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2018 FALL



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Fall 2018

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, several in STEM including **Revolutionary STEM Education** by Jeremiah J. Sims, **(Under)Represented Latin@s in STEM** by Yuen, Bonner and Arreguin-Anderson and **Best Practices in STEM Education, Second Edition**, edited by Spuck, Jenkins, Rust and Dou. A welcome second edition of the Joe L. Kincheloe classic, **Classroom Teaching** debuts this fall with additional material from Dr. Shirley R. Steinberg. We are pleased to introduce the new Open Access journal, **Philosophy and Theory in Higher Education**, edited by John E. Petrovic, available at the end of the year.

Our Media and Communication program is quite strong with many timely new releases including **New Media Communication and Society**, edited by Mary Ann Allison and Cheryl A. Casey and the topical **Communication in the Age of Trump** by Arthur Hayes. We're thrilled to have a second edition of the best-selling **Introduction to the Entertainment Industry**, edited by Andi Stein and Beth Bingham Georges—ideal for student use as well as for library collections. Accolades for our Media titles include 2018 Media Ecology Association Marshall McLuhan Award for Outstanding Book in the Field winner, **Media Ecology. An Approach to Understanding the Human Condition** by Lance Strate; **The American Journalist in the Digital Age: A Half-Century Perspective** by Lars Willnat, David H. Weaver and G. Cleveland Wilhoit, winner of the 2017 Society of Professional Journalists Sigma Delta Chi Award and the National



Communication Association's 2017 Applied Communication Division Distinguished Edited Book Award winner, **Volunteering and Communication, Volume 2**, edited by Michael W. Kramer, Laurie K. Lewis and Loril M. Gossett.

We are pleased to offer our textbooks in not only print but digital formats available through Amazon (Kindle), Apple (iBooks), Barnes & Noble Nook, Bibliotech, Blackwell Learning, Feedbooks, Follett, Google Play, ITSI Education, Kobo, Kortext, Lix, Microsoft, PaperC, Rethink Books, Sainsbury's, VitalSource, Wook, Zola Academic and more! Exam 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. 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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R. Michael Fisher

Fearless Engagement of Four Arrows

The True Story of an Indigenous-Based Social Transformer

New York, 2018. XXII, 338 pp., 15 b/w ill.

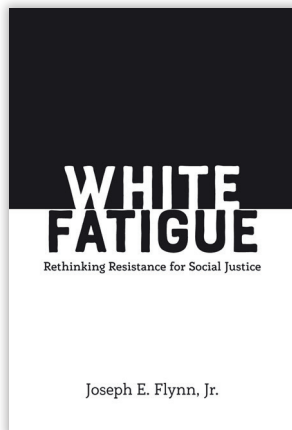
Counterpoints. Studies in Criticality. Vol. 525

pb.	ISBN 978-1-4331-3447-0
CHF 50.- / € ^D 42.95 / € ^A 44.- / £ 40.- / £ 32.- / US-\$ 47.95	
eBook	ISBN 978-1-4331-5536-9
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hb.	ISBN 978-1-4331-3448-7
CHF 129.- / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95	

In times of extreme cascading global crises facing humanity, all responsible humans need to re-evaluate the dominant worldview that has brought us to this point of facing extinction. As a species we need to relearn the «good» ways from our greatest allies in Nature and from Indigenous cultures that lived in relative harmony with Nature. Equally, we need to learn the best ways to think critically and act on the holistic understanding that may guide us beyond our individual and collective trance and illusions cast forth like chains upon modern societies through elites who manipulate fear. *Fearless Engagement of Four Arrows* offers a unique strong «medicine» for the reconstruction of a healthy, sane, and sustainable future for all. Utilizing the form of an intellectual biography of Four Arrows (aka Dr. Don Trent Jacobs) and his daring activist life and true teaching stories, the author creates a powerful adventure into the fiery philosophy, activism, and emancipatory inspirations of one of the world's great visionary prophetic educators and social transformers. Through a number of unique experiences, including firefighting, white-water kayaking, wild horse training, world-class athletic competitions, and counter-cultural activism, Four Arrows has become a connoisseur of fear and courage. This book shows how he walks a universal ethical path of fearlessness at a time when too many remain trapped by their fears. Among other readers, high school teachers and post-secondary teachers across diverse disciplines will find great ideas, eliciting dialogues and

study questions for students, who now face a globalizing world where they can take charge of the future *via* fearless engagement.

Ideal for undergraduate and graduate courses in cultural studies, environmental studies, philosophy, Indigenous studies, educational studies, and cultural diversity.



now in paperback!

Joseph E. Flynn, Jr.

White Fatigue

Rethinking Resistance for Social Justice

New York, 2018. XX, 178 pp.

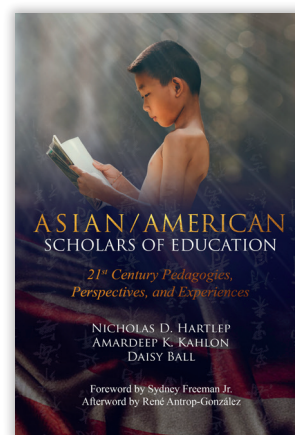
Social Justice Across Contexts in Education. Vol. 8

pb.	ISBN 978-1-4331-5895-7
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hb.	ISBN 978-1-4331-5026-5
CHF 98.- / € ^D 84.95 / € ^A 87.10 / € 79.20 / £ 64.- / US-\$ 94.95	

White Fatigue: Rethinking Resistance for Social Justice explores how, despite the pleas and research of critical scholars, what passes for multicultural education in schools is often promotion of human relations and tolerance rather than a sustained critical examination of how race and racism shape social, political, economic, and educational opportunities for various groups, both historically and currently. Simultaneously, our nation's social mores have changed over time and millions of White Americans find racism morally reprehensible. This book illustrates that despite that shift, it is not uncommon to experience White Americans—in classrooms and other spaces—struggling to understand how racism functions. This struggle is often talked about as White resistance, White guilt, and White fragility. White fatigue is an idea that helps explain and differentiate this struggle for better understanding among White folks who feel racism is wrong but do not yet have an understanding of how racism functions. *White Fatigue: Rethinking Resistance for Social Justice*

ultimately argues that if we are to advance our national conversation on race, educators must be willing to define reactions to conversations about race with more nuances, lest we alienate potential allies, accomplices, and leaders in the fight against racial injustice.

Ideal for undergraduate and graduate courses in curriculum and instruction; multicultural, anti-racist, and social justice education; social foundations; educational psychology; sociology; cultural studies; and political science.



Nicholas D. Hartlep • Amardeep K. Kahlon • Daisy Ball (eds.)

Asian/American Scholars of Education

21st Century Pedagogies, Perspectives, and Experiences

New York, 2018

Education and Struggle. Narrative, Dialogue and the Political Production of Meaning. Vol. 18

pb.	ISBN 978-1-4331-4946-7
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hb.	ISBN 978-1-4331-4947-4
CHF 129.- / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95	

Asian/American Scholars of Education: 21st Century Pedagogies, Perspectives, and Experiences shares the knowledge and travails of Asian/American luminaries in the field of education. This unique collection of essays acknowledges the struggle that Asian/American education scholars have faced when it comes to being regarded as legitimate scholars deserving of endowed or distinguished status. The chapter contributors in this volume include former doctoral students, children, protégés, and colleagues of the Asian/American endowed and distinguished professors featured in the book: A. Lin Goodwin, Suzanne SooHoo, Kioh Kim, Krishna Bista, George Sugai, Yali Zou, Yong Zhao, Robert Teranishi, Asha K. Jitendra, Shouping Hu, and Ming Ming Chiu. *Asian/American*

Scholars of Education makes an important impact by asking: Why are there so few Asian/American endowed and distinguished faculty members in education?

Ideal for undergraduate and graduate courses in Asian American Studies, Race/Ethnicity/Ethnic Studies, Multicultural Education, Social Foundations of Education, Sociology of Education, Higher Education, and Administrative Leadership.

Marva McClean

From the Middle Passage to Black Lives Matter

Ancestral Writing as a Pedagogy of Hope

New York, 2018

pb. ISBN 978-1-4331-5547-5
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5491-1
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hb. ISBN 978-1-4331-5546-8
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

In this narrative rooted in auto-ethnography, the author juxtaposes her personal story with that of international stories of resistance to oppression and calls on educators to include children's personal stories as critical pedagogy to honor their funds of knowledge and foster their historical consciousness. With a focus on 18th-century freedom fighter Nanny of the Maroons, the text emphasizes the historical connections between Indigenous people worldwide who have harnessed their ancestral roots to disrupt cultural hegemony. The book emphasizes the imaginative and radical assertions of the enduring resistance of the formerly colonized, going back to the era of slavery through to the Civil Rights Movement and Black Lives Matter and calls for a radical shift in the global curriculum to include these stories. Storytelling is acknowledged as an intergenerational teaching methodology rooted in Indigenous Epistemology which serves to honor our common humanity. The essential message of the text is conveyed through the socio-educational and cultural interventions that are asserted as transformational pedagogy that will serve to elevate students' voices and promote their academic achievement. This book bears witness to the ways in which the history and sociocultural background of Indigenous people have been ignored and at times rendered invisible or inconsequential, and offers innovative strategies to correct history and write Indigenous people into the literature with creativity and sensitivity. *From the Middle Passage to Black Lives Matter* is a narrative of social justice which seeks to raise the reader's historical consciousness and provide authentic strategies to decolonize the global curriculum.

Ideal for undergraduate and graduate courses in Curriculum and Pedagogy; Race, Class and Gender Issues in Education; Global Perspectives of Curricular Trends Across Nations; Heritage Studies; Sovereignty and the Modern State; Culture and the Mind; Colonialism and Indigeneity; African Diaspora Women's Studies; The Civil Rights Movement; Emancipation in the Americas; The Black Experience in the US after 1865; Conquest, Colonization and Resistance in the Caribbean 1600 to the End of Slavery; Social and Cultural Anthropology; Caribbean Cultural Studies; Discourses in Cultural Studies; Reggae, Aesthetics and African Diasporan Resistance; The Philosophical Foundation for Gender in Caribbean Thoughts; Gender in Caribbean Culture; and Gender and Sexuality in the Caribbean and the African Americas.

Sophie Rudolph

Unsettling the Gap

Race, Politics and Indigenous Education

New York, 2018

Global Studies in Education. Vol. 36

pb. ISBN 978-1-4331-5914-5
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5916-9
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-5915-2
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Unsettling the Gap: Race, Politics and Indigenous Education takes the global problem of 'Indigenous educational disadvantage' and unravels the multiple, intersecting discourses that have culminated in the Australian context in the 'Closing the Gap' policy. The ongoing inequalities experienced by Indigenous peoples in Australia and elsewhere call for new ways of seeing and understanding the problems. Through closely examining the Australian case, this book finds the notion of 'gap' to be a complex and multiple signifier, influenced by transnational ideas connected to empire and imperialism, and strives to unpack the structural and embedded injustices that operate as a consequence of a colonial history and a settler colonial present. This book examines racialised governing logics – and attempts to disrupt them – over time, illuminating the types of ruling binaries in a settler colonial context that direct the dynamics of power and knowledge. This reveals, not only the features of the crisis of 'Indigenous educational disadvantage', but the undercurrents of a different type of crisis: the authority of the settler colonial state. In critically analysing the 'gap' keen attention is also given to

what is beyond the binaries, to point to what else might be possible ontologically and epistemologically in settler colonial contexts. *Unsettling the Gap* contributes new perspectives on the problem of Indigenous educational disadvantage and urges greater attention be given to the kinds of hidden operations of power that attend to the crisis of settler colonial authority at the expense of the stated crisis at hand.

Ideal for undergraduate and graduate courses in Indigenous Education, Indigenous Politics, Education, Politics and Social Movements (University of Melbourne) Global Inequalities and Social Justice Education and Social Justice and Problems in Education.

Stephen Sadlier

Movements on the Streets and in Schools

State Repression, Neoliberal Reforms and Oaxaca Teacher Counterpedagogies

New York, 2018

pb. ISBN 978-1-4331-5382-2
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-5383-9
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-5381-5
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Research links social movement and education, but almost no related studies address classroom practices. Oaxacan teachers in this ethnography are political and pedagogical pioneers who move between the streets and schools. *Movements on the Streets and in Schools* materializes from the practices of politics, in classrooms, manifestations and rural *primaria* communities, in a major migration-sending region of Southeastern Mexico. *Movements on the Streets and in Schools* theorizes teaching and activism in creative tension, with what Anna Tsing called *friction* of global connection. Using friction, three contentious concepts emerge: quality, patrimony and governability. Through the engaged universals of quality, patrimony and governability, the book thickly describes and analyzes how activism and teaching intertwine, on the city streets and in the rural schools. Here, teaching, between uprisings, police raids and austerity reforms reveals how operating critically transcends a centered critical project. For instance, *quality*, to the state and corporate philanthropists leads to standardization, but parents and pupils rally around quality education to demand learning-centered schools. Likewise, *patrimony*, may drive heritage for the tourist market; though patrimony also permits teachers to claim labor rights on historical grounds. Lastly, *governability*, an NGO imperative for Global Southern countries like Mexico, be-

comes pedagogical when the misrule of state authorities leads to police raids against teachers and cuts to public education. *Movements on the Streets and in Schools* is timely, as the activism-schooling nexus has just begun to generate interest with high profile events on and around campuses worldwide. Both pre- and in-service teachers, education activists, administrators, and professors alike will find this book essential in bringing activism into their classroom practices in a clear and cohesive manner.

Ideal for undergraduate and graduate courses in School and Society; Multicultural Education; Foundations of Literacy; Education in a Global Society; Educational Studies; Teacher Education; Social Theories in Education; Social Issues in Education; Seminar on Globalization in Education; Research in Lang., Literacy and Culture; Exploring Sociocultural Anthropology; Reading Ethnography; Cultures of Global Capital; Explorations in Biopower; and Social Movements in Education.

*Billye Sankofa Waters ·
Venus E. Evans-Winters ·
Bettina L. Love (eds.)*

Celebrating Twenty Years of Black Girlhood

The Lauryn Hill Reader

New York, 2018

Urban Girls. Vol. 2

pb. ISBN 978-1-4331-4716-6
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-4713-5
CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-5782-0
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

The album *Miseducation of Lauryn Hill* sold over 420,000 copies in its first week, received ten Grammy nominations, winning five. This book, *Celebrating Twenty Years of Black Girlhood: The Lauryn Hill Reader* aims to critically engage the work of Ms. Hill, highlighting the interdisciplinary nature of the album. Beyond the album's commercial success, Ms. Hill's radical self-consciousness and exuberance for life led listeners through her Black girl journey of love, motherhood, admonition, redemption, spirituality, sexuality, politics, and nostalgia that affirmed the power of creativity, resistance, and the traditional of African storytelling. Ms. Hill's album provides inspirational energies that serve as a foundational text for Black girlhood. In many ways it is the definitive work of Black girlhood for the Hip Hop generation and beyond because it opened our eyes to a holistic narrative of woman and mother. Twenty years after the release of the

album, we pay tribute to this work by adding to the quilt of Black girls' stories with the threads of feminist consciousness, which are particularly imperative in this space where we declare: Black girls matter. *Celebrating Twenty Years of Black Girlhood* will be the first book to academically engage the work of the incomparable Ms. Hill. It will intellectually wrestle with the interdisciplinary nature of Ms. Hill's album, centering the connection between the music of Ms. Hill and the lives of Black girls. The essays in this collection utilize personal narratives and professional pedagogies and invite students, scholars, and readers to reflect on how Ms. Hill's album influenced their past, present, and future.

