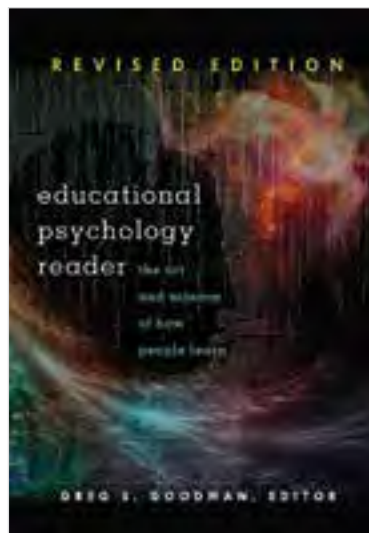
## BEST SELLER: EDUCATIONAL PSYCHOLOGY

GREG S. GOODMAN (EDS.)

### EDUCATIONAL PSYCHOLOGY READER

#### The Art and Science of How People Learn - Revised Edition

- 707 PP.
- EDUCATIONAL PSYCHOLOGY. CRITICAL PEDAGOGICAL PERSPECTIVES. VOL. 1

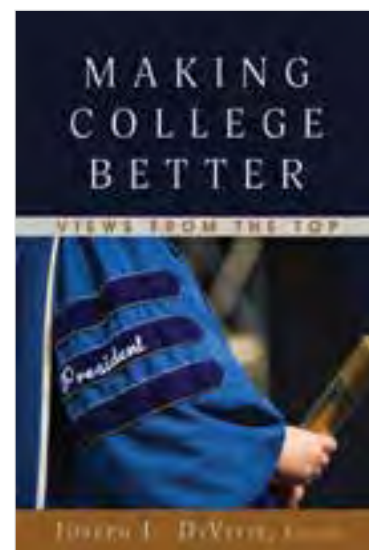


- PB. ISBN 978-1-4331-2449-5 / CHF65.00 / €53.80 / €A59.20 / €D57.60 / £43.00 / US\$69.95
- E-BOOK. ISBN 978-1-4331-4163-8 / CHF68.50 / €53.80 / €A64.56 / €D64.02 / £43.00 / US\$69.95

The revised edition of *Educational Psychology Reader: The Art and Science of How People Learn* presents an exciting amalgam of educational psychology's research-based reflections framed in twenty-first century critical educational psychology. As a discipline, educational psychology is reinventing itself from its early and almost exclusive identification with psychometrics and taxonomy-styled classifications to a dynamic and multicultural collage of conversations concerning language acquisition, socially mediated learning, diverse learning modalities, motivation, the affective domain, brain-based learning, the role of ecology in increasing achievement, and many other complementary dimensions of how people learn. Many polymaths of the discipline are included in this volume, providing daunting evidence of the range and intellectual rigor of educational psychology at this historical juncture. Featuring a collection of renowned international authors, this text will appeal to scholars across the globe. *The Educational Psychology Reader* is an ideal choice as either the primary or supplemental text for both undergraduate and graduate level educational psychology courses.

➔ **Ideal for undergraduate and graduate courses in educational psychology, lifespan and child developmental psychology**

## HIGHER EDUCATION + LEADERSHIP



JOSEPH L. DEVITIS (EDS.)

### MAKING COLLEGE BETTER Views from the Top

- ADOLESCENT CULTURES, SCHOOL, AND SOCIETY. VOL. 68
- PB. ISBN 978-1-4331-3479-1 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4499-8 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-3480-7 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

Today's colleges and universities are facing mounting criticism from both internal and external interest groups and constituencies. While strident calls for reform accelerate, resources for higher education have weakened. Thus, demands to improve college education abound amidst hard times. This timely book, *Making College Better: Views from the Top*, offers more rational and practical responses to that public outcry by allowing college presidents and chancellors from a wide variety of postsecondary institutions the opportunity to address, in measured ways, many complex issues and how they might be untangled. Moreover, these academic leaders provide possible remedies to make college better through more strategic policies and practices. *Making College Better* will appeal to all those interested in the future of higher education, including stu-

dents, college administrators and other higher education personnel, parents, legislators and other officials, and public and private sector leaders. It is especially useful for courses in the organization and administration of higher education, the college presidency, contemporary issues in higher education, foundations of higher education, higher education and society, and college student development.

➔ **Ideal for undergraduate and graduate courses in Higher Education, Educational Leadership, Organization and Administration of Higher Education, The College Presidency, Contemporary Issues in Higher Education, Foundations of Higher Education, Higher Education and Society and College Student Development.**



VIRGINIA STEAD (EDS.)

**A GUIDE TO LGBTQ+ INCLUSION ON CAMPUS, POST-PULSE**

- EQUITY IN HIGHER EDUCATION THEORY, POLICY, AND PRACTICE. VOL. 7
- PB. ISBN 978-1-4331-4625-1 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4649-7 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95
- HB. ISBN 978-1-4331-4628-2 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US\$94.95

The research in *A Guide to LGBTQ+ Inclusion on Campus, Post-PULSE* is premised on the notion that, because we cannot choose our sexual, racial, ethnic, cultural, political, geo-

graphic, economic, and chronological origins, with greater advantage comes greater responsibility to redistribute life's resources in favour of those whose human rights are compromised and who lack the fundamental necessities of life. Among these basic rights are access to higher education and to positive campus experiences. Queer folk and LGBTQ+ allies have collaborated on this new text in response to the June 16, 2016 targeted murder of 49 innocent victims at the PULSE Night Club, Orlando, FL. Seasoned and novice members of the academy will find professional empowerment from these authors as they explicitly discuss multiple level theory, policy, and strategies in support LGBTQ+ campus inclusion. Their work illuminates how good, bad, and indeterminate public legislation impacts LGBTQ+ communities everywhere, and it animates multiple layers of campus life, ranging from lessons within a three-year-old day care center to policy-making among senior administration. May the power of well-chosen words continue to deepen our understanding, clarify our communication, and empower us all as pro-LGBTQ+ campus activists.

➔ **Ideal for undergraduate and graduate courses in gender studies, teacher education, inclusive curriculum and pedagogy, inclusive campus culture and professional development.**

ERICH PITCHER

**BEING AND BECOMING PROFESSIONALLY OTHER**

**Identities, Voices, and Experiences of U.S. Trans\* Academics**

- PB. ISBN 978-1-4331-4725-8 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331 4853-8 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95
- HB. ISBN 978-1-4331-4851-4 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US\$94.95

*Being and Becoming Professionally Other: Identities, Voices, and Experiences of U.S. Trans\* Academics* is a path clearing book that provides a rich, in-depth account of the lived experiences of 39 transgender or trans\* academics. Despite increased visibility of trans\* issues within higher education, college environments remain unfriendly, and in some cases, overtly hostile to trans\* people. While there is much discus-

sion of gender equity and faculty diversity, these conversations rarely include trans\* academics' voices. As a study participant described, trans\* voices are often out of place at best—or worse—completely discounted in academe, a betwixt place. In not fitting a particular mold, trans\* academics experience a variety of adverse events including microaggressions, outright hostility, and exclusion. These adverse experiences create a context wherein trans\* academics engage in various forms of additional labor. While not necessarily unique to trans\* academics, these various forms of labor provided evidence to support my assertion that trans\* academics are or become professionally Other. Given this other status, trans\* academics must form broad coalitions to bring about change within higher education organizations. Additionally, higher education leaders have an opportunity to change organizational contexts to better support trans\* academics by radically re-imagining colleges and universities. This text would be an excellent choice for graduate and undergraduate courses about gender, qualitative research methods courses, and courses about academic careers, and organizational theories.

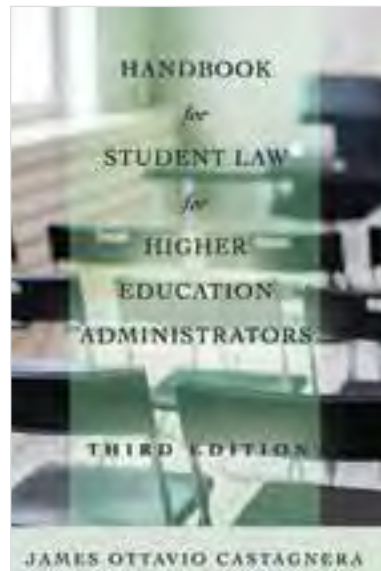
➔ **Ideal for undergraduate and graduate courses in women, gender and sexuality studies, queer studies, transgender studies, higher education/student affairs, organizational studies, research methods, academic profession, qualitative research methods, transgender lives/experiences, organizational theory and diversity and social justice.**

JAMES OTTAVIO CASTAGNERA

**HANDBOOK FOR STUDENT LAW FOR HIGHER EDUCATION ADMINISTRATORS, THIRD EDITION**

- EDUCATION MANAGEMENT. VOL. 10
- PB. ISBN 978-1-4331-4230-7 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4232-1 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95

*The Handbook for Student Law for Higher Education Administrators, Third Edition* is a practical tool, intended for administrators dealing with students in higher education, focusing principally on four-year institutions. Addressing the ever-evolving relationship



between higher education and the law, the book will provide the academic administrator with the means to knowledgably and confidently navigate the many legal threats and challenges facing colleges today. Focused on the "hot" issues in higher education today, and using examples from real cases and scenarios from many institutions, the handbook provides sample policies, checklists, and advice that administrators can apply to a wide variety of situations, both preventatively and proactively. *The Handbook for Student Law for Higher Education Administrators, Third Edition* is a compendium of practical knowledge and guidance, useful to all administrator dealing with the legal minefield that is higher education.

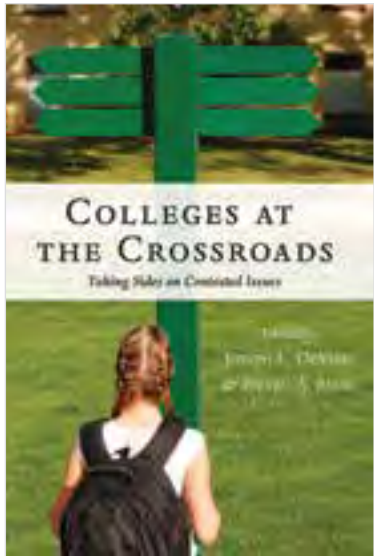
➔ **Ideal for undergraduate and graduate courses in Higher Education, Law and Policy and Risk Management in Higher Education.**

JOSEPH L. DEVITIS / PIETRO A. SASSO

**COLLEGES AT THE CROSSROADS Taking Sides on Contested Issues**

- COUNTERPOINTS. STUDIES IN CRITICALITY. VOL. 517
- PB. ISBN 978-1-4331-3421-0 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / €44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-4581-0 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / €44.00 / US\$64.95
- HB. ISBN 978-1-4331-3422-7 / CHF113.00 / €91.70 / €A100.80 / €D98.95 / €74.00 / US\$109.95

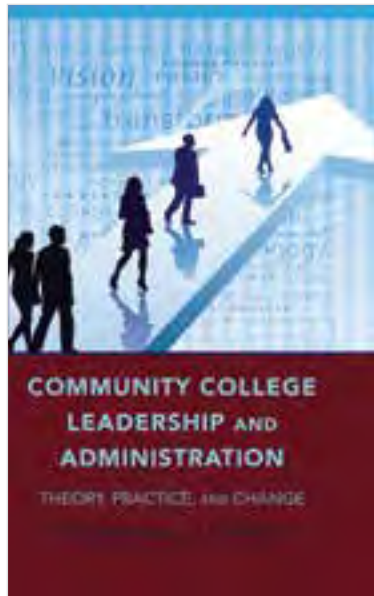
Focusing on crucial issues in higher education, this book challenges readers to go



➔ **Ideal for undergraduate and graduate courses such as Organization and Administration of Higher Education, Diversity in Higher Education/ Student Affairs, Foundations of Higher Education, Internship in Higher Education Administration, Practicum in Higher Education Administration, Higher Education in Society, Contemporary Issues in Higher Education, Academic Issues in Higher Education and Contemporary Issues in Higher Education.**

**BEST SELLER: HIGHER EDUCATION + LEADERSHIP**

beyond taken-for-granted assumptions about America's colleges and universities and instead critically examine important questions facing them in today's troubled world. Each chapter presents divergent perspectives, i.e., "pro" and "con" views, in the hope of stimulating reasoned dialogue among students, faculty, administrators, and the public at large. Readers will explore how internal factors in the academic community often interact with external social, economic, and political influences to produce conflictual results. They will see that academe is hardly value-neutral and inevitably political. This book urges them to transcend strident political persuasion and instead engage in the careful analysis needed to make colleges better. The text provides in-depth appraisal of key topics of controversy: the purposes of higher education, liberal education, academic freedom, political correctness, tenure, shared governance, faculty workload, admissions tests, student learning, Greek life, the worth of college, equity and social justice, athletics, student entitlement, technology and distance instruction, and college amenities. The book will appeal to students, faculty, staff, and all those interested in the future of higher education. It is especially useful for courses in contemporary issues in higher education, foundations of higher education, higher education and society, college student development, and the organization and administration of higher education.



CARLOS NEVAREZ / LUKE J. WOOD

**COMMUNITY COLLEGE LEADERSHIP AND ADMINISTRATION**

**Theory, Practice, and Change**

- 290 PP.
- EDUCATION MANAGEMENT. VOL. 3
- PB. ISBN 978-1-4331-0795-5 / CHF38.00 / €31.50 / €A34.70 / €D33.70 / £25.00 / US\$40.95
- E-BOOK. ISBN 978-1-4541-9582-5 / CHF40.05 / €31.50 / €A37.80 / €D37.49 / £25.00 / US\$40.95

This book, a training tool for the 21st-century community college leader and administrator, deconstructs outdated practices

and constructs new approaches to how contemporary community college leadership is viewed, practiced, and envisioned. Both timely and comprehensive, the book develops new models that are focused on facilitating leadership innovation, and encourages both formal and informal leaders to become active agents for change. A relevant case study, written by an experienced community college leader, follows each chapter. This book will be useful for courses in administration, leadership, management, and related areas, and presents contemporary skills for anyone who is a leader and/or administrator in an organization.

➔ **Ideal for undergraduate and graduate courses in Organization and Administration of the Community College and Higher Education**

**BEST SELLER: EDUCATION RESEARCH**

SHIRLEY R. STEINBERG / GAILE S. CANNELLA (EDS.)

**CRITICAL QUALITATIVE RESEARCH READER**

- 587 PP.
- CRITICAL QUALITATIVE RESEARCH. CRITICAL ISSUES FOR LEARNING AND TEACHING. VOL. 2
- PB. ISBN 978-1-4331-0688-0 / CHF60.00 / €50.00 / €A55.00 / €D53.50 / £40.00 / US\$64.95

WINNER: AESA (AMERICAN EDUCATIONAL STUDIES ASSOCIATION) CRITICS CHOICE AWARD 2012.

This volume of transformed research utilizes an activist approach to examine the notion that nothing is apolitical. Research projects themselves are critically examined for power orientations, even as they are used to address curricular problems and educational or societal issues. Philosophical perspectives that have facilitated an understanding of issues of power are used to conceptualize research problems as well as determine methodologies. These life-experience perspectives include, but are not limited to, postcolonial and subaltern studies, feminisms, poststructuralism, cultural studies, and critical race theo-



ry. The book also examines the use of language, discourse practices, and power relations that prevent more socially just transformations. The *Critical Qualitative Research Reader* is an invaluable text for undergraduate and graduate classrooms as well as an important volume for researchers.

➔ **Ideal for undergraduate and graduate courses in Innovation in Interpretive Social Science Research Methods, Education for Social Change and educational policy**

RUTH NICOLE BROWN / ROZANA CARDUCCI, / CANDACE R. KUBY (EDS.)

**DISRUPTING QUALITATIVE INQUIRY**

**Possibilities and Tensions in Educational Research**

- 289 PP.
- CRITICAL QUALITATIVE RESEARCH. CRITICAL ISSUES FOR LEARNING AND TEACHING. VOL. 10
- PB. ISBN 978-1-4331-2311-5 / CHF39.00 / €32.30 / €A35.50 / €D34.60 / £26.00 / US\$41.95
- E-BOOK. ISBN 978-1-4541-9822-2 / CHF41.10 / €32.30 / €A38.76 / €D38.44 / £26.00 / US\$41.95

*Disrupting Qualitative Inquiry* is an edited volume that examines the possibilities and tensions encountered by scholars who adopt disruptive qualitative approaches to the study of educational contexts, issues, and phenomena. It presents a collection of



LANGUAGE AND LITERACY

ROBERT W. BLAKE / BRETT ELIZABETH BLAKE

**A ROAD LESS TRAVELLED**

**Critical literacy and language learning in the classroom—1964-1996**

- COUNTERPOINTS. STUDIES IN CRITICALITY. VOL. 520
- PB. ISBN 978-1-4331-3262-9 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-4813-2 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95
- HB. ISBN 978-1-4331-3263-6 / CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US\$109.95

*A Road Less Travelled: Critical literacy and language learning in the classroom -- 1964-1996* takes us through what the Blake calls the "jaunty journey" of the English/English Language Arts classroom from its linguistic and literature foundations, to emphases on close reading techniques and structures to composing and responding to literature. *A Road Less Travelled* heads bumpily into the path of learning how to work with "non-native speakers" and other "basic students toward a (re)-burst of a renewed interest in poetry and drama, reader response, a process approach to writing, and the diverse student, showing through the often winding and blurry road along the journey of our literacy travels over 30 years, that what we understood best about reading and writing has stood the test of time.

➔ **Ideal for undergraduate and graduate courses in Surveying Literacy Studies, Literacy Education, Teacher Education, Teaching Writing, Teaching Literacy in Inclusive Settings, Theories and Strategies for Teaching Literacy and English, Literacy in the Content Areas, Literacy Development in First and Second Language Learning, Literacy Learning and Language Acquisition, Linguistics for Teachers and Special Topics in Literacy.**

innovative and intellectually stimulating chapters which illustrate the potential for disruptive qualitative research perspectives to advance social justice aims omnipresent in educational policy and practice dialogues. The book defines «disruptive» qualitative methodologies and methods in educational research as processes of inquiry which seek to:

1. Disrupt traditional notions of research roles and relationships
2. Disrupt dominant approaches to the collection and analysis of data
3. Disrupt traditional notions of representing and disseminating research findings
4. Disrupt rigid epistemological and methodological boundaries
5. Disrupt disciplinary boundaries and assumptive frameworks of how to do educational research

Scholars and graduate students interested in disrupting traditional approaches to the study of education will find this book of tremendous value. Given the inclusion of both research examples and reflective narratives, this book is an ideal text for adoption in introductory research design seminars as well as advanced courses devoted to theoretical and practical applications of qualitative and interpretive methodologies.