Ideal for courses in Black Feminist Thought & Theory, Hip Hop feminism, Critical race feminism, Community mothering, Black Girl Studies, and Ethnomusicology.

Greg Tanaka (ed.)

Systemic Collapse and Renewal

How Race and Capital Came to Destroy Meaning and Civility in America and Foreshadow the Coming Economic Depression

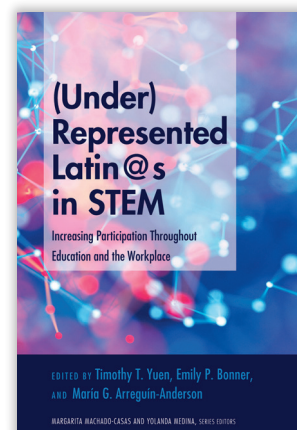
New York, 2018

pb. ISBN 978-1-4331-4826-2
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-4745-6
CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-4740-1
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

In a time of great US and global social unrest and unravelling, *Systemic Collapse and Renewal* presents a blueprint for how Americans can respond to that unrest by reclaiming and rebuilding our democracy. Part I traces the deep, underlying sources of the disintegration and collapse. Through storytelling, case history and ethnography, it examines how a small group of people («elites») used ethnic diversity resulting from a natural pattern of global in-migration to the US as a distraction while they implemented a planned, behind-closed-doors strategy to seize the democracy, ruin the middle class and deprive a once proud people of an expectation that their government will be «by, for and of the people.» With the former representative democracy «hijacked» by these moneyed interests, *Systemic Collapse and Renewal* demonstrates that it remains quintessentially American to believe «there can always be a way out,» and that the encroaching acts of fascism by elites can be pushed back and defeated. Tapping into this optimism, Part II of *Systemic Collapse and Renewal* sets forth a path for democratic renewal. That path begins by examining that which

was taken away: the «shared meanings» (or cultural norms, beliefs and behaviors) that are deeply American and can be easily re-taught, celebrated and once again used by Americans to build social cohesion as a country. Departing the recent liberal emphasis on critique and on assigning blame, Part II of *Systemic Collapse and Renewal* urges a new US educational and social movement based on mutual reliance—and «healing the wounds»—for an increasingly diverse country. Democratic renewal begins with the simple step of sharing our stories and our dreams about how to make a better world.

Ideal for undergraduate and graduate courses in Introduction to American Cultures; Social Foundations in Education; Politics in America; Anthropology of Education; Law, Government and Society; Business and Government; Introduction to Political Economy; Cultural Anthropology; Qualitative Research Methods; Race and Ethnicity in America; Urban Studies; Ethnic Studies; Participatory Democracy; and Agency and the Subject.



*Timothy T. Yuen · Emily P. Bonner ·
Maria G. Arreguin-Anderson (eds.)*

(Under)Represented Latin@s in STEM

Increasing Participation Throughout Education and the Workplace

New York, 2018. XVIII, 238 pp., 3 b/w ill., 7 tables

Critical Studies of Latinxs in the Americas. Vol. 19

pb. ISBN 978-1-4331-5175-0
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-5176-7
CHF 52.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-5171-2
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

(Under)Represented Latin@s in STEM: Increasing Participation Throughout Education and the Workplace presents a critical investigation into Latin@ underrepresentation in STEM

throughout the education pipeline and workforce. *(Under)Represented Latin@s in STEM* highlights nationally relevant research related to the creation of opportunities for Latin@ students in STEM and the ways in which these opportunities increase Latin@ participation in STEM. Of particular interest across the chapters is the notion of building and sustaining a strong STEM identity within Latin@ students. As such, the authors present ideas through various lenses including teacher preparation and transformative teaching strategies, family and community involvement, and innovative programs for minority students. A broad range of STEM fields (including mathematics, robotics, and computer science), grade levels, and learning environments (including informal and formal, rural and urban) are represented throughout the chapters. Thus, *(Under)Represented Latin@s in STEM* presents research-based practices that increase Latin@ participation in STEM as a single collection for educators, administrators, and policymakers. In addition to learning about the great efforts that scholars are doing in broadening diversity in STEM, readers will be able to take away ideas for designing and implementing similar educational programs and teaching strategies for their own students.

Ideal for undergraduate and graduate courses in Critical Issues in Education and Policy, Underrepresentation, Diversity, Access, and Teacher and Student Identity in STEM.

Rosa Hong Chen

Pedagogy of Life

A Tale of Names and Literacy

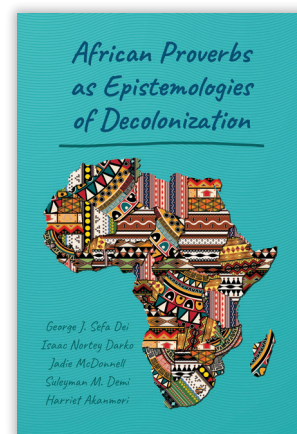
New York, 2018. XX, 280 pp., num. ill.

Complicated Conversation. A Book Series of Curriculum Studies. Vol. 52

pb. ISBN 978-1-4331-5845-2
 CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
 eBook ISBN 978-1-4331-6038-7
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 hb. ISBN 978-1-4331-6037-0
 CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Pedagogy of Life: A Tale of Names and Literacy takes its readers through the echoing stories of the half-century historical Cultural Revolution of China to the literate lifeworld today. Rosa Hong Chen offers a gripping array of personal and kindred stories woven into the power of words and empathy of art through the volutes of writing and dancing for life, expressing genera of warm melancholy, weighty sensations, compulsive sobs, and refrained elation. It is for the existential history of individual lives and communal sharing that life creates itself a pedagogical condition of possible experiences. It is so that life itself forms a historical and social path of human growth and maturation. In her philosophical and educational autoethnographical inquiry, Rosa Hong examines the nature of literacy for those under oppression and marginalization; she explores how one's name and the ways in which that name is used affects a person's self-knowing and knowing of the world. Therein she presents us an exceptional volume, exemplifying that individuals' autobiographical stories explored are importantly connected to wider cultural, political, and social meaning and understanding. *Pedagogy of Life*, Rosa Hong thus echoes her readers' musings, affects, relations, imagination, choice, learning, teaching, and much more, because we, each and all, have our own names, our ways of uttering, writing and dancing, and, ultimately, our ways of living, knowing, and becoming.

Ideal for undergraduate and graduate courses in Educational Studies; Curriculum Studies; Philosophy of Education; Language and Literacy Courses; Arts Education; Qualitative Research; Creative Writing; and Comparative Language Education.



George J. Sefa Dei · Isaac Nortey Darko ·
 Jadie McDonnell · Suleyman M. Demi ·
 Harriet Akanmori

African Proverbs as Epistemologies of Decolonization

New York, 2018. XVIII, 304 pp.

pb. ISBN 978-1-4331-3393-0
 CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95
 eBook ISBN 978-1-4331-4587-2
 CHF 68.– / €^D 62.95 / €^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95
 hb. ISBN 978-1-4331-3394-7
 CHF 144.– / €^D 124.95 / €^A 128.30 / € 116.70 / £ 94.– / US-\$ 139.95

African Proverbs as Epistemologies of Decolonization calls for a rethinking of education by engaging African proverbs as valuable and salient epistemologies for contemporary times. The book addresses the pedagogic, instructional, and communicative relevance of African proverbs for decolonizing schooling and education in pluralistic contexts by questioning the instructional, pedagogic, and communications lessons of these proverbs and how they can be employed in the education of contemporary youth. It presents a critical discursive analysis of proverbs from selected African contexts, highlighting the underlying knowledge base that informs these cultural expressions. Explore alongside the book the ways in which these Indigenous teachings can be engaged by schools and educators to further the objective of decolonizing education by providing a framework for character education. This character-based framework equips the learner to be knowledgeable about power, equity, ethics and morality, and to develop a conscience for social responsibility, as well as to embrace traditional notions of self-discipline, probity, and hard work. This text goes beyond the mere documentation of proverbs to tease out how embedded knowledge and cultural referents in these knowledge bases and systems are critical for transforming education for young learners today.

Ideal for courses in Indigenous education and comparative education.

Teresa Housel (ed.)

First-Generation College Student Experiences of Intersecting Marginalities

New York, 2018

Equity in Higher Education Theory, Policy, and Praxis. Vol. 10

pb. ISBN 978-1-4331-5703-5
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5521-5
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-5702-8
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Intersections of Marginality for First-Generation College Students examines the intersecting relationships between a student's identity as a first-generation college student (FGCS) and other identities such as race, class, LG-BTQ+, and spiritual identity. This book breaks new ground by examining highly diverse populations of FGCS, rather than predominantly White undergraduates at four-year public universities. This book examines the intersection of identities that may be marginalized in different ways across a student's educational journey, in research-grounded chapters that discuss real academic experiences of professors, administrators, staff, graduate students, and undergraduates.

Ideal for undergraduate and graduate courses in Intercultural Communication; Teaching Pedagogy; Studies on Class, Power, and Economic Inequality; Introduction to Communication Studies; Introduction to Black Studies; Gender, Ethnicity, Race, and Class in America; Gender and Power; Intercultural Communication; Organization Communication; Interpersonal Communication; Performance Studies; Queer Studies; Methodology; Critical Autoethnographic Research; Education; Intercultural Education; Critical Pedagogy; and Higher Education Administration.

Lilia D. Monzó

A Revolutionary Subject

Pedagogy of Women of Color and Indigeneity

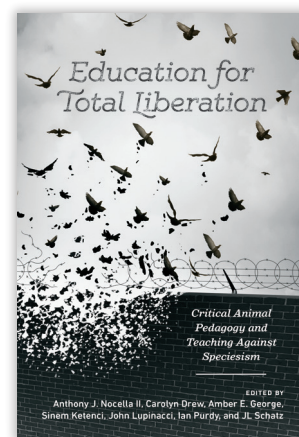
New York, 2018

Education and Struggle. Narrative, Dialogue and the Political Production of Meaning. Vol. 10

pb. ISBN 978-1-4331-3406-7
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5919-0
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-3407-4
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

A Revolutionary Subject: Pedagogy of Women of Color and Indigeneity is a call to radical educators, grassroots organizers, and others on the left to recognize the enormous historical legacy of and potential for revolutionary praxis that exists among Women of Color and Indigeneity. Today's world owes its unmitigated greed, suffering, and unfreedoms to the capitalist production processes that have deformed our humanity, alienating us from our selves and each other and robbing us of our sense of agency. Yet in these darkest hours, we see the glimmers of hope that exist as people become impelled to stand up for justice. As the most hyper exploited peoples on Earth, Indigenous women and Women of Color bring an unparalleled impetus for social change and a diverse ontological and epistemological clarity and creativity that lends promise to the awesome task of creating a better world – one founded on real freedom, equality, and justice. The author also argues for a Marxist-humanist alternative and revitalizes Marx's dialectics to challenge class-reductionism, arguing for a class struggle that is also necessarily anti-racist, anti-sexist and supports Muslims, LGBTQIA, and all other oppressed groups. A revolutionary critical pedagogy that engages Women of Color and Indigeneity as Subjects of revolution is expounded. This book is especially appropriate for courses on women's studies, education and critical pedagogy, and ethnic studies, wherein too often Women of Color and Indigenous women remain invisible.

Ideal for undergraduate and graduate courses in Ethnic Studies; Race and Class in America; Sex in America; Borderlands in a Global Context; Chicana and Latina Sociology; Race, Gender, and Sexuality; Anthropology; Women in Global Perspective; Woman, Nature, and Culture; Women's Studies; Gender and Race in Global Political Issues; Gender and Capitalism; Grassroots Participation in Global Perspectives; Social Problems; Race Relations; Racial and Ethnic Women in America; Education; Identity and Education; Education and Social Movements; Introduction to Critical Pedagogy; Political Science; Introduction to Marx and His Critique of Political Economy; Sociological Foundations of Education; Social Change, Difference, and Access to Schooling; Teacher Leadership; Voice, Diversity, Equity, and Social Justice; Critical Pedagogy; Advanced studies in Critical Education; Leadership and Organizational Planning.



Anthony J. Nocella II · Carolyn Drew · Amber E. George · Sinem Ketenci · John Lupinacci · Ian Purdy · JL Schatz (eds.)

Education for Total Liberation

Critical Animal Pedagogy and Teaching Against Specisim

New York, 2018

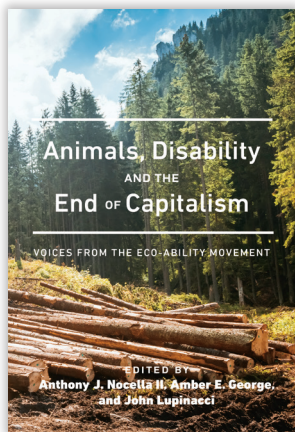
Radical Animal Studies and Total Liberation. Vol. 2

pb. ISBN 978-1-4331-3434-0
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5788-2
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-3435-7
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Education for Total Liberation: Critical Animal Pedagogy and Teaching Against Specisim is an edited collection of essays from the leaders in the field of critical animal pedagogy (CAP). CAP emerges from activist educators teaching critical animal studies and is rooted in critical theory as well as the animal advocacy movement. Critical Animal Studies (CAS) argues for an interdisciplinary approach to understanding our relationships with nonhuman animals. CAS challenges two specific fields of theory: (1) animal studies, rooted in vivisection and testing on animals in the hard sciences and (2) human-animal studies, which reinforces a socially constructed binary between humans and animals and adopts abstract theoretical approaches. In contrast, CAS takes a progressive and committed approach to scholarship and sees the exploitation of nonhuman animals as interrelated with oppression of humans based on class, gender, racism. CAS promotes the liberation of all animals and challenges all systems of domination. *Education for Total Liberation* is appropriate for undergraduate and graduate level readers (and beyond) who wish to learn from examples of radical pedagogical projects shaped by CAS and Critical Pedagogy. Contributing to this collection are Anne Bell, Anita de Melo, Carolyn Drew, Amber E. George, Karin Gunnarsson Dinker, John Lupinacci, Anthony J. Nocella II, Sean Parson, Helena Pederson, Ian

Purdy, Constance Russell, JL Schatz, William E. Shanahan III, Meneka Thirukkumaran, and Richard J. White.

Ideal for undergraduate and graduate courses in Place-Based Education; School and Society; Environment, Education and Culture; Linking Communities to the Classroom; Foundations of Education; Social Justice Education; School Policy; Animal Rights; Ethic; Philosophy of Education; Social Problems; Urban Education; Youth Culture; Youth Advocacy Studies; Justice Studies; and Urban Teaching.



Anthony J. Nocella II · Amber E. George · John Lupinacci (eds.)

Animals, Disability, and the End of Capitalism

Voices from the Eco-ability Movement

New York, 2018

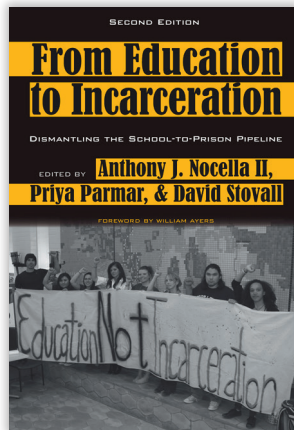
Radical Animal Studies and Total Liberation. Vol. 1

pb. ISBN 978-1-4331-3515-6
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-5741-7
CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
hb. ISBN 978-1-4331-3516-3
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Animals, Disability, and the End of Capitalism: Voices from the Eco-ability Movement is an edited collection of essays from the leaders in the field of eco-ability. *Animals, Disability, and the End of Capitalism* is rooted in critical pedagogy, inclusive education, and environmental education, and the efforts of diverse disability activists working to weave together the complex diversity and vastly overlooked interconnections among nature, ability, and animals. Eco-ability challenges social constructions, binaries, domination, and normalcy. *Animals, Disability, and the End of Capitalism* challenges the concept of disability, animal, and nature in relation to human and man. Eco-ability stresses the interdependent relationship among everything and how the ef-

fect of one action such as the extinction of a species in Africa can affect the ecosystem in Northern California. *Animals, Disability, and the End of Capitalism* is timely and offers important critical insight from within the growing movement and the current academic climate for such scholarship. *Animals, Disability, and the End of Capitalism* shares insights and examples of radical experiences, pedagogical projects, and perspectives shaped by Critical Animal Studies, Critical Environmental Studies, and Critical Disability Studies. Contributing authors include Sarah R. Adams, Marissa Anderson, Judy K.C. Bentley, Mary Fantaske, Ava HaberkornHalm, Hannah Monroe, Nicole Pallotta, Daniel Salomon, and Meneka Thirukkumaran.

Ideal for undergraduate and graduate courses in Place-Based Education; Environment, Education and Culture; Social Justice Education; School Policy; Animal Rights; Ethics; Philosophy of Education; Social Problems; Urban Education; Youth Culture; Youth Advocacy Studies; Justice Studies; and Urban Teaching.



Anthony J. Nocella II · Priya Parmar · David Stovall (eds.)

From Education to Incarceration

Dismantling the School-to-Prison Pipeline

Second Edition

New York, 2018

Counterpoints. Studies in Criticality. Vol. 640

pb. ISBN 978-1-4331-3517-0
CHF 55.- / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.- / US-\$ 52.95
eBook ISBN 978-1-4331-4510-0
CHF 58.- / €^D 52.95 / €^A 53.- / € 44.20 / £ 36.- / US-\$ 52.95

The school-to-prison pipeline is a national concern, from the federal to local governments, and a leading topic in conversations in the field of urban education and juvenile justice. *From Education to Incarceration: Dis-*

mantling the School-to-Prison Pipeline is a ground-breaking book that exposes the school system's direct relationship to the juvenile justice system. The book reveals various tenets contributing to unnecessary expulsions, leaving youth vulnerable to the streets and, ultimately, behind bars. *From Education to Incarceration* is a must-read for parents, teachers, law enforcement, judges, lawyers, administrators, and activists concerned with and involved in the juvenile justice and school system. The contributors are leading scholars in their fields and experts on the school-to-prison pipeline.

Ideal for undergraduate and graduate courses in School and Society, Linking Communities to the Classroom, Foundation of Education, Social Justice Education, Juvenile Justice, Gangs and Drugs, School Policy, Criminology 101 and 201, Social Problems, Urban Education, Youth Culture, Youth Advocacy Studies, Justice Studies, and Urban Teaching.

Anthony J. Nocella II · Sean Parson · Amber E. George · Stephanie Eccles (eds.)

A Historical Scholarly Collection of Writings on the Earth Liberation Front

New York, 2018

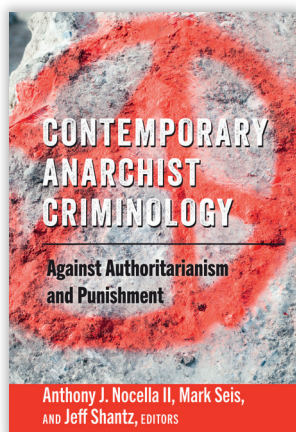
Radical Animal Studies and Total Liberation. Vol. 4

pb. ISBN 978-1-4331-5993-0
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-5994-7
CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-5992-3
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

As the inevitable, unsustainable nature of contemporary society becomes increasingly more obvious, it is important for scholars and activists to engage with the question, «what is to be done?» This anthology provides an analysis and overview of an under-discussed but important part of the radical environmental movement, the Earth Liberation Front, which actively tried to stop ecocide. Through an engagement with the activism and thought behind the ELF, contributors to the volume encourage the reader to begin questioning the nature of contemporary capitalism, the state, and militarism. The book also explores the social movement and tactical impact of the ELF, as well as the government response to its activism, in order to strengthen our analytic understanding of effectiveness, resistance, and community resilience. By combining classical and contemporary readings of the ELF movement, this anthology is sure to inspire more resistance and anarchy for decades to come. Social justice advocates, anarchists, environmental justice

practitioners, and animal liberationists are just a few segments of the population who will benefit from reading this text.

Ideal for courses on Communicating Environmental Issues, the Environmental Movement, and Global Environmental Activism.



Anthony J. Nocella II · Mark Seis ·
Jeff Shantz (eds.)

Contemporary Anarchist Criminology

Against Authoritarianism
and Punishment

New York, 2018

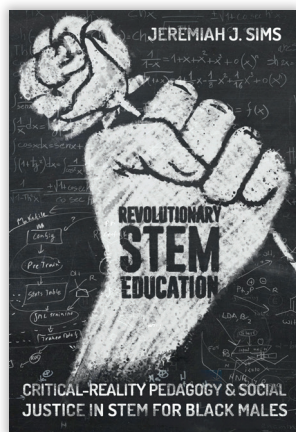
Radical Animal Studies and Total Liberation. Vol. 6

pb. ISBN 978-1-4331-5804-9
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5801-8
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-5800-1
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Contemporary Anarchist Criminology: Against Authoritarianism and Punishment edited by Anthony J. Nocella II, Mark Seis, and Jeff Shantz is the first book on anarchist criminology to hit the shelves. *Contemporary Anarchist Criminology* offers a cutting-edge critical assessment of criminology by creating provocative discussions regarding business as usual in the criminal justice system. This exciting interdisciplinary book explores a diversity of topics that range from the construction of criminal law, to Lombroso, to deviant behavior, to prison abolition, to transformative justice, to restorative justice, to environmental justice, and to the prison industrial complex. *Contemporary Anarchist Criminology* is a must read book for anyone looking for a serious critique of the criminal justice system, specifically for those in sociology, political science, criminology, peace and conflict studies, and criminal justice. *Contemporary Anarchist Criminology* is not for the timid, but for those wanting to challenge and disman-

tle the current forms of domination, oppression and injustice that frame and define the current system of justice.

Ideal for undergraduate and graduate courses in Peace and Justice Studies, Social Movement, Social Justice, Alternatives to Criminology, Peacemaking Criminology, Criminology, Criminal Justice, and Prisons.



Jeremiah J. Sims

Revolutionary STEM Education

Critical-Reality Pedagogy and Social
Justice in STEM for Black Males

New York, 2018. XXX, 212 pp., 1 b/w ill.

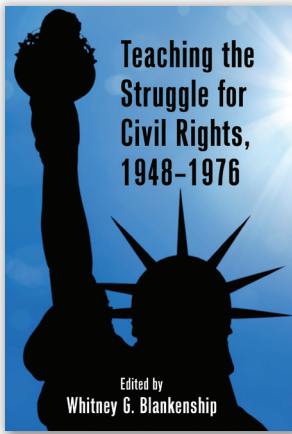
Educational Psychology. Critical Pedagogical Perspectives. Vol. 36

pb. ISBN 978-1-4331-5760-8
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-5254-2
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-4950-4
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Revolutionary STEM Education: Critical-Reality Pedagogy and Social Justice in STEM for Black Males by Jeremiah J. Sims, an educator, researcher, and administrator from Richmond, California, is calling for a revolutionary, paradigm shift in the STEM education of and for Black boys. STEM education has been reliant on axioms and purported facts that for far too long have been delivered in a banking or absorption model that is, arguably, anti-critical. Unsurprisingly, this pedagogical approach to STEM education has failed large segments of students; and, this is especially true of African American males. *Revolutionary STEM Education* highlights, chronicles, and investigates the potential inroads and vistas of a Saturday Science, Technology, Engineering and Math (STEM) program, Male Aptitudes Nurtured for Unlimited Potential (MAN UP), which was designed to foster interest and competence in STEM by middle school Black boys. This program was impelled

by a critical-reality based pedagogical approach, which was formulated to arrive at socio-academic synergy, that is, a thoughtful conjoining of students' real life concerns, joys, ways of being, and socio-cultural identities and the curricular material covered in the courses offered at MAN UP. Sims' lived-experiences as an inner-city, low-income Black male are interspersed throughout *Revolutionary STEM Education*; however, the heartbeat of this book is, undoubtedly, the stories of the positive transformation that the MAN UP scholars experienced while becoming more competent in STEM, developing positive STEM identities, and learning to use their STEM knowledge for social justice.

Ideal for courses in Critical pedagogy, Critical-reality pedagogy, Studies in Teaching African American Students, Critical race theory, STEM education, Social justice in STEM, Critical Theory of education and Research methodology.



Whitney Blankenship (ed.)

Teaching the Struggle for Civil Rights, 1948–1976

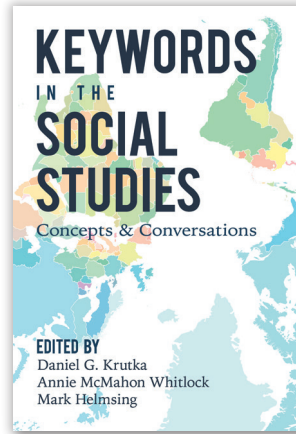
New York, 2018. XII, 216 pp., 13 tables

Teaching Critical Themes in American History. Vol. 1

pb. ISBN 978-1-4331-4366-3
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5413-3
CHF 45.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-4953-5
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Teaching the Struggle for Civil Rights, 1948–1976 will provide readers with critical content knowledge of lesser known figures and events in the 20th century Civil Rights Movement. As the initial volume in the Teaching Critical Themes in American History series, the book will also fulfill the aim of the series, which is to provide teachers with history content, pedagogical strategies, and teaching resources organized around key themes in American history and critical topics on which they might want to concentrate. In *Teaching the Struggle for Civil Rights, 1948–1976*, traditional civil rights narratives are expanded through the use of an intersectional lens within historical analysis essays that provide additional context to the larger civil rights movements of the period. The pedagogical issues essays focus on common concerns and disputes that often surround the teaching of civil rights. Lesson plans and related resources addressing the topics highlighted by chapter authors are also included in the book. Social studies and history methods professors and curriculum coordinators will find the book helpful for introducing the teaching of civil rights movements. Pre-service and in-service educators can use the lesson plans and resources as models for their own units of study.

Ideal for undergraduate and graduate courses in Teaching Secondary School Social Studies.



Daniel G. Krutka ·
Annie McMahon Whitlock ·
Mark Helmsing (eds.)

Keywords in the Social Studies

Concepts and Conversations

New York, 2018. XXXIV, 382 pp., 5 tables

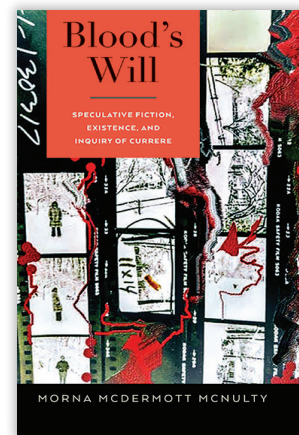
Counterpoints. Studies in Criticality. Vol. 527

pb. ISBN 978-1-4331-5642-7
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95
eBook ISBN 978-1-4331-5639-7
CHF 65.– / €^D 62.95 / €^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95
hb. ISBN 978-1-4331-5643-4
CHF 144.– / €^D 124.95 / €^A 128.30 / € 116.70 / £ 94.– / US-\$ 139.95

Keywords in the Social Studies takes words commonly used in social studies education and unsettles them in ways that will redefine the field for years to come. Throughout the book, leading and emerging scholars in social studies education experiment with keywords central to the field seen as either taken for granted (such as family and technology) or perennially contested (such as terrorism and freedom), offering readers new positions, approaches, and orientations to what is possible to teach in the social studies. Focusing on democratic ways of living and being in the world as citizens, this innovative collection offers chapters organized around twenty-six keywords and ten invited responses to survey the unsettled terrain we call «the social studies.» Each chapter attends to a specific keyword selected for both its contemporary applicability to different aspects of K–12 social studies education and to its dominant presence in the curriculum thought that structures social studies education in classrooms, museums, and beyond. Drawing inspiration from Raymond Williams' work on keywords in culture, over fifty authors discuss complex and contested components of each keyword by way of offering diverse accounts that range from autobiographical narratives to historical genealogies, from critical implications of specific curriculum texts to offering vignettes of classroom teaching that deploy a keyword concept in practice. *Keywords in the Social Studies* is timely and essential reading for grad-

uate students and faculty in social studies education and curriculum studies; students and teacher candidates in undergraduate and graduate education courses; and practitioners teaching in schools, museums, and other spaces of learning.

Ideal for undergraduate and graduate courses in Elementary & Secondary School Social Studies Teaching Methods; Teaching Social Studies in International Schools; and Teaching Diverse Learners in Secondary Social Studies.