➔ **Ideal for undergraduate and graduate level courses in Educational policy and leadership research methods**

BEST SELLER: LITERACY



YOUB KIM / PATRICIA H. HINCHEY

**EDUCATING ENGLISH LANGUAGE LEARNERS IN AN INCLUSIVE ENVIRONMENT**

- 153 PP.
- PB. ISBN 978-1-4331-2134-0 / CHF34.00 / €27.65 / €A30.40 / €D29.60 / £22.00 / US\$35.95
- E-BOOK. ISBN 978-1-4331-5120-0 / CHF39.00 / €30.00 / €A36.00 / €D35.95 / £24.00 / US\$35.95

As the number of English language learners across the United States – and indeed, the world – increases exponentially, it is critical that pre-service teachers be prepared. Many currently available instructional materials are written primarily for practicing teachers, not for pre-service teachers of the millennial generation who are likely to encounter cultural and linguistic diversity in their classrooms, but who are unlikely to have had experience interacting with diverse groups of children. This engaging and accessible text is specifically designed to help tomorrow's teachers anticipate the diversity of contemporary classrooms and to understand and meet the needs of English language learners. Key topics are aligned with typical state standards for teacher preparation and include: culture, language, literacy development, effective instruction and assessment, programs, policies, politics, and teacher professionalism. In addition to distillations of essential information in these areas, the book provides an extensive directory of relevant resources

that points the way to further study. Teacher educators, school district administrators, home school education programs, and pre-service teachers will all find *Educating English Language Learners in an Inclusive Environment* an invaluable addition to their professional libraries.

➔ **Ideal for undergraduate and graduate courses in Foundations for Effective Practice with English Language Learners**

MEDIA LITERACY

MATTHEW FARBER

**GAME-BASED LEARNING IN ACTION**

**How an Expert Affinity Group Teaches with Games**

- NEW LITERACIES AND DIGITAL EPISTEMOLOGIES. VOL. 80
- PB. ISBN 978-1-4331-4474-5 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4472-1 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95

How are expert educators using games in their classrooms to give students agency, while also teaching 21st century skills, like empathy, systems thinking, and design thinking? This question has motivated Matthew Farber's *Game-Based Learning in Action: How an Expert Affinity Group Teaches with Games* showcasing how one affinity group of K12 educators—known as "The Tribe"—teach with games. They are transformational leaders outside the classroom, in communities of practice. They mentor and lead newcomers to game-based learning, as well as advise game developers, academics, and policy-makers. Teachers in "The Tribe" do not teach in isolation—they share, support, and mentor each other in a community of practice. Farber shares his findings about the social practices of these educators. *Game-Based Learning in Action* details how the classrooms of expert game-based learning teachers function, from how they rollout games to how they assess learning outcomes. There are plenty of lessons to be learned from the best practices of expert educators. These teachers use games to provide a shared meaningful experience for students. Games are often the focal point of instruction. Featuring a foreword from James Paul Gee—Mary Lou Fulton Presidential Professor of



Literacy Studies, and Regents' Professor—Farber comments on promises and challenges of game-based learning in 21st century classrooms. If you are looking to innovate your classroom with playful and gameful learning practices, then *Game-Based Learning in Action* is for you!

➔ **Ideal for undergraduate and graduate courses such as Teacher Education, Curriculum and Lesson Design, Integrating Technology Across the Curriculum and Professional Development.**

JULIE WARNER

**ADOLESCENTS' NEW LITERACIES WITH AND THROUGH MOBILE PHONES**

- NEW LITERACIES AND DIGITAL EPISTEMOLOGIES. VOL. 79
- PB. ISBN 978-1-4331-4408-0 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4414-1 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-4407-3 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95

This book provides a deeper understanding of the phone-based composing practices of youth and their implications for literacy learning. In the United States, smartphone use among teens is nearly universal, yet many youth who are avid digital composers still struggle with formal schooled literacy. The widespread and rapid embrace of smartphones by youth from all income levels has had a substantial impact on the way that young people approach the act of composing, yet to date, little to no work has explored digital photography and text curation through popular apps like Twitter and Instagram and their impact on literacy, including formal schooled literacy. This book will be of interest to those in courses in the fields of Education, New Literacies, Cultural Studies/Youth Culture, Literacy Studies, Communication Arts, and Anthropology of Education/Social Sciences. This book could be used in a course on online/Internet ethnography. It could also be used in a more general research methods course to illustrate the combination of online and offline data col-

lection. Outside of research methods courses, it could be used in courses on literacies, digital literacies, youth culture, popular culture and media, or mobile learning. And as more schools are moving to Bring Your Own Device (BYOD) models and lifting classroom bans on cellphones, classroom teachers, too, need information about the affordances of phones for formal literacy learning, which this book affords.

➔ **Ideal for undergraduate and graduate courses in Narrative, Media and Digital learning, Learning and Teaching K-16 with Social Media, Integrating Educational Technology in Teaching and Learning, Technology and School Change, Educational Technology, Instructional Technology, Cultural Studies/Youth Culture, Popular culture, New Media Literacies, Digital literacies, Visual Communication, Media Communication, Communication and Technology, Anthropology of Education/Social Sciences, Digital Literacies and Learning, Digital Video Ethnography, Cultural Interpretation with New Media and Online/Internet Ethnography.**

MICHELE KNOBEL / COLIN LANKSHEAR (EDS.)

**RESEARCHING NEW LITERACIES Design, Theory, and Data in Sociocultural Investigation**

- 254 PP.
- NEW LITERACIES AND DIGITAL EPISTEMOLOGIES. VOL. 76
- HB. ISBN 978-1-4331-3146-2 / CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US\$109.95
- E-BOOK. ISBN 978-1-4331-3833-1 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95

This book provides an expansive guide for designing and conducting robust qualitative research across a diverse range of purposes concerned with understanding new literacies in theory and in practice. It is based on the idea that one of the best ways of learning how to do good research is by closely following the approaches taken by excellent researchers. This volume brings together a group of internationally reputed qualitative researchers who have investigated new literacies from a sociocultural perspective. These contribu-



utors offer “under the hood” accounts of how they have adapted existing research approaches and, where appropriate, developed new ones to frame their research theoretically and conceptually, collected and analyzed their data, and discussed their analytic results in order to achieve their research purposes. Each chapter, based on a substantial and successful study undertaken by the researchers, addresses the research process from one or more of the following emphases: theory and design, data collection, and data analysis and interpretation. Core elements discussed in each chapter include research purposes and questions; theoretical and conceptual framing; data collection and analysis; research findings and implications; and limitations, glitches, and difficulties experienced in the research process.

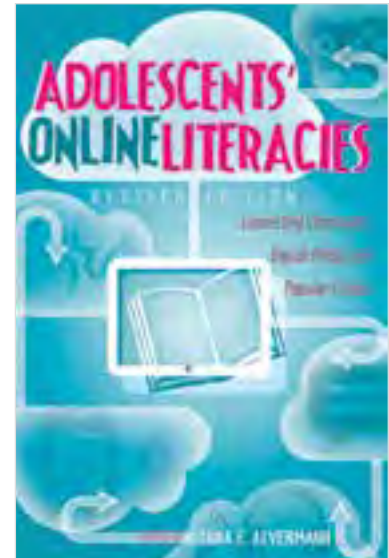
➔ **Ideal for graduate courses in qualitative research in literacy, new media/technologies and theory and methods in qualitative research.**

**BEST SELLER: MEDIA LITERACY**

DONNA E. ALVERMANN (EDS.)

**ADOLESCENTS' ONLINE LITERACIES Connecting Classrooms, Digital Media, and Popular Culture – Revised edition**

- 233 PP.
- NEW LITERACIES AND DIGITAL EPISTEMOLOGIES. VOL. 75



- PB. ISBN 978-1-4331-3066-3 / CHF34.00 / €27.65 / €A30.40 / €D29.60 / £22.00 / US\$35.95
- E-BOOK. ISBN 978-1-4541-8961-9 / CHF35.80 / €27.65 / €A33.18 / €D32.90 / £22.00 / US\$35.95

This revised edition of *Adolescents' Online Literacies: Connecting Classrooms, Digital Media, and Popular Culture* features a variety of digital tools for humanizing pedagogy. For example, the book examines numerous artistic representations of young people's self-selected graphic novels and fan fiction as part of an in-class multi-genre unit on fandom. This edition makes concrete connections between what the research portrays and what teachers, school librarians, and school media specialists know to be the case in their interactions with young people at the middle and high school level. The contributors of these chapters – educators, consultants, and researchers who span two continents – focus on ways to incorporate and use the digital literacies that young people bring to school.