Morna McDermott McNulty

Blood's Will

Speculative Fiction, Existence, and Inquiry of Currere

New York, 2018

Complicated Conversation. A Book Series of Curriculum Studies. Vol. 53

pb. ISBN 978-1-4331-5767-7
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5570-3
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-5766-0
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

What would you give up to have everything else? In *Blood's Will: Speculative Fiction, Existence, and Inquiry of Currere*, this is the question faced by the main character Campbell Cote Phillips, a successful university professor, mother, and wife. Her comfortable life takes an unexpected turn when she discovers that not everything is always as it appears to be. The story unfolds between the 1970s and contemporary Baltimore, weaving together the experiences of Finn (an unusual vampire with a strange history) and Campbell—along with a cast of characters across different generations—whose stories are portrayed in base-relief against the promise, or peril, of immortality. *Blood's Will* is about love and desire, but it is also about family, friends, and the choices we all make. To be human is to sacrifice. To be vampire is to have endless opportunities. As

Noel Gough writes, «Understanding curriculum work as a storytelling practice has been a key theme in the reconceptualisation of curriculum studies during the last three decades, encapsulated by Madeleine Grumet's (1981) formulation of curriculum as 'the collective story we tell our children about our past, our present, and our future' (p. 115).» Situated as a story embedded in the four stages of *currere* (Pinar and Grumet, 1978), the journey of the book's main characters exemplify the journey of recursion: the regressive, the progressive, the analytical, and the synthetic. The novel is a useful reading for courses examining roles of narrative, fiction, and *currere* as fields of inquiry. *Blood's Will* is an example of speculative fictions that «can contribute to an aspect of effective deliberation that Schwab (1969) called 'the anticipatory generation of alternatives' [p.315]» (Noel Gough).

Ideal for undergraduate and graduate courses in narrative, fiction, and *currere* as fields of inquiry, and speculative fiction.

Pauline Sameshima · Anita Sinner ·
Boyd White (eds.)

The Concept of «Ma»

Materiality in Teaching and Learning

New York, 2018

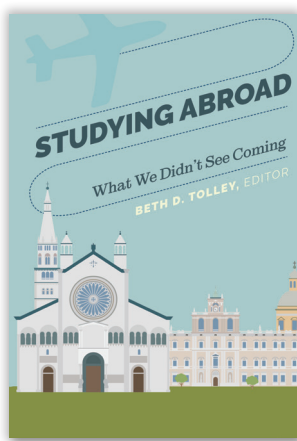
Counterpoints. Studies in Criticality. Vol. 528

pb. ISBN 978-1-4331-3450-0
CHF 50.- / €^D 42.95 / €^A 44.- / £ 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-5922-0
CHF 50.- / €^D 47.95 / €^A 48.- / £ 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-3451-7
CHF 129.- / €^D 111.95 / €^A 114.60 / £ 104.20 / £ 84.- / US-\$ 124.95

Ma is a curriculum. The Japanese concept of ma refers to the interval between two markers. Ma is somatically constructed by a deliberate, attentive consciousness to what simultaneously is expressed, repressed, or suppressed between two structures. In a dialectic exploration, the spaces between— private/public, teacher/student, old/new, self/other, among others are probed in ways that contribute to the significant research in teaching and learning that has been undertaken in the last decades. Material culture is the study of belief systems, behaviours, and perceptions through artefacts and physical objects and is central to the socialisation of human beings into culture. The analysis of cultural materials offer sites for concretizing the self and the self in context. New materiality challenges assumptions and clichés and allows for possibilities not yet imagined, perhaps even inconceivable possibilities. New materiality approaches accept that matter itself has agency. As such, this book investigates the intersections at the core of ma, engagements wherein

the investigations create something new, in order to demonstrate the layers of the teaching and learning self. Interpretations of the concept of ma articulate new definitions to improve the conditions, practices, products, and pedagogies of being a teacher/learner in the 21st Century. Ma is a site for epistemological understandings, threshold learnings, and self and curriculum becomings.

Ideal for undergraduate and graduate courses in curriculum studies and curriculum theory.



Beth D. Tolley (ed.)

Studying Abroad

What We Didn't See Coming

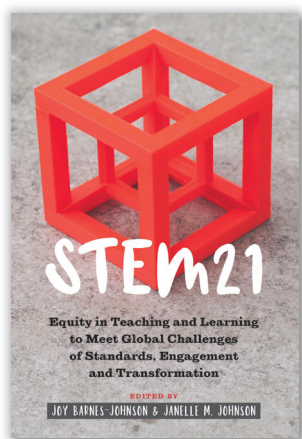
New York, 2018. XXIV, 130 pp.

pb. ISBN 978-1-4331-5097-5
CHF 42.- / €^D 36.95 / €^A 37.60 / £ 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-5691-5
CHF 42.- / €^D 40.95 / €^A 41.- / £ 34.20 / £ 28.- / US-\$ 40.95
hb. ISBN 978-1-4331-5096-8
CHF 118.- / €^D 102.95 / €^A 105.40 / £ 95.80 / £ 77.- / US-\$ 114.95

Studying Abroad: What We Didn't See Coming is a collection of testimonials that documents the unexpected outcomes of study-abroad cultural experiences. It highlights the value of such experiences and the throng of interwoven dynamics, and showcases the educational learning opportunities for those who participate and how their teacher preparation is enhanced. Its most valuable aspect, however, is the illumination of those dynamics that caught all participants unaware—unaware of cultural similarities and differences, the power of relationships, the intricacies of language, the universal characteristics of children, and mostly, unaware of themselves. *Studying Abroad: What We Didn't See Coming* offers insight to those considering international travel, those involved in cultural exchange and study, those who want to learn and be reminded of life lessons gleaned through the documentaries of others, and those who simply want a reminder of the goodness of peo-

ple. This book would serve as an excellent resource for any study-abroad course or program, as well as courses on language education, teacher education, educational foundation, multicultural education, and human growth and development.

Ideal for undergraduate and graduate courses in Teacher Education, Educational Foundations, and Study Abroad programs.



Joy Barnes-Johnson ·
Janelle M. Johnson (eds.)

STEM21

Equity in Teaching and Learning to Meet Global Challenges of Standards, Engagement and Transformation

New York, 2018

Social Justice Across Contexts in Education. Vol. 10

pb. ISBN 978-1-4331-5138-5
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-5139-2
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-5137-8
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

STEM21: Equity in Teaching and Learning to Meet Global Challenges of Standards, Engagement and Transformation is designed to contribute to discourses about how STEM teaching and learning can become more equitable, serving the needs of readers across the STEM educational spectrum. *STEM21* is meant to problematize the status quo educational practices of STEM stakeholders including preservice and inservice teachers, district leaders, informal educators, policy makers, and educational researchers. While many books are narrowly targeted either for academics or practitioners, the outcome is limited dialogue be-

tween and across those spaces. This volume weaves together field-based research, personal narrative, and education theory, while providing space for reflection and discussion. *STEM21: Equity in Teaching and Learning to Meet Global Challenges of Standards, Engagement and Transformation* is undergirded by the principle that engaged STEM education accommodates theory and practice that is equitable, rejects deficit model thinking, and is community relevant. Equitable STEM pedagogy builds autonomous pathways to learning; creates a culture of questioning and transparency; celebrates diversity of thought, habit and culture; and embraces a social justice stance on issues of race, class, gender, environmental responsibility, health, and access to resources.

Ideal for undergraduate and graduate courses in Teacher Education, Educational Foundations, and Study Abroad programs.

Tim Spuck · Leigh Jenkins · Terrie Rust ·
Remy Dou (eds.)

Best Practices in STEM Education

Innovative Approaches from Einstein
Fellow Alumni

Second Edition

New York, 2018

Educational Psychology. Critical Pedagogical Perspectives. Vol. 27

pb. ISBN 978-1-4331-5416-4
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95
eBook ISBN 978-1-4331-5098-2
CHF 68.– / €^D 62.95 / €^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95

Science, technology, engineering, and mathematics (STEM) education are seen by leaders from across the globe as key to economic success and prosperity. The goal of *Best Practices in STEM Education: Innovative Approaches from Einstein Fellow Alumni, Second Edition* is to improve the state of STEM education, not only in the United States, but internationally as well—good education anywhere is good for education everywhere. As the body of STEM-learning research grows, this second volume provides the unique perspective of nationally recognized educators who have spent, collectively, more than 600,000 hours at the interface between teaching and learning. The 24 chapters included in this volume are the product of years of practice, mistakes, reflection, and refinement. They provide the experiential pragmatism backed by research so desired by practitioners. Each chapter communicates how its author has implemented a specific

STEM practice in the classroom and how the practice might be modified for use in other classrooms, schools, and learning environments. These are stories of success, as well as stories of struggle. Readers of this second edition will gain powerful insight about what really works when it comes to teaching and learning STEM. *Best Practices in STEM Education: Innovative Approaches from Einstein Fellow Alumni, Second Edition* will serve as an excellent resource for use in any science, technology, engineering, and mathematics teaching methods course, and no professional education library, K through college, should be without a copy.

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dents and Nature Together • Dan Carpenter/Florentia Spires/Joseph Isaac: Twenty First Century Skills Inspired Through Global STEM Projects • Remy Dou: Alternative Reality: Gami-fying Your Classroom • Buffy Cushman-Patz: Using Whiteboards to Create a Student-Centered, Collaborative Classroom • Bernadine Okoro: Communicating Science to Public Audiences Through Media in High School: Improving Students' Attitudes and Motivations in Science • Jenay Sharp Leach: Discourse Strategies for English Learners in the STEM Classroom • April Lanotte: Increasing Literacy Skills in the STEM Classroom • Paulo A. Oemig: Promoting Science Literate Identities Through the Use of Trade Books • John F. Smith/June Teisan: Building Community Partnerships and Integrating Arts and Social Studies to Strengthen STEM Learning • Melissa George: Zoology Brüt: Using Backward Design to Explore the Sixth Extinction Through Art, Architecture and Appetite • Erin Peters-Burton: Using Self-Regulated Learning Processes to Support Scientific Thinking • Rebecca Vieyra: Teaching Students Metacognition Through Discipline-Based Research and Technology • John D. Moore: Applications of Satellite Imagery, Remote Sensing, and Computer Visualizations: Observing the Earth and Visualizing the Future • Remy Dou/Terrie Rust: Integrating Informal STEM Learning Into Your Curriculum • Index

Ideal for undergraduate, graduate, and master's teaching courses in science, technology, engineering, mathematics, and in-school professional development.

Genevieve Schmitt

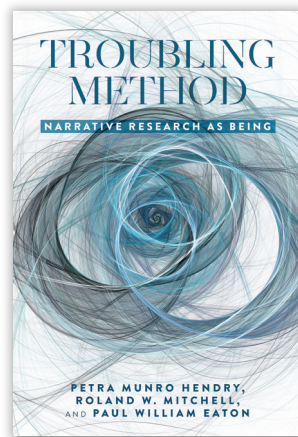
The Complexities of Learning Arabic in the 21st Century

New York, 2018

pb.	ISBN 978-1-4331-5733-2
CHF 42.– / € ^D 36.95 / € ^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95	
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CHF 118.– / € ^D 102.95 / € ^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95	

The Complexities of Learning Arabic in the 21st Century examines how of the four levels of difficulty and hundreds of languages spoken worldwide, Arabic is considered a category 4, which means it is among the most difficult languages to learn. While Modern Standard Arabic (Fusha) is most frequently taught, it is the native language of no country or people. However, the many regional dialects (Amiyya), often dismissed by educators, make up the living language of Arabic. Due to its linguistic complexities, educators are divided on how to teach Arabic in domestic language programs in the United States and in study abroad programs in the Arab world. An investigation into programs catering to Americans learning Arabic as a foreign language revealed a heavy emphasis on reading and writing in MSA, but scant attention given to speaking and listening in the real language of the people—dialects. In *Complexities of Learning Arabic in the 21st Century*, recommendations are made for improving pedagogy and materials so that students can gain genuine communicative competence in Arabic, which means not only understanding MSA, but also speaking and listening in at least one dialect, the language of the people.

Ideal for courses in teaching Arabic as a foreign language & language teaching methods.



Petra Munro Hendry · Roland W. Mitchell · Paul William Eaton

Troubling Method

Narrative Research as Being

New York, 2018

pb.	ISBN 978-1-4331-5540-6
CHF 50.– / € ^D 42.95 / € ^A 44.– / € 40.– / £ 32.– / US-\$ 47.95	
eBook	ISBN 978-1-4331-5541-3
CHF 50.– / € ^D 47.95 / € ^A 48.– / € 40.– / £ 32.– / US-\$ 47.95	
hb.	ISBN 978-1-4331-5539-0
CHF 129.– / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95	

Troubling Method: Narrative Research as Being seeks to extract narrative inquiry from method. The shift to a post-humanist, post-qualitative moment is not just another stage in modernism that seeks to «improve» knowledge production, but is a shift to understanding research as an ontology, a way of being in the world, rather than a mode of production. Fundamental assumptions of research: method, data, analysis, and findings are deconstructed and reconfigured as a mode of relational intra-action. *Troubling Method* is constructed as a dialogue between the three authors, focusing on their work as qualitative, narrative researchers. The authors revisit six previously published works in which they grapple with the contradictions and ironies of engaging in pragmatist, critical, feminist qualitative research. After a lengthy introduction which problematizes «method», the book is divided into three sections, each with two chapters that are bracketed by an introduction to the issues discussed in the chapters and then a «dialogue interlude» in which the authors deliberate what makes possible the questions they are raising about method and narrative research. The three sections attend to the central premises of «narrative research as being»: 1) relationships 2) listening and 3) unknowing. *Troubling Method* is ideal for introductory or advanced courses in qualitative research, narrative inquiry, educational research, and those aimed at employing critical theories in qualitative and narrative inquiry.

Ideal for graduate courses in Philosophical Foundations of Research/ Inquiry; Narrative Research; Qualitative Research Methods; Advanced Qualitative Research; Advanced Research Practicum; Contemporary Issues in Educational Research; Special Topics in Educational Research; Introduction to Scholarship; and Post-Qualitative Research Methods.

Tom McCarthy

Developing the Whole Person

A Practitioner's Tale of Counseling, College, and the American Promise

New York, 2018

pb.	ISBN 978-1-4331-5164-4
CHF 50.– / € ^D 42.95 / € ^A 44.– / € 40.– / £ 32.– / US-\$ 47.95	
eBook	ISBN 978-1-4331-5160-6
CHF 50.– / € ^D 47.95 / € ^A 48.– / € 40.– / £ 32.– / US-\$ 47.95	
hb.	ISBN 978-1-4331-5163-7
CHF 129.– / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95	

Using the professional life of psychologist-educator Tom McCarthy as a touchstone, *Developing the Whole Person: A Practitioner's Tale of Counseling, College, and the American Promise* explores the achievements and difficulties of postwar counseling psychologists and psychologist-administrators in advancing a whole person development model for American higher education in the face of skepticism from faculty and administrators and the emergence in the late 1960s of a potent student freedom model that insisted students were adults.

Ideal for undergraduate and graduate courses in History of Education, 20th C. U.S. History, American Studies, Catholic Studies, History of Psychology, Counseling, Higher Education, Student Life, and Student Affairs Administration.

Carie Green

Children's Environmental Identity Development

Negotiating Inner and Outer Tensions in Natural-World Socialization

New York, 2018

[Re]thinking Environmental Education. Vol. 10

pb. ISBN 978-1-4331-3199-8
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
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hb. ISBN 978-1-4331-3200-1
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Children's Environmental Identity Development: Negotiating Inner and Outer Tensions in Natural-World Socialization focuses on a timely topic, environmental identity development in children, drawing together theories and research from distinct fields including environmental education, education for sustainability, environmental psychology, sociology, and child development to enrich understandings and practices. The book proposes a theoretical framework for considering how children's identity in/with/for nature evolves through formative experiences. Specifically, the author draws from psychosocial developmental theories and an extensive body of literature exploring young children's perspectives, feelings, experiences, and interactions with place and their environments, to further understanding of children's Environmental Identity Development (EID). EID, or the natural world socialization of young children, considers not only how the natural environment affects the growth and development of young children, but also how children, as they grow and develop, shape and influence natural settings. Such childhood relations/bonds with their environment are explicitly linked to familial, sociocultural, geographical, and educational contexts. *Children's Environmental Identity Development* will be of interest to undergraduate and graduate students and academics from diverse fields including environmental education, children's geography, child development, environmental psychology, landscape architecture, environmental and sustainability studies, sociology, and early childhood education. It may be used in undergraduate and graduate courses focused on children and environment, environmental and place-based education, children's geographies, child development, and the sociology of childhood. While the book is primarily theoretical and descriptive, the use of relatively accessible language, vignettes, and figures will also make it of interest to teachers, policy-makers, parents and others genuinely concerned with children's identity formation with other human beings and the more-than-human natural world.

Ideal for undergraduate and graduate courses in Environmental Education, Early Childhood Education, Place-based Education, Ecopsychology, Environmental Psychology, Child Development, Environmental Sociology, Sociology of Childhood, and Sustainability Studies.

Gregory Lowan-Trudeau

Protest as Pedagogy

Teaching, Learning, and Indigenous Environmental Movements

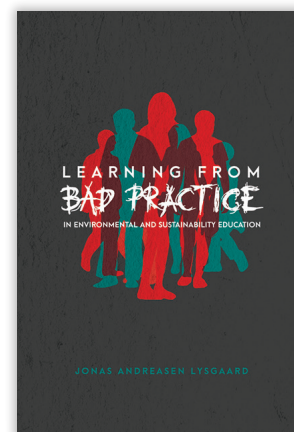
New York, 2018

[Re]thinking Environmental Education. Vol. 13

pb. ISBN 978-1-4331-3380-0
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-6017-2
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-3381-7
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Written during a time period characterized by catalyzing Indigenous environmental movements such as Idle No More, political upheaval, and the final years of Canada's Truth and Reconciliation Commission, *Protest as Pedagogy: Teaching, Learning, and Indigenous Environmental Movements* was motivated by Gregory Lowan-Trudeau's personal experiences as an activist, educator, and researcher. Insights from interviews with activists and educators in a variety of school, community, and post-secondary contexts are presented in relation to teaching and learning during, and in response to, Indigenous environmental movements. Looking towards future possibilities, the rise of renewable energy development by Indigenous communities across Canada is also considered. Throughout *Protest as Pedagogy*, these inquiries are guided by a theoretical framework built on concepts such as decolonization, Herbert Marcuse's repressive tolerance, Elliot Eisner's three curricula, and broader fields of study such as social movement learning, critical media literacy, Indigenous media studies, and environmental communication. *Protest as Pedagogy* is of interest to educators, researchers, and activists alike.

Ideal for undergraduate and graduate courses in Indigenous, Environmental, and Adult/ Social Movement Education.



Jonas Andreasen Lysgaard

Learning from Bad Practice in Environmental and Sustainability Education

New York, 2018

[Re]thinking Environmental Education. Vol. 9

pb. ISBN 978-1-4331-3164-6
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4539-1692-6
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-3165-3
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Learning from Bad Practice in Environmental and Sustainability Education illuminates the notion of bad practice from the perspective of environmental and sustainability education (ESE) and how it is possible to learn from it in order to avoid the relentless pitfalls and blind spots that are part of any educational field. Combining lessons from Danish and South Korean NGOs involved in both formal and non-formal ESE with emerging theoretical perspectives on education, the important question is: Why do practitioners, educators and researchers have such a hard time dealing with the challenges of bad practice and is it possible to understand bad practice as not only something that mars the educational purpose of ESE, but also as something that at the same time protects the very ideals we find in the fields. Through empirical analysis, and theoretical perspectives from Jacques Lacan and Slavoj Žižek, *Learning from Bad Practice in Environmental and Sustainability Education* argues how we, as teachers, practitioners and researchers can learn from bad practice and move beyond the comfortable position of finger pointing and push for more genuine good practice.

Ideal for undergraduate and graduate courses in environmental education.



Lisa K. Childress

The Twenty-First Century University

Developing Faculty Engagement
in Internationalization

Second Edition

New York, 2018. XVI, 226 pp., 2 b/w ill., 2 coloured ill., 27 tables

**Complicated Conversation. A Book Series of
Curriculum Studies. Vol. 48**

pb. ISBN 978-1-4331-5421-8
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5422-5
CHF 45.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95

During the last few decades, many university presidents and provosts have expressed an intent to internationalize their institutions to equip students with the broad intellectual skills necessary to succeed in the global twenty-first century. However, these well-intentioned calls for internationalization have remained little more than rhetoric. Obstacles embedded in developing faculty engagement in internationalization are largely responsible for this inability to turn rhetoric into reality. This groundbreaking second edition of *The Twenty-First Century University* identifies what successful institutions have done to overcome endogenous challenges and successfully engage faculty in the internationalization process. The book provides updated case studies on two exemplary institutions, demonstrating how these institutions operationalized Childress' «5 I's of Faculty Engagement in Internationalization Model» (including intentionality, investments, infrastructure, institutional networks, and individual support) from 2007 through 2017. This book also presents a typology of strategies for faculty engagement in internationalization that higher education leaders can use to increase their faculty's international teaching, research, and service *on campus, regionally, and abroad*. Finally, this second edition includes a model of faculty engagement in internationalization *within academic departments* that institutional leaders can use to ensure that explicit connec-

tions are made between internationalization and individual disciplines.

Ideal for graduate courses in international higher education, academic administration, higher education administration, and internationalization of higher education.

Linda C. Morice

Coordinate Colleges for American Women

A Convergence of Interests, 1947-1978

New York, 2018

History of Schools and Schooling. Vol. 63

pb. ISBN 978-1-4331-5870-4
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5871-1
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-5869-8
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Coordinate Colleges for American Women explores the history of the coordinate college—a separate school of higher learning for women connected to an older, all-male institution. This book places special emphasis on three (previously all-male) liberal arts colleges located in the Midwest and upstate New York. They established women's coordinate colleges in the years following World War II, but ended them by 1980, becoming fully coeducational. The author draws on new primary sources to show that, in each case, a coordinate college was created to meet the converging interests of the founding institution—not to improve the education of women. The work is set in the context of four major social movements during the mid-to-late twentieth century involving civil rights, student rights, antiwar protest, and women's liberation.

Ideal for undergraduate and graduate courses in History of Higher Education, History of Women in Higher Education, Issues in Higher Education, Women's Studies, Women's History, and Gender and Education.

Sterling Saddler · Maureen Bezold (eds.)

Brothers in Charge

Black Male Leadership in Higher
Education and Public Health

New York, 2018

Black Studies and Critical Thinking. Vol. 73

pb. ISBN 978-1-4331-3129-5
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5980-0
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-3130-1
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

The U.S. Bureau of Labor Statistics (2012) reported that in 2011, black males held 9.7 percent of management positions in the U.S. *Brothers in Charge: Black Male Leadership in Higher Education and Public Health* offers the views of a number of black males who have attained leadership positions against many odds in higher education or in public health with a unique perspective. This book includes contributed chapters from authors like Dr. Alphonso Simpson, Dr. John R. Lumpkin, Dr. Sherwood Thompson, Dr. John C. Williams, and more. *Brothers in Charge* is meant to inspire leaders of today and tomorrow to seek positions in disciplines where they are underrepresented, especially within the education and health fields. *Brothers in Charge* is intended for professionals in both higher education and public health who aspire to be leaders in these disciplines.

Ideal for courses in higher education and public health, African American studies, minority leadership, and health administration.

Tracey Wilen-Daugenti

Career Confusion

21st Century Career Management
in a Disrupted World

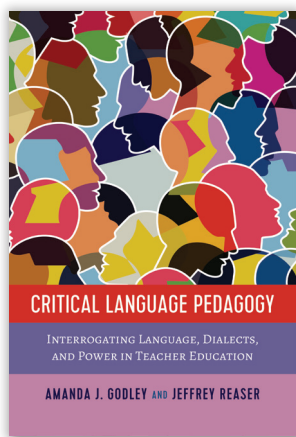
New York, 2018

pb. ISBN 978-1-4331-5847-6
CHF 34.– / €^D 29.95 / €^A 30.20 / € 27.50 / £ 22.– / US-\$ 32.95
eBook ISBN 978-1-4331-5848-3
CHF 34.– / €^D 32.95 / €^A 33.– / € 27.50 / £ 22.– / US-\$ 32.95
hb. ISBN 978-1-4331-5846-9
CHF 103.– / €^D 89.95 / €^A 91.70 / € 83.30 / £ 67.– / US-\$ 99.95

Career Confusion: 21st Century Career Management in a Disrupted World discusses why there is career confusion in today's professional world. By examining the sequence of events and transitions that formed the current professional and career landscape, author Dr. Tracey Wilen aims to encourage and guide readers to navigate this new job market with tact and gumption. In reviewing prior revolutions in the United States economy and job

landscape, insights unfold on how the past led us all to today, and how we can prepare for the continuing changes that will shape tomorrow. *Career Confusion* looks at how transitions have created skills gaps, new training requirements for jobs, different requirements for individuals, firm leaders, and effects on education and educators. The book also discusses career planning, talent management, and job pursuit in the modern world with suggestions on what can be done at each stage. Students and will find *Career Confusion* a must read while preparing to enter the professional realm, and professionals will find helpful tips and insights which will aid their career trajectory no matter the industry or experience in their career.

Ideal for vocational school, undergraduate, and graduate courses in Career Tech, Business BA and MBA, Human Resources and Technology.



Amanda J. Godley · Jeffrey Reaser

Critical Language Pedagogy

Interrogating Language, Dialects, and Power in Teacher Education

New York, 2018. XXVI, 174 pp. 10 tables

Social Justice Across Contexts in Education. Vol. 9

pb.	ISBN 978-1-4331-5305-1
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hb.	ISBN 978-1-4331-5303-7
CHF 118.– / € ^D 102.95 / € ^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95	

Critical Language Pedagogy: Interrogating Language, Dialects, and Power in Teacher Education demonstrates how critical approaches to language and dialects are an essential part of social justice work in literacy education. The text details the largest and most comprehensive study ever conducted on teachers' language beliefs and learning about dialects, power, and identity. It describes the experiences of over 300 pre- and in-service teachers from across the United States who participated in a course on how to enact Critical Language Pedagogy in their English classrooms. Through detailed analyses and descriptions, the authors demonstrate how the course changed teachers' beliefs about language, literacy, and their students. The book also presents information about the effectiveness of the mini-course, variations in the responses of teachers from different regions of the United States, and the varying language beliefs of teachers of color and White teachers. The authors present the entire mini-course so that readers can incorporate it into their own classes, making the book practical as well as informative for teachers, teacher educators, and educational researchers. *Critical Language Pedagogy: Interrogating Language, Dialects, and Power in Teacher Education* provides a much-needed theoretical explanation of Critical Language Pedagogy and, just as importantly, a detailed description of teacher learning and a Critical Language Pedagogy curriculum that readers can use in K-12, college, and teacher education classrooms.

Ideal for undergraduate and graduate courses in Teacher Education, Language Study for Educators, Linguistics for Educators, English Education Methods, Educational Applications of Linguistics, Educational Research, Research on Teacher Education, Research on Language and Literacy, Linguistics, and Applied Sociolinguistics.

Emer Ring · Patricia Daly · Eugene Wall

Autism from the Inside Out

A Handbook for Parents, Early Childhood, Primary, Post-Primary and Special School Settings

Oxford, 2018

pb.	ISBN 978-1-906165-82-6
CHF 31.– / € ^D 26.95 / € ^A 27.50 / € 25.– / £ 21.– / US-\$ 30.95	
eBook	ISBN 978-1-78707-838-3
CHF 31.– / € ^D 29.95 / € ^A 30.– / € 25.– / £ 21.– / US-\$ 30.95	

Autism from the Inside Out is the first book to focus on providing Irish parents, early childhood practitioners and primary, post-primary and special school teachers with effective strategies for supporting children with autism spectrum difference at home and in educational settings. Presenting contributions from a range of national and international experts in education and psychology, the volume emerged from an evaluation of education provision commissioned by Ireland's National Council for Special Education, which clearly identified a need for additional guidance, advice and support for parents and teachers.

The book rejects «disorder» in favour of «difference», emphasizing the importance of a child-centred approach and the dangers of over-generalization. It includes chapters on effective teaching strategies to promote learning; responding to children's strengths and needs through individualized planning; assessment practices; the role of the Special Needs Assistant; managing transitions; the environment as the third teacher; promoting children's wellbeing; and effective leadership for inclusion.

Ideal for courses in Teaching Methods for Students with Autism Spectrum Disorders.

Joe L. Kincheloe • Shirley R. Steinberg (eds.)

Classroom Teaching

An Introduction

Second Edition

New York, 2018. X, 232 pp.

pb. ISBN 978-1-4331-5727-1

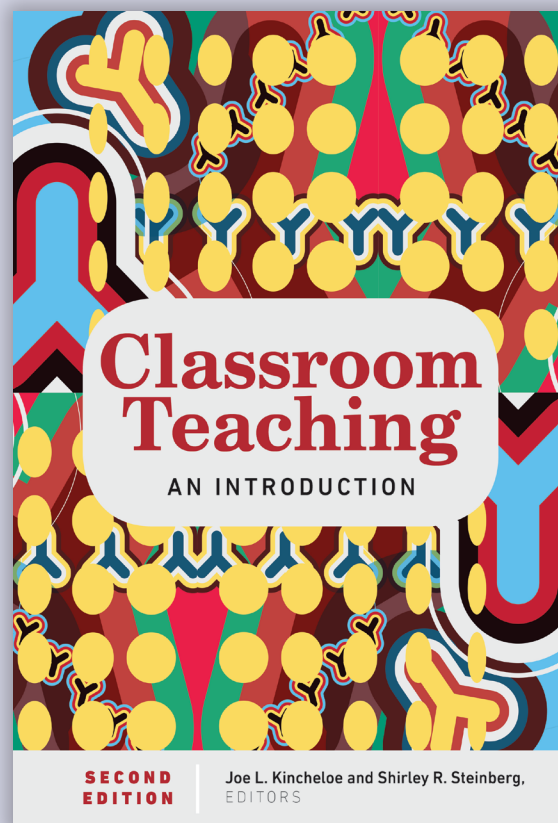
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95

eBook ISBN 978-1-4331-5688-5

CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95

Classroom Teaching is an introductory text that challenges the antiquated ways that teaching and curriculum have been presented. By adding chapters to Joe L. Kincheloe's original volume, this second edition gives a fresh, politicized viewpoint of power and politics in an era of corporatized education. The authors set the scene to introduce cutting-edge notions of teaching, knowledge-making, and ways of seeing the world. The essays included in this second edition of *Classroom Teaching* present a critical pedagogical approach to a socially-just praxis of schooling and being in schools. This edition also includes essential essays on diversity, sexuality, and media which are contemporaneous with today's concerns in society. Pre-service teachers, interns, and teacher educators in North America will find *Classroom Teaching* engaging and unique as they commit to an informed vision of educating our children and youth.