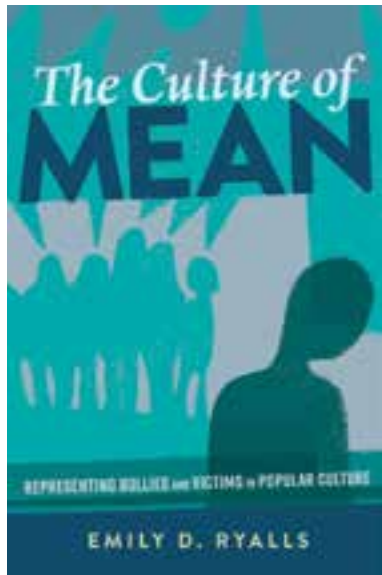
➔ **Ideal for undergraduate and graduate courses in Popular Culture and Literacies and Literacy Development**

YOUTH STUDIES

EMILY D. RYALLS

**THE CULTURE OF MEAN**  
Representing Bullies and Victims in Popular Culture

- 214 PP.
- MEDIATED YOUTH. VOL. 2
- PB. ISBN 978-1-4331-4618-3 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4621-3 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-4619-0 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95



*The Culture of Mean* is the first book-length feminist critical exploration of representations of youth bullying in media. Bringing into conversation scholarship on feminism, media, new communication technologies, surveillance, gender, race, sexuality, and class, Ryalls critically examines the explosion of discourse about youth bullying that has occurred in the United States during the last two decades. Countering the monolithic and extreme cultural reaction to narratives about bullying, Ryalls argues that, while it seems common sense to view bullying as always wrong and dangerous, not all aggression is bullying and it is problematic to assume so, because it becomes very difficult to differentiate between healthy conflict and unhealthy (potentially violent) torment. Moreover, since the label "bullying" often does not differentiate between teasing, conflict, sexual harassment, and violence, increasingly the most common way to deal with young people accused of bullying is to criminalize their actions. Through an analysis of books, film, television, and journalistic accounts of bullying, *The Culture of Mean* shows how constructions of bullying in popular culture create an overly simplistic binary of good and bad people. This process individualizes the problem of bullying and disallows a more complex understanding of the structural issues at work by suggesting that putting an end to bullying simply requires incarcerating those evil teens who are prone to bullying behaviors. This critical perspective of bullying will be of interest to scholars and students interested in the fields of girls' studies, cultural studies, communication,

education, sociology, and media studies, as well as parents of school-aged children.

➔ **Ideal for undergraduate and graduate courses in communication, women's and gender studies, sociology, education and cultural studies, critical cultural studies, media studies, feminist media studies, girls' studies, youth studies, social problems, media and information literacy, gender studies, popular culture, issues of diversity, visual culture and new media.**

BEST SELLERS: YOUTH STUDIES

AWAD IBRAHIM / SHIRLEY R. STEINBERG (EDS.)

**CRITICAL YOUTH STUDIES READER**  
Preface by Paul Willis

- 564 PP.
- PB. ISBN 978-1-4331-2119-7 / CHF56.00 / €46.10 / €A50.70 / €D49.30 / £37.00 / US\$59.95
- E-BOOK. ISBN 978-1-4541-8988-6 / CHF59.00 / €46.10 / €A55.32 / €D54.86 / £37.00 / US\$59.95

THIS BOOK WON THE 2014 AESA (AMERICAN EDUCATIONAL STUDIES ASSOCIATION) CRITICS CHOICE AWARD.

This reader begins a conversation about the many aspects of critical youth studies. Chapters in this volume consider essential issues such as class, gender, sexuality, race, ethnicity, cultural capital, and schooling in creating a dialogue about and a conversation with youth. In a society that con-



tinues to devalue, demonize, and pathologize young women and men, leading names in the academy and youth communities argue that traditional studies of youth do not consider young people themselves. Engaging with today's young adults in formal and informal pedagogical settings as an act of respect, social justice, and transgression creates a critical pedagogical path in which to establish a meaningful twenty-first century critical youth studies.

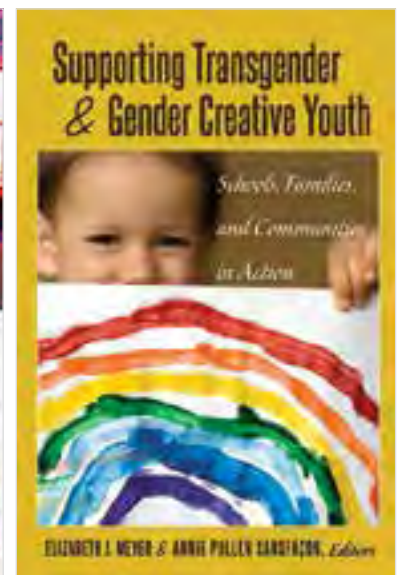
➔ **Ideal for undergraduate and graduate courses in Youth studies, Youth in Society, critical pedagogy and cultural studies**

ELIZABETH J. MEYER / ANNIE PULLEN SANSFAÇON (EDS.)

**SUPPORTING TRANSGENDER AND GENDER CREATIVE YOUTH**  
Schools, Families, and Communities in Action

- 260 PP.
- GENDER AND SEXUALITIES IN EDUCATION. VOL. 9
- PB. ISBN 978-1-4331-2209-5 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4541-9973-1 / CHF41.10 / €32.30 / €A38.76 / €D38.44 / £26.00 / US\$41.95

*Supporting Transgender and Gender Creative Youth* brings together cutting edge research, social action methods, and theory on the topic of transgender youth and gender creative children. Organized in three sections covering theoretical and clinical, educational, and community perspectives,



the chapters specifically address issues and challenges in education, social work, medicine, and counseling as well as recommendations that are relevant for parents, families, practitioners, and educators alike. The result is a well-researched and accessible book that will provide support and knowledge to a broad audience of individuals invested in improving the social worlds of gender diverse children and youth.

➔ **Ideal for undergraduate and graduate courses in gender and youth studies and educational psychology**

ADVERTISING AND PR

BARBARA MUELLER

**DYNAMICS OF INTERNATIONAL ADVERTISING**  
Theoretical and Practical Perspectives, 3rd Edition

- 354 PP.
- PB. ISBN 978-1-4331-2759-5 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-3784-6 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95

Now in its third edition, *Dynamics of International Advertising* highlights the unique challenges marketers face in developing and implementing successful international advertising campaigns. With a balance of theoretical and practical perspectives, this edition takes the reader inside the dynamics of advertising as it functions within the international marketing mix.



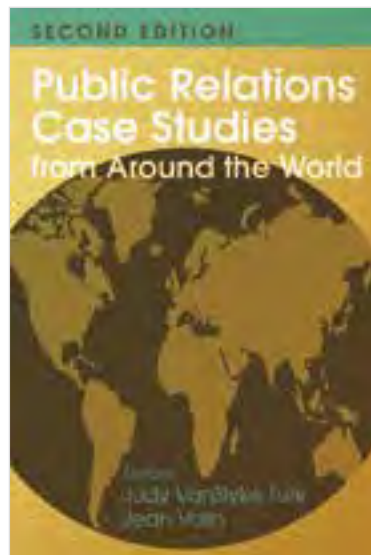
Updated with the most recent statistical information as well as current examples and case studies, the text addresses the key issues that advertisers must keep in mind when creating effective communication programs for foreign markets: cultural norms and values, political and legal environments, economic policies, social contexts and more. Both the process and product of international advertising are addressed, from research and strategy development to creative execution and media planning. Ethical concerns are highlighted as well. *Dynamics of International Advertising* is a comprehensive text for upper-division undergraduate or graduate level courses dealing with international advertising. It can also serve as a supplemental text for courses in international marketing as well as for introductory advertising, marketing or mass communication courses seeking to expand coverage of the international dimension.

➔ **Ideal for advanced courses such as International Advertising, Global Advertising, Advertising & Globalization, and also International Marketing.**

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- 1 Growth of International Business and Advertising
- 2 The International Marketing Mix
- 3 The International Marketing and Advertising Environment .
- 4 The Cultural Environment
- 5 Coordinating and Controlling International Advertising

- 6 Creative Strategy and Execution
- 7 Advertising Media in the International Arena
- 8 Research in the International Arena
- 9 Advertising Regulatory Considerations in the International Arena
- 10 Ethics and Beyond: Corporate Social Responsibility and Doing Business in the Global Marketplace



JUDY VANSLYKE TURK / JEAN VALIN

## PUBLIC RELATIONS CASE STUDIES FROM AROUND THE WORLD (2ND EDITION)

- 386 PP.
- PB. ISBN 978-1-4331-3454-8 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-4552-0 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95
- HB. ISBN 978-1-4331-4554-4 / CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US\$109.95

The case studies in this book, many of which have won national or international awards, represent an impressive scope of public relations practice—from public diplomacy to corporate social responsibility to crisis communications to social justice issues and special events. These chapters take a significant step toward overcoming the dearth of published case studies in public relations beyond North America. Written by established scholars and professionals who had access to some of the world's most intriguing and influential cases of organizational communication, these studies will be of tre-

mendous interest to all who teach, study, and practice public relations around the world.

➔ **Ideal for undergraduate and graduate courses in public relations case studies and/or international public relations**

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- Part Four: Cases in Measurement and Reputation Research of Public Relations
- Seven: A Real-time Integrated and Actionable Measurement System | *Katie Delahaye Paine*
- Eight: The Impact of Corporate Reputation on Behavior: AkzoNobel and Zurich Insurance | *Sandra Macleod, John A. McLaren, and Kevin Money*
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- Thirteen: Communicating Food Safety in the Highly Multicultural Country of Kuwait | *Mariam F. Alkazemi, Fahed Al-Sumait, and Cristina Navarro*

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- Sixteen: Restoring Confidence in a Global Company and Healthcare Brand in Brazil: The Bayer Jovens Youth Education Campaign | *Paulo Nassar and Terence (Terry) Flynn*
- Seventeen: Reaching for the Stars: The Launch of the UAE Space Agency | *Inka Stever and Gaele Picherit Duthler*
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TRICIA HANSEN-HORN / ADAM E. HORN

## PUBLIC RELATIONS STRATEGY, THEORY AND CASES

- Praxis at Its Best**
- PB. ISBN 978-1-4331-2080-0 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
  - E-BOOK. ISBN 978-1-4331-3938-3 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
  - HB. ISBN 978-1-4331-2079-4 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

Presenting a robust introduction to public relations strategy, the author helps read-



**MEDIA**

SHARON R. MAZZARELLA /  
NANCY A. JENNINGS (EDS.)

**20 QUESTIONS ABOUT YOUTH AND THE MEDIA, VOLUME 2**

- 316 PP.
- PB. ISBN 978-1-4331-4391-5 / CHF40.00 / €33.00 / €A36.30 / €D35.30 / £26.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-3936-9 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95

Volume 2 of *20 Questions* is an updated and comprehensive guide to today's most compelling issues in the study of children, tweens, teens and the media. Nancy A. Jennings and Sharon R. Mazzarella bring together leading experts to answer the kinds of questions an undergraduate student might ask about the relationship between young people and media. In so doing, the book address a range of media from cartoons to the Internet, from advertising to popular music, and from mobile phones to educational television. The diverse array of topics include government regulation, race and gender, effects (both prosocial and risky), kids' use of digital media, and the commercialization of youth culture. This book is designed with the undergraduate youth/children and media classroom in mind, and features accessible writing and end-of-chapter discussion questions and exercises.

➤ **Ideal for undergraduate and graduate courses in communication studies, media studies, radio-TV-film, sociology, psychology, education and courses such as Children & Media, Youth & Media and Youth Studies.**

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Chapter Thirteen: Can Media Contribute to Happiness in Children and Adolescents? | *Rebecca N. H. de Leeuw & Moniek Buijzen*

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Chapter Twenty: How Do We Move Toward a Global Youth Media Studies? | *Divya McMillin*

List of Contributors. Illustrations

ANNA ROOSVALL / MATTHEW TEGELBERG

**MEDIA AND TRANSNATIONAL CLIMATE JUSTICE**

**Indigenous Activism and Climate Politics**

- GLOBAL CRISES AND THE MEDIA. VOL. 22
- PB. ISBN 978-1-4331-3487-6 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4600-8 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95

*Media and Transnational Climate Justice* captures the intriguing nexus of globalization, crisis, justice, activism and news communication, at a time when radical measures are increasingly demanded to address one of the most pressing global issues of our times: climate change. Roosvall and Tegelberg take a unique approach to climate justice by focusing on transnational rather than international aspects, thereby contributing to the development of theories of justice for a global age, as well as in relation to media studies. The book specifically explores the roles and situations of indigenous peoples who do not have full representation at UN climate summits despite being among those most exposed to injustices pertaining to climate change, as well as to politics and media coverage. This book thus scrutinizes political and ideological dimensions of the global phenomenon of climate change through interviews and observations with indigenous activists at UN climate summits, in combination with extensive empirical research conducted on legacy and social media coverage of climate change and indigenous peoples since 2009. The authors conclude by discussing transnational solidarity and suggest a solidararian mode of communication as a response to both the global crisis of climate change and the broader issues of injustice faced by indigenous peoples regarding redistribution, recognition and political representation. The book is aimed at students and researchers in media studies, political science, environmental humanities, indigenous studies, and anyone interested in the crucial potential of activism and/or issues pertaining to (the communication of) justice and human rights in globalizing times.

➤ **Ideal for undergraduate and graduate courses on global media studies, international communication, interdisciplinary social science, political communication, environmental communication, environmental**

humanities, digital media, journalism, social movements, political participation and/or activism, as well as diverse indigenous studies courses



SALLYANNE DUNCAN / JACKIE NEWTON

**REPORTING BAD NEWS**

**Negotiating the Boundaries Between Intrusion and Fair Representation in Media Coverage of Death**

- MASS COMMUNICATION AND JOURNALISM VOL. 16
- PB. ISBN 978-1-4331-2563-8 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4299-4 CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-4297-0 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

This book addresses a gap in the literature concerning death reporting and stories of personal tragedy. Much has been written about disasters and large-scale tragedies, but this research concentrates on individual loss and the relationship between journalist and vulnerable interviewee. While much discussion in this area is negative, focusing on the ethics of intrusion and journalists who act insensitively under pressure, the authors' aim is to turn this focus around by looking at best practice in encounters between reporters and the bereaved, survivors and the vulnerable. It is hoped that by examining contemporary death reporting, explaining its public ser-

vice role, proposing a new model of ethical participation and offering a structure for sensitive interviewing, the most harmful aspects of the process can be reduced for both the journalist and, more importantly, the grieving and the victims. The work is based on years of research by the authors, on interviews with journalists, journalism educators, bereaved families and support groups and is supplemented with a detailed analysis of the reporting of death across academic disciplines and perspectives.

➔ **Ideal for BA and masters courses in journalism, international journalism, journalism studies, communication studies and media and cultural studies.**

MARY ANN ALLISON / CHERYL CASEY

**NEW MEDIA, COMMUNICATION, & SOCIETY**

**A Fast, Straightforward Examination of Key Topics**

- PB. ISBN 978-1-4331-4529-2 / CHF118.00 / €95.80 / €A105.40 / €D102.95 / £77.00 / US\$114.95
- E-BOOK. ISBN 978-1-4331-4531-5 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95

*New Media, Communication, and Society* is a fast, straightforward examination of key topics which will be useful and engaging for both students and professors. It connects students to wide-ranging resources and challenges them to develop their own opinions. More, it encourages students to develop media literacy so they can speak up and to make a difference in the world. Short chapters with lots of illustrations encourage reading and provide a springboard for conversation inside and outside of the classroom. Wide-ranging topics spark interest. Chapters include suggestions for additional exploration, a media literacy exercise, and a point that is just for fun. Every chapter include thought leaders, ranging leading researchers to business leaders to entrepreneurs, from Socrates to Doug Rushkoff and Lance Strate to Bill Gates.

➔ **Ideal for undergraduate and graduate courses such as Media Literacy, Theories of Media, Mass Communications in Contemporary Society, Sociology, Introduction to**

**Media Studies and Media & Society.**

MORGAN GENEVIEVE BLUE / MARY CELESTE KEARNEY (EDS.)

**MEDIATED GIRLHOODS**  
**New Explorations of Girls' Media Culture, Volume 2**

- MEDIATED YOUTH. VOL. 27
- PB. ISBN 978-1-4331-3213-1 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4604-6 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-4603-9 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

*Mediated Girlhoods, Volume 2* is an anthology devoted to scholarship on girls' media culture. Taking a cultural studies approach, it includes studies of girls' media representations, girls' media consumption, and girls' media production. In an attempt to push research on girls' media culture in new directions, it responds to criticisms of previous research in this field by including studies of girls who are not white, middle-class, heterosexual, cisgender, or Western. Approaching girlhood, media, and methodology broadly, *Mediated Girlhoods* includes studies of such previously unexplored topics as girls' mimetic communication via Tumblr, the girlyboy in independent Filipino cinema, Qatari girls' film production, trans girlhood in advertising, Canadian girls' feminist activism, and the new girl subject imagined in Disney's *Cinderella (2015)*. *Mediated Girlhoods, Volume 2* is appropriate for undergraduate- and graduate-level courses, particularly graduate seminars exploring girlhood, media, and culture; youth media; youth cultures; and gender and media; and undergraduate courses housed within the following departments: media studies, communication studies, cultural studies, women's and gender studies, sociology, literature, history, education, and psychology.

➔ **Ideal for undergraduate and graduate courses such as Girls and Popular Culture, Advanced Topics in Children's and Adolescent Literature, Gender, Sexuality and Feminism in Everyday Lives, Girlhood and Adolescence, Girl Cultures, Children**

**& Media: Girl Culture, Women, Girls, and the Media, Girls' Media and Cultural Studies, Youth Culture and Media and Girls' Film School.**

BEST SELLERS: MEDIA



JENNIFER DARYL SLACK / J. MACGREGOR WISE

**CULTURE AND TECHNOLOGY**  
**A Primer, Second Edition**

- 269 PP.
- PB. ISBN 978-1-4331-0775-7 / CHF44.00 / €36.10 / €A39.70 / €D38.60 / £29.00 / US\$46.95
- E-BOOK. ISBN 978-1-4541-9584-9 / CHF46.35 / €36.10 / €A43.32 / €D42.96 / £29.00 / US\$46.95

From mobile phones to surveillance cameras, from fracking to genetically modified food, we live in an age of intense debate about technology's place in our culture. *Culture and Technology* is an essential guide to that debate and its fascinating history. It is a primer for beginners and an invaluable resource for those deeply committed to understanding the new digital culture. The award-winning first edition (2005) has been comprehensively updated to incorporate new technologies and contemporary theories about them. Slack and Wise untangle and expose cultural assumptions that underlie our thinking about technology, stories so deeply held we often don't recognize their influence. The book considers the perceived inevitability of technological progress, the role of

control and convenience, and the very sense of what technology is. It considers resistance to dominant stories by Luddites, the Unabomber, and the alternative technology movement. Most important, it builds an alternative, cultural studies approach for engaging technological culture, one that considers politics, economics, space, time, identity, and change. After all, what we think and what we do make a difference.