Ideal for courses in Teaching and Learning; Introduction to teaching; Schools and Schooling; and Introduction for Preservice Teachers.



CONTENTS

- Shirley R. Steinberg: Introduction: And So, We Teach

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- Joe L. Kincheloe and Shirley R. Steinberg: What Are We Doing Here? How Do We Build a Framework for Teaching?
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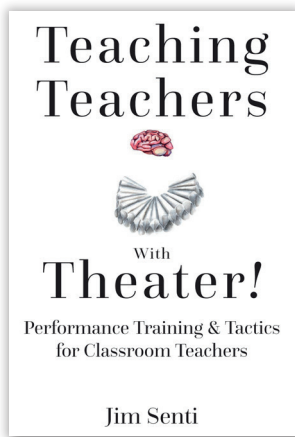
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Jim Senti

Teaching Teachers With Theater!

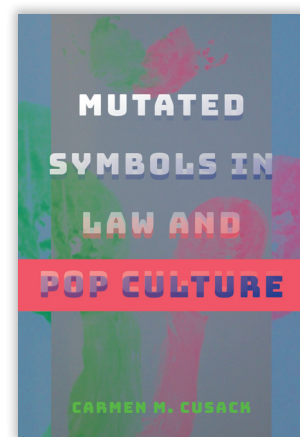
Performance Training & Tactics
for Classroom Teachers

New York, 2018

pb.	ISBN 978-1-4331-5701-1
CHF 42.– / € ^D 36.95 / € ^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95	
eBook	ISBN 978-1-4331-5698-4
CHF 42.– / € ^D 40.95 / € ^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95	
hb.	ISBN 978-1-4331-5697-7
CHF 118.– / € ^D 102.95 / € ^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95	

Teaching Teachers With Theater!: Performance Training & Tactics for Classroom Teachers explores day-to-day classroom performance challenges K–12 teachers face and how the practice of certain theater techniques used to train actors can improve a teacher's student engagement and connection. Jim Senti's work exposes K–12 classroom teachers to the activities and training that will help them become a more comfortable, connective, exciting, and engaging teacher in the classroom. *Teaching Teachers With Theater!* defines typical challenges teachers face in the classroom. The activities in each chapter vary from how the reader can improve their body language, voice, and physicality to illustrating how developing acute observation can help train a teacher's empathy and compassion. This book also explains how improvisation games help train a teacher's ability to deal with surprises in the classroom and even offers some tips on how to tell a great story. *Teaching Teachers With Theater!* translates the vocabulary used in theater to a vocabulary a teacher often uses and gives teachers simple step-by-step activities, which could be extremely useful in faculty development. In the end, these practices will help teachers become stronger communicators by learning to be far more comfortable with performing in order to genuinely connect with their students. If a teacher is comfortable in their ability to communicate, they will have a stronger connection with their students. They will without question become far more entertaining to their students. This engagement will solve the majority of classroom management issues.

Ideal for undergraduate and graduate courses such as **The Arts in Schools; Seminars in Pedagogy; Beginning, Intermediate, and Advanced Student Teaching; Teacher Development; and Teacher and School.**



Carmen M. Cusack

Mutated Symbols in Law and Pop Culture

New York, 2018. X, 228 pp., 10 ills.

pb.	ISBN 978-1-4331-5197-2
CHF 50.– / € ^D 42.95 / € ^A 44.– / € 40.– / £ 32.– / US-\$ 47.95	
eBook	ISBN 978-1-4331-5194-1
CHF 50.– / € ^D 47.95 / € ^A 48.– / € 40.– / £ 32.– / US-\$ 47.95	
hb.	ISBN 978-1-4331-5193-4
CHF 129.– / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95	

Mutated Symbols in Law and Pop Culture plays with iconic representations of fusion, liminality, dispossession, and development. Mutations embody life because they illustrate phases and progression. Mutations and mutants fascinate the public. They are depicted by artists, including James Franco, Cary Elwes, Sara Bareilles, The Smashing Pumpkins, Quvenzhané Wallis, Pablo Picasso, Alicia Keys, Katy Perry, Debbie Reynolds, Maddie Ziegler, the Olsen twins, Mark McGrath, and Paul Simon. This book discusses physiological manifestations of mutations, such as beauty and specialness (e.g., white tigers); aesthetic (e.g., redheads); innovation (e.g., Mormonism); and prowess (e.g., tuxedos). *Mutated Symbols in Law and Pop Culture* focuses on strata that are popularly contemplated in culture and by the law; for example, primordial states (e.g., sleep); supranatural physicality (e.g., bionic); irresistible impulse (e.g., psychopath); queer semantic shift (e.g., «gay»); and class (e.g., Leo). *Mutated Symbols in Law and Pop Culture* interweaves interdisciplinary analyses because mutations exceed defined ranges. For example, symbology and culture evocatively synergize in constitutional law. A symbol becomes legally protected if it is intended to communicate a particularized message that is likely to be understood by observers. This book demonstrates that mutations may not be sufficiently protected as speech. Even though the symbolism of mutations is the subject of study, the meaning of specific symbols may not be understood by the public. Symbols of mutation may identify cultural desires, embrace zeniths, and transform mundane or worn events into fantasies. Perhaps

as a means of preserving, defending, and protecting mutations, culture has exhibited and spotlighted them.

Ideal for undergraduate and graduate courses in Law and Popular Culture, Animals in American History and Popular Culture, and Study of Law and Culture.



Andrew C. Billings · Leigh M. Moscovitz

Media and the Coming Out of Gay Male Athletes in American Team Sports

New York, 2018. XII, 228 pp., 10 b/w ill.

Communication, Sport, and Society. Vol. 1

pb.	ISBN 978-1-4331-5601-4
CHF 50.– / € ^D 42.95 / € ^A 44.– / € 40.– / £ 32.– / US-\$ 47.95	
eBook	ISBN 978-1-4331-5602-1
CHF 50.– / € ^D 47.95 / € ^A 48.– / € 40.– / £ 32.– / US-\$ 47.95	
hb.	ISBN 978-1-4331-5600-7
CHF 129.– / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95	

Never before have we lived in a time in which sport and gay identity are more visible, discussed, debated—and even celebrated. However, in an era in which the sports closet is heralded as the last remaining stronghold of heterosexuality, the terrain for the gay athlete remains contradictory at best. Gay athletes in American team sports are thus living a paradox: told that sport represents the «final closet» in American culture while at the same time feeling ostracized, labeled a «distraction» for teams, dubbed locker room «problems,» and experiencing careers which are halted or cut short altogether. *Media and the Coming Out of Gay Male Athletes in American Team Sports* is the first of its kind, building upon the narratives of athletes and how their coming out experiences are shaped, transmitted and received through pervasive, powerful, albeit imperfect commercial media. Featuring in-depth interviews with out-athletes such as Jason Collins, Dave Kopay, Billy Bean and John Amaechi; media gatekeepers from outlets like ESPN and *USA Today*; and league representatives from Major League Baseball and the National Football League, this book explores one of the starkest juxtapositions in athletics: there are no active out players in the NFL, NBA, MLB, or NHL, yet the number of athletes coming out at virtually every other level of sport is unprecedented. Interviews are fused with qualitative media analysis of coming out stories and informed by decades of literature on the unique intersection of sport, media, and sexual identity.

Ideal for undergraduate and graduate courses in Sport, Media and Society; Sociology of Sport; Gender, Race, Class and Media; LGBTQ Studies; Mass Media and Society; Race and Gender in the Media; Modern Gay America; Women, Minorities and Media; and Women and Gender Studies.

Haneen Shafeeq Ghabra

Muslim Women and White Femininity

Reenactment and Resistance

New York, 2018

pb.	ISBN 978-1-4331-5216-0
CHF 55.– / € ^D 47.95 / € ^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95	
eBook	ISBN 978-1-4331-5212-2
CHF 98.– / € ^D 94.95 / € ^A 95.– / € 79.20 / £ 64.– / US-\$ 94.95	
hb.	ISBN 978-1-4331-5215-3
CHF 98.– / € ^D 84.95 / € ^A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95	

Muslim Women and White Femininity is a much-needed book at a time where Muslim women are speaking out but also embodying White femininity. This book focuses on how Whiteness travels through Muslim women's bodies who in turn reenact or resist white womanhood, by examining three relevant archetypes: The Oppressed, The Advocate, and the Humanitarian Leader. The author aims to demonstrate the necessity of archetypal criticism as a method that can teach the reader or student how to deconstruct dominant discourses in the media. This book aims to address intercultural, gender, intersectional and critical communication courses but is also suited for the general public who wishes to understand the deceptive nature of the media. Thus, at a time where Muslim women are being used as media objects by Western media, this book is crucial in breaking down how readers can begin to uncover dominant ideologies that are carried through and by Muslim women.

Ideal for undergraduate and graduate courses in Communication and Media Studies; Intersectional Feminism; Gender and Culture; Media and Society; Intercultural Communication; and Gender and Women's Studies.

Horton Davies

The Vigilant God

Providence in the Thought of Augustine, Aquinas, Calvin and Barth

Second Edition

New York, 2018

pb. ISBN 978-1-4331-5505-5
CHF 47.– / €^D 40.95 / €^A 41.20 / € 37.50 / £ 30.– / US-\$ 44.95
eBook ISBN 978-1-4331-5474-4
CHF 47.– / €^D 44.95 / €^A 45.– / € 37.50 / £ 30.– / US-\$ 44.95

The Vigilant God (Revisited) by Horton Davies, a non-conformist minister who taught in the Religion department of Princeton University, and attended Presbyterian and Episcopal churches regularly, seems a sort of reconsideration, at the ripe age of 76, of the belief that God is still active in history. It is a reassessment of the theology of Providence, in the thought of four major Christian theologians, Augustine, Aquinas, Calvin and Barth, of their views on predestination, theodicy and free will, leading the author to consider the role it might have for the future of humanity. The book starts with a sketch of the biblical sources relating to Providence, predestination, election and reprobation. Davies sees Augustine's doctrine of Providence and his view of evil as *privatio boni*, as greatly influenced by Plato and his followers. He dwells on Aquinas the man, his life and his character, open to Aristotle and his Jewish and Arab commentators, before plunging into the structure of his encyclopedic thought and works. The author appreciates Calvin's regard for Scripture as a means of illumination of the Spirit, but rejects the pastor's views on predestination as tyrannical and unjust, and believes that Barth's positive insistence on God's universal mercy is necessary against the horrors perpetrated in the twentieth century.

Ideal for undergraduate and graduate courses in religion, philosophy, and ethics.

Tabatha L. Jolivet • Allison N. Ash •
Christopher S. Collins • Alexander Jun

White Jesus

The Architecture of Racism in Religion and Education

New York, 2018

pb. ISBN 978-1-4331-5769-1
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5770-7
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-5768-4
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

In *White Jesus: The Architecture of Racism in Religion and Education*, we conceive White Je-

sus as a socially constructed apparatus—a mythology that animates the architecture of salvation—that operates stealthily as a veneer for patriarchal White supremacist, capitalist, and imperialist sociopolitical, cultural, and economic agendas. White Jesus was constructed by combining empire, colorism, racism, education, and religion—the byproduct is a distortion that reproduces violence in epistemic and physical ways. We distinguish White Jesus from Jesus of the Gospels, the one whose life, death, and resurrection demands sacrificial love as a response—a love ethic. White Jesus is a fraudulent scheme that many devotees of Jesus of Bethlehem naively fell for. This book is about naming the lies, reclaiming the person of Jesus, and reasserting a vision of power that locates Jesus of the Gospels in solidarity with the easily disposed. The catalytic, animating, life-altering power of the cross of Jesus is enough to subdue White Jesus and his patronage. *White Jesus* can be used in a variety of academic disciplines, including education, religion, sociology, and cultural studies. Furthermore, the book will be useful for Christian institutions working to evaluate the images and ideologies of Jesus that shape their biblical ethics. Similarly, churches in the US that are invested in breaking the mold of homogeneity, civil religion, and uncoupling commitments to patriotism from loyalty to one Kingdom. Educational institutions and religious organizations that are committed to combining justice and diversity efforts with a Jesus ethic, will find *White Jesus* to be a compelling primer.

Ideal for undergraduate and graduate courses in Sociology of Religion and Diversity in Education.

Fred Leavitt

The Profound Limitations of Knowledge

New York, 2018

History and Philosophy of Science. Heresy, Crossroads, and Intersections. Vol. 7

pb. ISBN 978-1-4331-5453-9
CHF 49.– / €^D 41.95 / €^A 43.10 / € 39.20 / £ 32.– / US-\$ 46.95
eBook ISBN 978-1-4331-5464-5
CHF 49.– / €^D 46.95 / €^A 47.– / € 39.20 / £ 32.– / US-\$ 46.95

The Profound Limitations of Knowledge explores the limitations of knowledge and argues that neither reasoning nor direct or indirect observations can be trusted. We cannot even assign probabilities to claims of what we can know. Furthermore, for any set of data, there are an infinite number of possible interpretations. Evidence suggests that we live in a participatory universe. That is, our observations shape reality.

Ideal for undergraduate courses in philosophy and epistemology.

Ellen K. Wondra

Questioning Authority

The Theology and Practice of Authority in the Episcopal Church and Anglican Communion

New York, 2018

eBook ISBN 978-1-4331-5791-2
CHF 118.– / €^D 114.95 / €^A 115.– / € 95.80 / £ 77.– / US-\$ 114.95
hb. ISBN 978-1-4331-3216-2
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

This book analyzes current conflicts concerning authority in the Anglican church and offers a new framework for addressing them. It argues that authority in the church is fundamentally relational rather than juridical. All members of the church have authority to engage in discerning the church's identity, direction, and mission. Most of this authority is exercised in personal interactions and group practices of consultation and direction. Formal authority in the church confers power so responsibilities can be fulfilled. Church relations always include conflict, which may be creative and helpful rather than divisive. Conflict arises because persons and groups follow Christ in ways related to their own cultural context while also being in communion with others. Communion in the church requires embracing diversity, recognizing and respecting others' perspectives, and working together to discover and create common ground. Today's church needs more participatory forms of governance and decision-making that are conciliar and synodal.

Ideal for graduate courses in theology.