➔ **Ideal for undergraduate and graduate courses in History and Theory of Technology, Critical Theory of Culture, Communication, Culture and the Body, and Technology and Human Communication**



MELVIN DONALSON

**HIP-HOP IN AMERICAN CINEMA**

• 191 PP.  
 • PB. ISBN 978-0-8204-6345-2 / CHF33.00 / €26.90 / €A29.60 / €D28.80 / £22.00 / US\$34.95

Hip Hop in American Cinema examines the manner in which American feature films have served as the primary medium for mainstreaming hip hop culture into American society. With their glamorizing portrayals of graffiti writing, break dancing, rap music, clothing, and language, Hollywood movies have established hip hop as a desirable youth movement. This book demonstrates how Hollywood studios and producers have exploited the profitable connection among rappers, soundtracks, and mass audiences. Hip Hop in American

Cinema offers valuable information for courses in film studies, popular culture, and American studies.

➔ **Ideal for undergraduate and graduate courses in film studies and African-American studies**



FRANK BEAVER

**DICTIONARY OF FILM TERMS**  
 The Aesthetic Companion to Film Art – Fifth Edition

• 343 PP.  
 • PB. ISBN 978-1-4331-2727-4 / CHF42.00 / €34.60 / €A38.10 / €D37.00 / £28.00 / US\$44.95  
 • E-BOOK. ISBN 978-1-4541-9424-8 / CHF44.25 / €34.60 / €A41.52 / €D41.17 / £28.00 / US\$44.95

Now in its fifth edition, Frank Beaver's *Dictionary of Film Terms* has become an indispensable reference tool for the study of films and filmmaking. This trusted and practical handbook clearly and concisely defines the essential terms of film analysis and film art, with a special focus on the aesthetic parameters and values of filmmaking.

The updated and expanded edition includes new definitions ranging from «bullet-time» optical effects, to the coming-of-age narrative, and LED lighting technology in science fiction films such as *Gravity*. More than 200 film title references not cited in previous editions have been added. Many classic and contemporary photo stills are included to illustrate terms. Extensive cross-referencing among individ-

ual definitions ensures easy access to interrelated terms, and a comprehensive topical index relates to larger concepts of film art. This up-to-date and comprehensive resource is a useful companion for film students and filmgoers, who will find it illuminating in its range and clarity.

➔ **Ideal for undergraduate and graduate level courses in film studies and Conflict Resolution in the Entertainment Industry**



ERNEST GIGLIO

**HERE'S LOOKING AT YOU**  
 Hollywood, Film & Politics, 4th Edition

• 412 PP.  
 • PB. ISBN 978-1-4331-5126-2 / CHF44.00 / €36.10 / €A39.70 / €D38.60 / £29.00 / US\$46.95  
 • E-BOOK. ISBN 978-1-4541-9079-0 / CHF46.35 / €36.10 / €A43.32 / €D42.95 / £29.00 / US\$46.95

Now in its updated and expanded fourth edition, *Here's Looking at You: Hollywood, Film & Politics* examines how the tangled relationship between Hollywood's global film industry and the politics of federal and state governments manifests itself in the real world of political campaigns and in the fictional world of Hollywood films.

The book contradicts the film industry's assertion that it produces nothing but entertainment. While it is true that the vast majority of Hollywood films are strictly commercial ventures, hundreds of movies—from *Birth of a Nation* to *The Help*, recreated stories like *Argo* and *Zero Dark Thirty* and historical pieces such as *Lincoln* and *The Conspirator*—contain political messages, both overt and covert.

This new edition begins with President Obama's re-election and includes new photos and statistical data, three new chapters and eight case studies that provide in-depth analysis of special films that are certain to challenge existing views and stimulate classroom discussion. *Here's Looking at You* serves as a basic text for courses in film and politics and as a supplement in American government and film studies courses. Film buffs and general readers will also find it of interest.

➔ **Ideal for courses in American politics in film**

INTERPERSONAL COMMUNICATION

DALE HAMPLE

**INTERPERSONAL ARGUING**

• PB. ISBN 978-1-4331-3438-8 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95  
 • E-BOOK. ISBN 978-1-4331-4895-8 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95  
 • HB. ISBN 978-1-4331-4890-3 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

This is an accessible review of scholarship on key elements of face-to-face arguing, which is the interpersonal exchange of reasons. Topics include frames for understanding the nature of arguing, argument situations, serial arguments, argument dialogues, and international differences in how people understand interpersonal arguing. This is a thorough survey of the leading issues involved in understanding how people argue with one another.

➔ **Ideal for undergraduate and graduate courses in speech communication, argumentation theory and rhetoric, and argumentation & debate**

JAMES M. HONEYCUTT / PAVICA SHELDON

**SCRIPTS AND COMMUNICATION FOR RELATIONSHIPS, SECOND EDITION**

• PB. ISBN 978-1-4331-4217-8 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95  
 • E-BOOK. ISBN 978-1-4331-4264-2 / CHF119.00 / €91.70 / €A110.60 / €D109.95 / £74.00 / US\$109.95  
 • HB. ISBN 978-1-4331-4225-3 / CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US\$109.95



The book is divided into 5 parts: (1) Emotions, Imagination, and Physiology of Relationships, (2) Bases of Relational Scripts, (3) Relational Escalation and Deescalation, (4) Relationship Scripts in Context, and (5) Cautions & Recommendations. The authors discuss the basis of relationship scripts, emotions, imagery, and physiology of relationships including romance, friendship, work associates, mentors, and Facebook friends. They argue that people's expectations for relational development influence their communication, faith, and commitment in relationships. Misconstruing sexual or flirtatious intent, for example, is derived from having different scripts about attraction. They discuss abusive relationships including characteristics of abusers, stalking, verbal and physical aggression. Designed for classes in psychology, communication, sociology, family studies, and social work, this text provides a comprehensive overview of how scripts and communication are used in relationships. Guidelines based on developing and improving verbal and nonverbal communication competence are provided. A downloadable teacher's guide is available on request.

➔ **Ideal for undergraduate and graduate courses in psychology, communication studies, sociology, social work, human ecology, family studies and human sexuality.**

**INTERCULTURAL COMMUNICATION**

JOLANTA A. DRZEWIECKA / THOMAS K. NAKAYAMA (EDS.)

**GLOBAL DIALECTICS IN INTERCULTURAL COMMUNICATION Case Studies**

- CRITICAL INTERCULTURAL COMMUNICATION STUDIES. VOL. 23
- PB. ISBN 978-1-4331-3224-7 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4272-7 / CHF58.00 / €44.20 / €A53.00 / €D52.92 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-4321-2 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

This book is an edited collection of case studies of contemporary issues in culture and communication around the world. Framed around a dialectical approach to intercultural communication, this collection offers a useful framework for thinking about contemporary research in this area. It offers in-depth cultural information about a broad range of specific cases in different places around the world. It is an ideal book to use in advanced undergraduate and graduate courses in culture and communication, global communication and intercultural communication courses. Scholars interested in contemporary work in intercultural communication will find this collection essential in mapping the state of the art in this area.

➔ **Ideal for advanced undergraduate intercultural communication courses, as well as graduate courses in intercultural communication, or culture and communication.**

**BEST SELLERS: COMMUNICATION**



JULIEN C. MIRIVEL

**THE ART OF POSITIVE COMMUNICATION Theory and Practice**

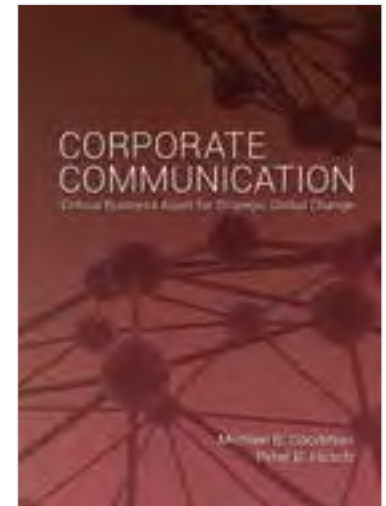
- 190 PP.
- PB. ISBN 978-1-4331-2099-2 / CHF37.00 / €30.70 / €A33.80 / €D32.80 / £25.00 / US\$39.95
- E-BOOK. ISBN 978-1-4541-8994-7 / CHF39.00 / €30.70 / €A36.84 / €D36.53 / £25.00 / US\$39.95

How we communicate with each other matters greatly. Our identity, our friendships and marriages, our families, and our culture are the product of how we speak to one another. Our words affect our hopes and dreams, as well as those of our children. We insult, complain, or criticize. We compliment, offer support, and inspire. These are choices that take place in the crevices of our most private and public conversations with others.

This book bridges communication theory and practice to foreground an important message: positive communication matters. By examining closely how people talk to each other at home or at work, this book enables undergraduate and graduate students to communicate more positively. *The Art of Positive Communication* is an ideal text for undergraduate and graduate students enrolled in interpersonal communication courses and as a supple-

mental text to inspire all students to communicate better.

➔ **Ideal for undergraduate and graduate courses in Emotional Intelligence, Communicating Health in the Workplace and others in Interpersonal communication**



MICHAEL GOODMAN / PETER B. HIRSCH

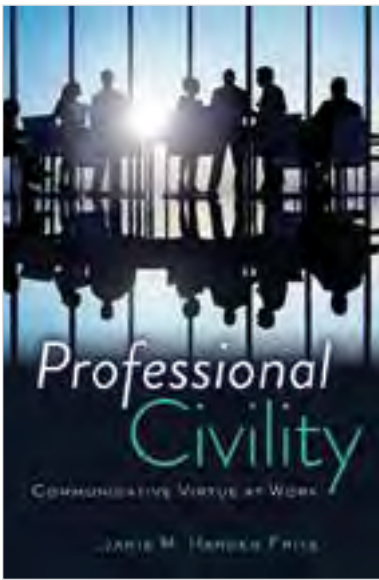
**CORPORATE COMMUNICATION Critical Business Asset for Strategic Global Change**

- 229 PP.
- PB. ISBN 978-1-4331-1925-5 / CHF49.00 / €40.70 / €A44.80 / €D43.50 / £33.00 / US\$52.95
- E-BOOK. ISBN 978-1-4541-9153-7 / CHF51.65 / €40.70 / €A48.84 / €D48.43 / £33.00 / US\$52.95

The communication role in organizations has changed, just as the nature of organizations has changed in response to the explosion of new communication technologies as well as global networks within organizations. Communication is more complex, strategic, and vital to the health of the organization than it used to be, and it will become increasingly important in the information-driven economy. This book builds upon the authors' 2010 book, *Corporate Communication: Strategic Adaptation for Global Practice*, which focused on the role of the communicator. This volume examines, analyzes, and illustrates the practice of corporate communication as a critical business asset in a time of global change. It looks at the major communication needs in the lifecy-

cle of organizations: M&A (mergers and acquisitions), structural change, culture change, innovation, new leadership, downsizing, global expansion, competition, ethical decision-making, political action, and employee engagement. These are all significant value-creating, and potentially value-destroying, events in which corporate communication, if used correctly, functions as a critical and strategic business asset.

➔ **Ideal for courses in Business communication and International public relations**



JANIE M. HARDEN FRITZ

**PROFESSIONAL CIVILITY**  
Communicative Virtue at Work

- 273 PP.
- PB. ISBN 978-1-4331-1984-2 / CHF38.00 / €31.50 / €A34.70 / €D33.70 / €25.00 / US\$40.95
- E-BOOK. ISBN 978-1-4331-3856-0 / CHF40.5 / €31.50 / €A37.80 / €D37.49 / €25.00 / US\$40.95

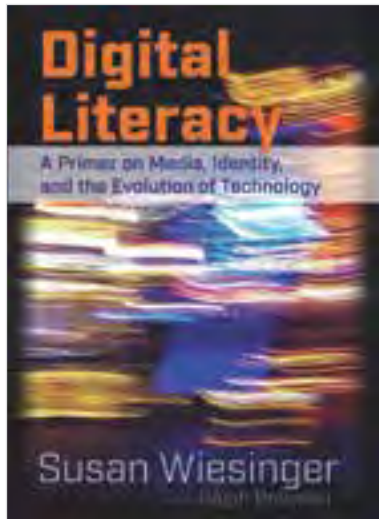
WINNER OF THE EVERETT LEE HUNT AWARD 2014.

WINNER OF THE NCA CLIFFORD G. CHRISTIANS ETHICS RESEARCH AWARD 2013 FROM THE CARL COUCH CENTER FOR SOCIAL AND INTERNET RESEARCH

The crisis of incivility plaguing today's workplace calls for an approach to communication that restores respect and integrity to interpersonal encounters in organizational life. Professional civility is a communicative virtue that protects and promotes productivity, one's place of employment, and persons with whom we carry out our

tasks in the workplace. Drawn from the history of professions as dignified occupations providing valuable contributions to the human community, an understanding of civility as communicative virtue, and MacIntyre's treatment of practices, professional civility supports the «practice» of professions in contemporary organizations. A communicative ethic of professional civility requires attentiveness to the task at hand, support of an organization's mission, and appropriate relationships with others in the workplace. Professional civility fosters communicative habits of the heart that extend beyond the walls of the workplace, encouraging a return to the service ethic that remains an enduring legacy of the professions in the United States.

➔ **Ideal for courses in Business communication**



SUSAN WIESINGER / RALPH BELIVEAU

**DIGITAL LITERACY**  
A Primer on Media, Identity, and the Evolution of Technology

- 179 PP.
- PB. ISBN 978-1-4331-2821-9 / CHF44.00 / €36.11 / €A39.70 / €D38.60 / €29.00 / US\$46.95
- E-BOOK. ISBN 978-1-4541-9297-8 / CHF46.35 / €36.11 / €A43.33 / €D42.97 / €29.00 / US\$46.95

The Internet, World Wide Web, and digital devices have fundamentally changed the way people communicate, affecting everything from business, to school, to family, to religion, to democracy. This textbook takes a well-rounded view of the evolution from media literacy to digital literacy to help stu-

dents better understand the digitally filtered world in which they live.

The text explores digital literacy through three lenses:

- Historical: reviews snapshots of time and space to delineate how things were in order to lend context to how they are;
- Cultural: explores how values and ideals are constructed and conveyed within a given cultural context – how humans absorb and share the informal rules and norms that make up a society;
- Critical: illuminates how social changes—particularly rapid ones—can put certain people at a disadvantage.

All three angles are helpful for better understanding the myriad ways in which our identities and relationships are being altered by technology, and what it means to be a citizen in a society that has become individualized and is in constant flux.

Written in a conversational and approachable style, the text is easy to navigate, with short chapters, short paragraphs, and bullet points. Comics and images illustrate complex topics and add visual interest.

The text is Ideal for media literacy, digital information literacy, and technology courses that seek to integrate human impact into the mix. It is also a good starting point for anyone wanting to know more about the impact of communication technologies on our lives.

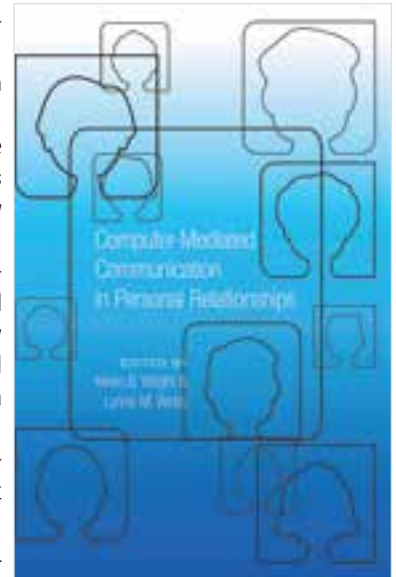
➔ **Ideal for undergraduate and graduate courses in communication, computer education and media literacy.**

KEVIN B. WRIGHT / LYNNE M. WEBB (EDS.)

**COMPUTER-MEDIATED COMMUNICATION IN PERSONAL RELATIONSHIPS**

- 411 PP.
- PB. ISBN 978-1-4331-1081-8 / CHF36.00 / €30.00 / €A33.00 / €D32.10 / €24.00 / US\$38.95
- E-BOOK. ISBN 978-1-4331-5075-3 / CHF43.00 / €32.50 / €A39.00 / €D38.95 / €26.00 / US\$38.95

This is the first collection of readings on computer-mediated communication focusing exclusively on interpersonal interactions. Examining messages exchanged via email, Twitter, Facebook, websites, and blogs, the authors analyze communication issues of ongoing importance in relationships including deception, disclosure, identity, influence,



perception, privacy, sexual fidelity, and social support. The book examines subjects that attract intense student interest – including online performance of gender, online dating, and using computer-mediated communication to achieve family/work life balance – and will inspire further research and course development in the area of computer-mediated communication in personal relationships. Because it provides a synthesis of ideas at the nexus of interpersonal communication theory and computer-mediated communication theory, the book can serve as a textbook for advanced undergraduate as well as graduate courses.

➔ **Ideal for undergraduate and courses in Intro to Comm & Technology, Communication in the Digital Age and other Interpersonal communication courses**

SUSAN B. BARNES

**AN INTRODUCTION TO VISUAL COMMUNICATION**

**From Cave Art to Second Life (2nd edition)**

- 288 PP.
- VISUAL COMMUNICATION. VOL. 7
- PB. ISBN 978-1-4331-4203-1 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4205-5 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95

Technological changes have radically altered the ways in which people use visual images. Since the invention of photography, imagery has increasingly been used for entertainment,





journalism, information, medical diagnostics, instruction, branding and communication. These functions move the image beyond aesthetic issues associated with art and into the realm of communication studies. This introductory textbook introduces students to the terminology of visual literacy, methods for analyzing visual media, and theories on the relationship between visual communication and culture. Exploring the meanings associated with visual symbols and the relationship of visual communication to culture, this book provides students with a better understanding of the visually oriented world in which they live. From cave art to virtual reality, all visual media are discussed with methods for evaluation. Student-friendly features such as boxed topics, key terms, web resources, and suggestions for exercises are provided throughout.