PETER LANG


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Linguistics



Mark David · David Stea ·
Carmelita Topaha

An Illustrated Dictionary of Navajo Landscape Terms

New York, 2018

pb. ISBN 978-1-4331-6058-5
CHF 26.– / €^D 22.95 / €^A 23.– / € 20.90 / £ 17.– / US-\$ 25.95
eBook ISBN 978-1-4331-6059-2
CHF 26.– / €^D 24.95 / €^A 25.– / € 20.90 / £ 17.– / US-\$ 25.95
hb. ISBN 978-1-4331-6057-8
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

The Navajo language (Diné bizaad) has a vocabulary of landscape terms that allow speakers to communicate about their environment. This book documents that vocabulary and provides photographic illustration of many of the terms. The meanings of these terms seldom matches English-language terms one-to-one. Terms of include explicit reference to earth materials such as water or rock/stone. Rather than alphabetically, book is organized by material and form categories. This dictionary should be a valuable resource for language preservation in schools and elsewhere, and for linguists, anthropologists, geographers, and earth scientists interested in indigenous conceptualization of landscape and environment.

Ideal for advanced courses in linguistics, Navajo languages, and Native American Studies.

Alice S. Horning · Ronald A. Sudol

Defining Literacy Standards

Essays on Assessment, Inclusion,
Pedagogy and Civic Engagement

New York, 2018

Studies in Composition and Rhetoric. Vol. 10

pb. ISBN 978-1-4331-4199-7
CHF 44.– / €^D 38.95 / €^A 39.40 / € 35.80 / £ 29.– / US-\$ 42.95
eBook ISBN 978-1-4331-4200-0
CHF 44.– / €^D 42.95 / €^A 43.– / € 35.80 / £ 29.– / US-\$ 42.95

As individual institutions of education at all levels respond to the call for greater accountability and assessment, those who teach literacy face the challenging task of choosing what to measure and how to measure it. Both defining literacy clearly and tying that definition to strategies for assessment are two of many challenges faced by educators, theorists, and members of the public who assume responsibility for assessing literacy as well as developing and improving literacy programs. In a pluralistic and democratic society sensitive to multicultural variation, we need to find our way between the competing needs for inclusiveness and for clear and useful standards. Multiple definitions of liter-

acy raise the issue of whether there can be a standard or set of standards and if so, what they are in an environment of multiple literacies. Indeed, the downside of the defeat of older monolithic notions of literacy is the undermining or at least the questioning of well-established methods of literacy assessment. To some extent, the older methods of assessment have been revised in the light of more expansive definitions of literacy. But will this kind of revision be enough? How are the criteria for judgment to be known and applied? Thus, this volume addresses the problems of assessing literacy development in the context of multiple and inclusive definitions. Each section consists of chapters that deal with the issue of definitions per se, with standards in postsecondary settings, with the K-12 situation, and with alternative, non-school environments where literacy is critical to human functioning in a democratic society.

Ideal for undergraduate and graduate courses in Literacy Studies, History of Literacy, Writing & Rhetoric, Composition Studies, and English.

Charlotte L. Kent · Staci L. Shultz · (eds.)

Writing for College and Beyond

Life Lessons from the College
Composition Classroom

New York, 2018

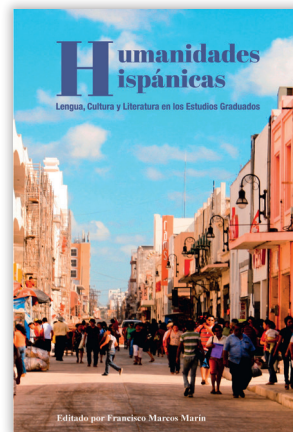
Writing in the 21st Century. Interdisciplinary Approaches to Instruction, Practice, and Theory. Vol. 1

pb. ISBN 978-1-4331-4722-7
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-5694-6
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-4693-0
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Writing for College and Beyond: Life Lessons from the College Composition Classroom introduces the practical ways that the basic skills taught in the Freshman Composition course apply to the work place and in life. The composition class is a pre-requisite and General Education course for most colleges and universities in the United States and reaches students in every area of study. As people wonder about the value of a liberal arts education, and question whether colleges and universities are truly preparing students for the workforce, *Writing for College and Beyond* challenges those arguments by pointing out exactly how classroom policies and writing assignments apply beyond school walls. Professors, lecturers, and graduate students teaching Freshman Composition courses will find this book helpful. Also administrators who service the Freshman Composition population, such as Writing Center Directors will

also find *Writing for College and Beyond: Life Lessons from the College Composition Classroom* a wonderful aid.

Ideal for undergraduate courses in Composition, English 101, Writing Across the Curriculum, and Writing Across the Disciplines.



Francisco Marcos Marín (ed.)

Humanidades Hispánicas

Lengua, Cultura y Literatura en los
Estudios Graduados

New York, 2018. XXII, 426 pp., 14 il., 16 tablas

en rústica ISBN 978-1-4331-4462-2
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95
eBook ISBN 978-1-4331-4456-1
CHF 68.– / €^D 62.95 / €^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95
enc. ISBN 978-1-4331-4455-4
CHF 144.– / €^D 124.95 / €^A 128.30 / € 116.70 / £ 94.– / US-\$ 139.95

Doce profesores con amplia experiencia educativa ofrecen este libro para ayudar al lector a interrelacionar conocimientos en los campos de Lengua, Cultura y Literatura. Se trata de un libro único en su género, de contenido enciclopédico, sin ser una enciclopedia, y de planteamiento didáctico, con muchos ejemplos y ejercicios, a partir de una idea nuclear. Esa idea central es «cómo hacer cosas en Lengua, Cultura y Literatura a partir de los conocimientos que se adquieren en cada capítulo» en un texto divulgativo de nivel culto, pero no especializado. El público es, en principio, el compuesto por estudiantes universitarios de español en universidades de todo el mundo. Algunos de ellos tienen el español como lengua materna y otros como lengua segunda. De hecho, el experimento de aplicación práctica de la primera redacción del libro se hizo con estudiantes de las dos categorías. Muchas más personas estarán interesadas en la lectura, porque les ofrece una visión de conjunto e interrelacionada, algo que es excepcional y sumamente valioso en el estado actual de los conocimientos. En el uso didáctico, la Sociedad del Conocimiento permite recurrir a in-

formación complementaria cuando sea preciso, lo cual evita sobrecargar el libro. Éste es lo más ágil posible, para permitir una lectura seguida de los ejercicios correspondientes. Para escribir un libro tan especial se ha contado con un grupo de doce especialistas, siete mujeres y cinco hombres, de centros de Europa y América, todos ellos empeñados en ofrecer al lector unas páginas para que trabaje y disfrute haciéndolo.

Ideal for undergraduate and graduate programs in Spanish, Modern Languages and Literatures, Romance Languages, and Spanish and Latin American Studies.

Maria Luisa Pérez Cañado ·
Borja Ojeda-Pinar

Communicative Classroom Language for Bilingual Education

Teaching «Real English» for CLIL

Bern, 2018. Approx. 180 pp.

pb. ISBN 978-3-0343-3350-4
CHF 61.- / €^D 51.95 / €^A 53.90 / £ 49.- / £ 40.- / US-\$ 59.95
eBook ISBN 978-3-0343-3351-1
CHF 61.- / €^D 57.95 / €^A 58.80 / £ 49.- / £ 40.- / US-\$ 59.95

This book focuses on communicative classroom language for bilingual education and aims to equip language and content teachers with real, updated English expressions of direct relevance in CLIL (Content and Language Integrated Learning) contexts. To this end, it presents a theoretical backdrop with the rationale underpinning the proposal and three sets of tried-and-tested original activities, classified according to *type of lexical chunk, function, and level* (Infant, Primary, Secondary, and Tertiary Education). Students are encouraged to move from more controlled and basic stages of identification of these types of communicative chunks towards a freer type of production, through a wide variety of originally designed and piloted activities based on multimodal texts (gap-filling, matching, tic-tac-toe, sentence completion, error correction, T/F, multiple choice, ordering, odd-one-out). A full glossary is also provided with 330 useful expressions, as well as an answer key and printable posters and cut-outs which are directly applicable in the CLIL classroom.

Ideal for courses in Bilingual Teaching Methods.



Youb Kim · Patricia H. Hinchey

Educating English Language Learners in an Inclusive Environment

Second Edition

New York, 2013. 153 pp.

pb. ISBN 978-1-4331-3501-9
CHF 40.- / €^D 34.95 / €^A 35.70 / € 32.50 / £ 26.- / US-\$ 38.95
eBook ISBN 978-1-4331-6031-8
CHF 40.- / €^D 38.95 / €^A 39.- / € 32.50 / £ 26.- / US-\$ 38.95

For teachers and teacher educators striving to address a growing number of state mandates relating to the education of English language learners (ELLs), *Educating English Language Learners in an Inclusive Environment, Second Edition* provides a reader-friendly survey of key topics, including: legal and professional imperatives, cultural concerns, linguistics, literacy instruction, assessment, policy, and politics. This overview will be useful to in-service teachers with little or no preparation for working with ELLs but who nevertheless face legislative demands to teach both academic content and English. It will also be useful to teacher educators trying to squeeze preparation for working with ELLs into already overflowing teacher preparation programs. Though many try, no one text can provide exhaustive information; there is simply too much to learn. This second edition instead provides readers with a road map to critical topics and to specific resources they can use independently to learn more, as they will surely need to do.

Ideal for undergraduate and graduate courses in teacher education.

CONTENTS

- Imperatives: Why Should You Care?
- Culture: Beyond Tacos and Lo Mein
- Language: You Know More - and Less - Than You Think
- Nurturing Literacy in English: How Does This Magic Happen?
- Effective Instruction and Assessment: Good Teaching for ELLs Is Good Teaching
- The Politics of ELL Policy and Programs: What Does It Mean to Be «American»?

Mary Ann Allison • Cheryl A. Casey

New Media, Communication, and Society

A Fast, Straightforward Examination of Key Topics

New York, 2018

pb. ISBN 978-1-4331-4529-2

CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95

eBook ISBN 978-1-4331-4530-8

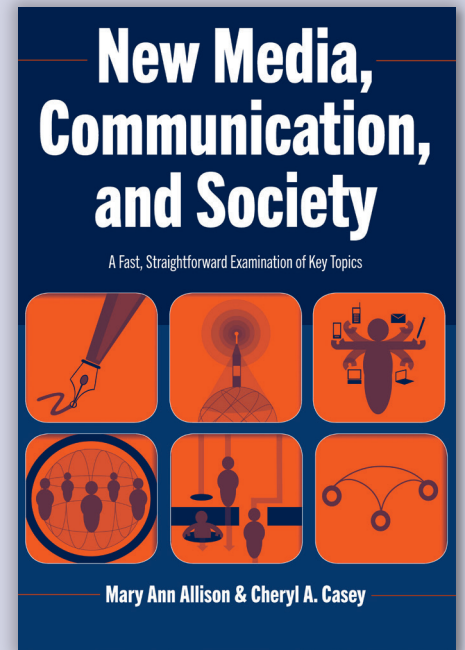
CHF 58.– / €^D 52.95 / €^A 53.– / € 44.20 / £ 36.– / US-\$ 52.95

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. Moreover, it encourages students to develop media literacy so they can speak up and 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 includes thought leaders, ranging from leading researchers to business leaders to entrepreneurs, from Socrates to Doug Rushkoff and Lance Strate to Bill Gates.

Ideal for undergraduate and graduate courses in Media Literacy, Theories of Media, Mass Communications in Contemporary Society, Sociology, Introduction to Media Studies, and Media and Society.

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Giuliana Cucinelli

Digital Youth Praxis

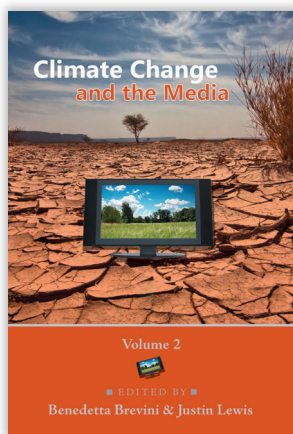
New York, 2018

Minding the Media. Critical Issues for Learning and Teaching. Vol. 18

pb. ISBN 978-1-4331-1810-4
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-4482-0
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-1811-1
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Developments in ICTs have altered the fabric of youth culture in terms of a young person's access to information and ability to communicate with a global audience. The conditions, opportunities, and limitations of using digital media are different for marginalized urban youth. In order to harness the educational value of digital media in the lives of disenfranchised youth, we must understand its potential as a means of empowerment. Central to *Digital Youth Praxis* is the development of a conceptual framework called digital youth praxis (DYP) that offers praxis orientation of ICTs that are critical, creative, and grounded in social justice. The digital youth praxis framework includes three tenets: the DYP H3 model, used for understanding context and ICT creation practices; the DYP phases, which offers six phases for critical ICT making; and the DYP typology which offers insight on three different levels of ICT engagement and what they include. The purpose of this conceptual framework discussed in *Digital Youth Praxis* is to clarify concepts and propose interdisciplinary relationships among concepts; provide a context for interpreting the findings; explain observations and creative content; and to encourage theory development that is useful to practice. Providing insight based on community-based fieldwork with marginalized youth, the interdisciplinary nature of *Digital Youth Praxis* is an excellent guide for formal and informal educators interested or engaged in youth media productions.

Ideal for undergraduate and graduate courses in Teacher Education, Communication Studies, Media literacy, Media Education, and Community-Based Media Production.



Benedetta Brevini · Justin Lewis (eds.)
Climate Change and the Media

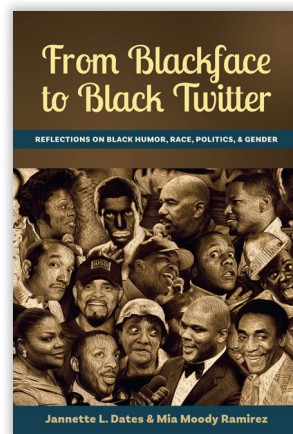
New York, 2018. X, 190 pp.

Global Crises and the Media. Vol. 27

pb. ISBN 978-1-4331-5133-0
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5436-2
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-5395-2
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

It is now more than a quarter of a century since the Intergovernmental Panel on Climate Change published their first comprehensive report on the dangers posed by anthropogenic global warming. Over the last twenty-five years the weight of evidence about the causes and consequences of climate change has become compelling. The solutions are fairly simple—we must switch to more sustainable and efficient forms of energy production. And yet they remain elusive—globally we produce significantly more greenhouse gases now than we did back in 1990. The sad truth is that this inaction has made climate change inevitable—the only question that remains is whether we can prevent it spiralling out of control. How do we explain this colossal global failure? The problem is political rather than scientific: we know the risks and we know how to address them, but we lack the political will to do so. The media are pivotal in this equation: they have the power to set the public and the political agenda. *Climate Change and the Media, Volume 2* gathers contributions from a range of international scholars to explore the media's role in our understanding of the problem and our willingness to take action. Combined, these chapters explain how and why media coverage has, to date, fallen short in communicating both the science and the politics of climate change. They also offer guidance about how the media might shift from being the problem to becoming part of the solution.