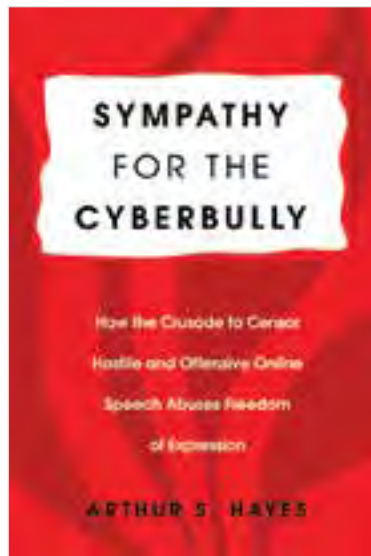
➔ **Ideal for courses in visual communication and graphic design.**

## POLITICS

ARTHUR S. HAYES

### **SYMPATHY FOR THE CYBERBULLY** How the Crusade to Censor Hostile and Offensive Online Speech Abuses Freedom of Expression

- 252 PP.
- COMMUNICATION LAW. VOL. 6
- PB. ISBN 978-1-4331-3211-7 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4152-2 / CHF58.00 /



€44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95  
 • HB. ISBN 978-1-4331-3212-4 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US\$94.95

In the first systematic account of judicial rulings striking down cyberbullying laws in the United States and Canada, *Sympathy for the Cyberbully* offers an unapologetic defense of online acid-tongued disparagers and youthful and adult sexters. In the first decade of the 21st century, legitimate concerns about the harmful effects of cyberbullying degenerated into a moral panic. The most troubling aspect of the panic has been a spate of censorship—the enactment of laws which breach long-standing constitutional principles, by authorizing police to arrest and juries to convict, and schools to suspend, individuals for engaging in online expression that would be constitutionally protected had it been communicated offline. These hastily drawn statutes victimize harsh critics of elected officials, scholars, school officials and faculty, distributors of constitutionally protected pornography, adolescents “talking smack,” and teens who engage in the consensual exchange of nude images, even in states where teens of a certain age enjoy the right to engage in sexual relations. The victims’ stories are told here. *Sympathy for the Cyberbully* is suitable for undergraduate, graduate and law school courses in media law, First Amendment law and free expression.

➔ **Ideal for advanced undergraduate and graduate courses such as Freedom of Expression, Internet Law & Policy, Media Law, Social Media Law and Digital Media Culture.**

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- Chapter 2. Cyberbullying and Free Speech
- Chapter 3. The Unnecessary and Unjust Creation of Virtual Juvenile Delinquents
- Chapter 4. “Enclaves of Totalitarianism”
- Chapter 5. Censorship Redux: The 21st Century Attack on the First Amendment Right of Public Criticism by the Use of Cyberharassment, Cyberstalking and Online Impersonation Laws
- Chapter 6. Image Control: Who Loses When Teen Sexting and Revenge Porn Are Criminalized?
- Chapter 7. The Short Life and Quick Death of the First Cyberbullying Law in Canada (August 6, 2013–December 10, 2015)
- Cases & Subject Indices

ROBERT E. TERRILL (EDS.)

### **RECONSIDERING OBAMA** Reflections on Rhetoric

- FRONTIERS IN POLITICAL COMMUNICATION. VOL. 34
- PB. ISBN 978-1-4331-3471-5 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4395-3 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95
- HB. ISBN 978-1-4331-3472-2 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US\$94.95

Perhaps no other presidential candidate or sitting president has attracted as much attention from rhetorical critics as Barack Obama. Much of this work was conceived and written during Obama’s initial presidential campaign, or relatively early in his two terms in office. This book provides rhetorical critics an opportunity to revisit their published work on Obama in light of events that have occurred since its publication. In each chapter, these eminent critics begin by summarizing the analysis and conclusions in their original essays on Obama, and then they reflect on their previous conclusions, revising or extending them in response to developments since the publication of the original work. The chapters provide a glimpse into the inven-



tional strategies of practicing critics and into some of the ways that that critical insights may evolve over time. Scholars rarely have an opportunity to publish essays that reflect on their own previous work, even though few resources can be of greater use to both beginning critics and to established scholars seeking to continue to hone and reflect on their critical practice. This book, then, makes an important contribution not only to the existing literature on the 44th president of the United States, but also and perhaps most significantly to the study of the art and craft of rhetorical criticism.

➔ **Ideal for undergraduate and graduate courses in rhetorical criticism, public address, presidential rhetoric and rhetorical methods.**

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- One: Rhetorical Charges: Mercurian Figures and Democratic Hope after Obama | *Peter Simonson*
- Two: A Wrestling of Brothers: (Re)Writing Obama Separately and Together (Again) | *David A. Frank and Mark Lawrence McPhail*
- Three: Barack Obama’s Neo-Racial Responses to Black Death | *Amy L. Heyse and Ebony A. Utley*
- Four: Obama’s Rhetoric of Myth and Reason | *Robert C. Rowland*
- Five: Barack Obama at the Threshold of a New America | *Robert L. Ivie and Oscar Giner*
- Six: The Once and Future Teleological Discourse of Barack Obama | *Richard W. Leeman*
- Seven: Testing the Narrative Signature Perspective: The Case of Obama and Health Care Reform | *Martin J. Medhurst*

Eight: Losing Patience with an Imperfect President and Imperfect People | *Derek R. Sweet and Margaret McCue-Enser*

Nine: How Selective Amnesia Brought Us the First Black Socialist President of the United States | *Kristen Hoerl*

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RUTH DEFOSTER

**TERRORIZING THE MASSES**  
Identity, Mass Shootings, and the Media Construction of "Terror"

- 232 PP.
- FRONTIERS IN POLITICAL COMMUNICATION. VOL. 33
- PB. ISBN 978-1-4331-3903-1 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-3905-5 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-4271-0 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

Why are some crimes identified as acts of terrorism, while others are not? How are critical terms like "terrorism" and "mass shooting" defined and understood in the 21st century? What are some of the causes of the unique American epidemic of mass shootings and gun violence? *Terrorizing the Masses* considers the invisible role that the media play in shaping the way we think about terrorism, gun violence, fear, and identity. This book explores media coverage of five mass shootings over a 20-year period, examining the role that race, religion, and gender play in

framing some of the most high-profile crimes of American society. The results of this research show that the use of "terrorism" is uneven and inconsistent. Indeed, on a practical level, "terrorism" is an almost meaningless word—it is slippery and ephemeral, and its utility is largely in propaganda. This book succinctly analyzes what "terror" means in the 21st century, how news media use the term, and how journalists can cover tragedy without falling prey to the pitfalls of sensationalism, fear, and contagion. This book is a useful text for courses on media ethics, crime and public policy, political science, terrorism studies, and communication studies.

➔ **Ideal for courses on media ethics, crime and public policy, political science, terrorism studies, and communication studies.**

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  - 3: "Nuttier Than a Fruitcake": William Kreutzer and the Fort Bragg Shooting
  - 4: Camp Liberty, John Russell, and the "Theater of War"
  - 5: Nidal Hasan and the Fort Hood Shooting: Soldier or Terrorist?
  - 6: "Terror" or "Tragedy?" Charleston, Orlando, and Mass Shootings in the Age of Trump
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**BEST SELLERS: POLITICS**

HENRY A. GIROUX

**ZOMBIE POLITICS AND CULTURE IN THE AGE OF CASINO CAPITALISM**  
Second Edition

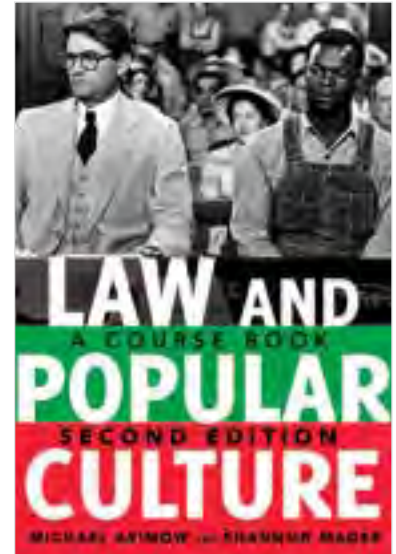
- 205 PP.
- POPULAR CULTURE AND EVERYDAY LIFE. VOL. 23
- PB. ISBN 978-1-4331-2719-9 / CHF24.00 / €19.20 / €A21.10 / €D20.50 / £15.00 / US\$24.95
- E-BOOK. ISBN 978-1-4541-9432-3 / CHF25.30 / €19.20 / €A23.04 / €D22.85 / £15.00 / US\$24.95

In the second edition of *Zombie Politics and Culture in the Age of Casino Capitalism*,



Henry A. Giroux uses the metaphor of the zombie to highlight how America has embraced a machinery of social and civil death that chills any vestige of a robust democracy. He charts the various ways in which the political, corporate, and intellectual zombies that rule America embrace death-dealing institutions such as a bloated military, the punishing state, a form of predatory capitalism, and an authoritarian, death-driven set of policies that sanction torture, targeted assassinations, and a permanent war psychology. The author argues that government and corporate paranoia runs deep in America. While maintaining a massive security state, the ruling forces promote the internalization of their ideology, modes of governance, and policies by either seducing citizens with the decadent pleasures of a celebrity-loving consumer culture or by beating them into submission. Giroux calls for a systemic alternative to zombie capitalism through a political and pedagogical imperative to address and inform a new cultural vision, mode of individual subjectivity, and understanding of critical agency. As part of a larger effort to build a broad-based social movement, he argues for a new political language capable of placing education at the center of politics. Connecting the language of critique to the discourse of educated hope he calls for the reclaiming of public spaces and institutions where formative cultures can flourish that nourish the radical imagination, and the ongoing search for justice, equality, and the promise of a democracy to come.

➔ **Ideal for undergraduate and graduate courses in Advocacy & Social Justice through Curriculum & Instruction**



MICHAEL ASIMOW / SHANNON MADER

**LAW AND POPULAR CULTURE**  
A Course Book (2nd Edition), 2nd Edition

- 357 PP.
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