Ideal for undergraduate and graduate courses in Environment and the Media, Communication and Climate Change, Environment and the Media, and Media and Climate Struggles.



Jannette L. Dates · Mia Moody Ramirez
From Blackface to Black Twitter

Reflections on Black Humor, Race, Politics, & Gender

New York, 2018. XVIII, 200 pp., 3 b/w ill.

pb. ISBN 978-1-4331-5455-3
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5456-0
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-5454-6
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

From Blackface to Black Twitter: Reflections on Black Humor, Race, Politics, & Gender traces the roots and fruits of comedy over the centuries to analyze and offer insights into the intersections of race, gender, and politics in humor that is by, for, and/or about black people.

Ideal for courses in Mass Media; African Americans in the Mass Media; History of Broadcasting and Film; Media and Society; Race and Culture in the U.S.; Gender, Race and Media; and Feminist Theory.

Spring-Serenity Duvall (ed.)

Celebrity and Youth

Mediated Audiences, Fame Aspirations, and Identity Formation

New York, 2018

Mediated Youth. Vol. 29

pb. ISBN 978-1-4331-4309-0
CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95
eBook ISBN 978-1-4331-4311-3
CHF 98.– / €^D 94.95 / €^A 95.– / € 79.20 / £ 64.– / US-\$ 94.95
hb. ISBN 978-1-4331-4310-6
CHF 98.– / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95

This book makes an examination of contemporary celebrity culture with an emphasis on how young celebrities are manufactured, how fan communities are cultivated, and how young audiences consume and aspire to fame. This book foregrounds considerations of di-

versity within celebrity and fan cultures, and takes an international perspective on the production of stardom. Chapters include interviews with professional athletes in the United States about their experiences with stardom after coming out as gay and interviews with young people in Europe about their consumption of celebrity and aspirations to achieving fame via social media. Other chapters include interviews with young Canadian women that illuminate the potential influence of famous feminists on audience political engagement, and critical analysis of media narratives about race, happiness, cultural appropriation, and popular feminisms. The current anthology brings together scholarship from Canada, the United States, Spain, and Portugal to demonstrate the pervasive reach of global celebrity, as well as the commonality of youth experiences with celebrity in diverse cultural settings.

Ideal for undergraduate and graduate courses in race, gender, and media.

Jeremy Hunsinger ·
Andrew Schrock (eds.)

Making Our World

The Hacker and Maker Movements
in Context

New York, 2018

Digital Formations. Vol. 120

pb. ISBN 978-1-4331-6000-4
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-6002-8
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-6001-1
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Making and hacking are international and local movements. This book engages the political, historical, national, and organizational elements of the hacker and maker movements in their contemporary contexts. In it, the authors engage critically with diverse elements of the movements in order to provide a broad range of considerations that will help both the movements and their scholarship to move forward. In regards to sells books: Classes on hacking and making, Classes on social movements, classes on DIY cultures, Classes on technology & society all could use this book. The audience of the book is 2nd year student to graduate student and researcher.

Ideal for undergraduate & graduate courses on hacking and making culture , social movements, technology & society.

Gary Kenton

Transmission and Transgression

How Televised Rockaphobia Helped
Create the Counter-Culture

New York, 2018

Visual Communication. Vol. 9

pb. ISBN 978-1-4331-5309-9
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-5310-5
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-5304-4
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

When MTV (Music Television channel) was established in 1981, an executive claimed that they had «integrated the most powerful forces in our two decades, TV and rock ‘n’ roll.» In fact, this problematic relationship began in the mid-1950s, when the advent of rock ‘n’ roll represented a musical and cultural revolution. The backlash against the music and the youth culture from which it emanated, described here as «rockaphobia,» was reflected in a process of adulteration, racism, and co-optation by television programmers, spearheaded by American Bandstand. This interplay between rock ‘n’ roll and television played a significant role in alienating baby boomers from the mainstream, motivating them to create their own counter-cultural identity. This social migration helped to delineate the boundaries that would be identified in the 1960s as the generation gap. *Transmission and Transgression* uses an interdisciplinary approach informed by Media Ecology, the theoretical framework which recognizes that each communication technology, or medium, creates its own unique environment independent of content. This analysis allows the author to identify inherent technological and sensory incompatibilities between the medium of television and the cultural practice of rock ‘n’ roll, and to place these tensions within the broader shift of physiological emphasis from the traditional, tribal world dominated by the ear to the modern world which privileges the eye. Even in its remediated, diluted form, rock music has occupied a significant niche on television, and this book is the most comprehensive summary, celebration, and analysis of that history.

Ideal for undergraduate and graduate courses in communications, media studies, and music studies.

Divya McMillin · Joost de Bruin ·
Jo Smith (eds.)

Power, Place, Media

Mediated Responses to Globalization

New York, 2018

pb. ISBN 978-1-4331-5550-5
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-5551-2
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-5472-0
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Place, Power Media: Mediated Responses to Globalization is a compelling, interdisciplinary exploration of how media practices and communication rituals are connected to larger economic, social and political processes in a globalizing world. Through a rich variety of media texts, authors examine how daily, mundane, and interpersonal processes help shape ‘our’ place in the world, a placement that is integrally connected to social relations at the global level. Denoting a sense of geography as well as demarcating diverse social positionings (Moore, 2012), *place* is understood as the result of historical and contemporary discourses occurring on a range of scales (Tuan, 1977) and within different cultural, aesthetic, and political contexts. The authors argue that the construction, restoration, configuration, and representation of place is an important project at multiple levels; what meanings are derived from it, what meanings are infused, who are the key players, what power struggles are inherent—these issues offer rich areas of study for global media scholars interested in the place-making powers of media. The book will be required or recommended in such upper division and graduate level courses as: Cultural Issues in International Communication Culture and National Identity Communication and National Development Global Networks, Local Identities Re-orienting the Global Media Globalization and Citizenship Cultural Identity and the Media Indigenous Media Such classes, taught at the 400-level to juniors and seniors, typically enroll around 35-40 students. When taught as a graduate or honors seminar, enrollment is capped at 20 students.

Ideal for graduate courses in Cultural Issues in International Communication; Culture and National Identity; Communication and National Development; Global Networks, Local Identities; Re-orienting the Global; Media Globalization and Citizenship; Cultural Identity and the Media; and Indigenous Media.

Joseph Valenzano · Erika Engstrom

Religion Across Television Genres

Community, Orange Is the New Black, The Walking Dead, and Supernatural

New York, 2018

pb. ISBN 978-1-4331-5279-5
 CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
 eBook ISBN 978-1-4331-5281-8
 CHF 44.– / €^D 42.95 / €^A 43.– / € 35.80 / £ 29.– / US-\$ 42.95
 hb. ISBN 978-1-4331-5280-1
 CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Religion Across Television Genres: Community, Orange Is the New Black, The Walking Dead, and Supernatural connects communication theories to the religious content of TV programs from an array of forms and content genres, specifically, the NBC comedy *Community*, the critically-acclaimed Netflix series *Orange Is the New Black*, AMC's international megahit *The Walking Dead*, and the CW's long-running fan-favorite *Supernatural*. Its contemporary relevancy that makes *Religion Across Television Genres* ideal for use as a library resource, scholarly reference, and textbook for both undergraduate and graduate courses in mass media, religious studies, and popular culture.

Ideal for undergraduate and graduate courses in communication studies, mass communication, and religion.



Lee B. Becker · Tudor Vlad

The Changing Education for Journalism and the Communication Occupations

The Impact of Labor Markets

New York, 2018. XXII, 264 pp., 48 b/w ill., 33 tables

Mass Communication and Journalism. Vol. 22

pb. ISBN 978-1-4331-4147-8
 CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
 eBook ISBN 978-1-4331-4149-2
 CHF 52.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
 hb. ISBN 978-1-4331-4148-5
 CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

This book provides a unique perspective on journalism and communication education, drawing on extensive, detailed data across time to examine the evolution of education for journalism and related communication occupations such as public relations and advertising. It demonstrates how journalism and communication education adapted to forces within the university as well as forces from outside the university. Particular attention is given to the impact of the labor markets to which journalism and communication education is linked. The analysis shows dramatically how dependent employers are on journalism and communication education, how educational institutions have changed to accommodate female and minority students, and how the labor market has responded to the graduates produced. Part history, part sociological analysis, this book will change the reader's understanding of education for journalism, public relations, advertising and the related occupations. It also offers insights about what the future of education in these fields holds.

Ideal for undergraduate and graduate courses in journalism, mass communication, and mass communication history.



Yoel Cohen (ed.)

Spiritual News

Reporting Religion Around the World

New York, 2018. VIII, 418 pp., 15 b/w ill., 32 tables

pb. ISBN 978-1-4331-2862-2
 CHF 67.– / €^D 57.95 / €^A 59.60 / € 54.20 / £ 44.– / US-\$ 64.95
 eBook ISBN 978-1-4331-4533-9
 CHF 71.– / €^D 64.95 / €^A 65.– / € 54.20 / £ 44.– / US-\$ 64.95
 hb. ISBN 978-1-4331-2863-9
 CHF 113.– / €^D 98.95 / €^A 100.80 / € 91.70 / £ 74.– / US-\$ 109.95

The media's coverage of religion is an important question for academic researchers, given the central role which news media play in ensuring that people are up-to-date with religion news developments. Not only is there a lack of treatment of the subject in other countries, but there is also the absence of comparative study on news and religion. A key question is how the media, the political system, the religions themselves, the culture, and the economy influence how religion is reported in different countries. *Spiritual News: Reporting Religion Around the World* is intended to fill this gap. The book is divided into six parts: an introductory section; the newsgathering process; religion reporting in different regions; media events concerning religion; political and social change and the role of religion news; future trends.

Ideal for undergraduate and graduate courses in Religion and Popular Culture; Reporting Religion and Spirituality; Media and Religion in American History; Reporting on Islam; Christianity and Culture; Writing about Religion and Spirituality.

George Sylvie

Reshaping the News

Community, Engagement, and Editors

New York, 2018

pb. ISBN 978-1-4331-4340-3

CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95

eBook ISBN 978-1-4331-4341-0

CHF 55.– / €^D 52.95 / €^A 53.– / € 44.20 / £ 36.– / US-\$ 52.95

Reshaping the News: Community, Engagement, and Editors is the culmination of a six-year search for an economic resolution to the digital business conundrum facing the newspaper industry. Today's media tends to generate journalism with a low immediate newsroom impact, allowing journalists to continue reporting without considering the audience's increasingly dominant role in a story's longevity. This renders newsrooms as managed rather than led and turns editors into facilitators – managing project-driven journalism, attempting to match publishers' expectations of diversified income streams, and providing reporters with increased autonomy. In fact, newsrooms require a new kind of leadership, one that rethinks its relationship with the audience. *Reshaping the News* argues for that alternative, deconstructing the reporting and editing relationship and illustrating the ideal version of editorial oversight. Author George Sylvie dissects reporter communities and culture, as well as the connection between journalism and geographic space/management. The book also examines whether journalists have developed the appropriate infrastructure to assure credibility and avoid potential mishaps, misconduct, and misrepresentation. Though the innovative, untraditional approach to audience engagement outlined within challenges journalistic boundaries, *Reshaping the News* posits its new model as necessary and of potential lasting value to the field of journalism.

Ideal for undergraduate and graduate courses in communications, journalism, media management, media economics, and media entrepreneurship.



Kate Wright

Who's Reporting Africa Now?

Non-Governmental Organizations, Journalists, and Multimedia

New York, 2018. XVI, 280 pp., 6 coloured ill.

pb. ISBN 978-1-4331-5103-3

CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95

eBook ISBN 978-1-4331-5105-7

CHF 52.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95

hb. ISBN 978-1-4331-5104-0

CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

As news organizations cut correspondent posts and foreign bureaux, non-governmental organizations (NGOs) have begun to expand into news reporting. Why and how do journalists use the photographs, video, and audio that NGOs produce? What effects does this have on the kinds of stories told about Africa? And how have these developments changed the nature of journalism and NGO-work? *Who's Reporting Africa Now?: Non-Governmental Organizations, Journalists, and Multimedia* is the first book to address these questions—using frank interviews and internal documents to shed light on the workings of major news organizations and NGOs, collaborating with one another in specific news production processes. These contrasting case studies are used to illuminate the complex moral and political economies underpinning such journalism, involving not only NGO press officers and journalists but also field workers, freelancers, private foundations, social media participants, businesspeople, and advertising executives.

Ideal for undergraduate and graduate courses in African studies, Journalism and Communication, International Development, Photography, Political Communication, Human Rights, and International Relations.

Andrea L. Guzman (ed.)

Human-Machine Communication

Rethinking Communication, Technology, and Ourselves

New York, 2018

Digital Formations. Vol. 117

pb. ISBN 978-1-4331-4250-5

CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95

eBook ISBN 978-1-4331-4252-9

CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95

hb. ISBN 978-1-4331-4251-2

CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

From virtual assistants to social robots, people are increasingly interacting with intelligent and highly communicative technologies throughout their daily lives. This shift from communicating with people to communicating with people *and* machines challenges how scholars have theorized and studied communication. *Human-Machine Communication: Rethinking Communication, Technology, & Ourselves* addresses this transition in how people communicate and who – or what – they communicate with and the implications of this evolution for communication research. Geared toward scholars interested in people's interactions with technology, this book serves as an introduction to HMC as a specific area of study within communication (encompassing HCI, HRI, and HAI) and to the research possibilities of HMC. This collection includes papers presented as part of a scholarly conference on HMC along with invited works from noted researchers. Topics include defining HMC, theoretical approaches to HMC, applications of HMC, and the larger implications of HMC for self and society. The research presented here focuses on people's interactions with multiple technologies – artificial intelligence, algorithms, and robots – used within different contexts – home, workplace, education, journalism, and healthcare – from a variety of epistemological and methodological approaches – empirical, rhetorical, and critical/cultural. Overall, *Human-Machine Communication: Rethinking Communication, Technology, & Ourselves* provides readers with an understanding of HMC in a way that supports and promotes further scholarly inquiry in a growing area of communication research.

Ideal for graduate courses in communication, media studies, human-machine communication, communication and technology, media and society, and social robotics.

Andi Stein • Beth Bingham Georges

An Introduction to the Entertainment Industry

Second Edition

New York, 2018. X, 254 pp., 23 b/w ill.

pb. ISBN 978-1-4331-5963-3

CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95

eBook ISBN 978-1-4331-5964-0

CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95

hb. ISBN 978-1-4331-5549-9

CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

Entertainment is big business. Whether it's a favorite television show, an artist at the top of the music charts, a blockbuster film, or a hometown sports team, people love entertainment. In this introduction to the entertainment industry, Andi Stein and Beth Bingham Georges provide a glimpse inside the industry to show how each segment operates as well as the challenges and trends within the business. Each chapter addresses a different segment of the entertainment industry including: Film, Television, Radio, Theatre, Music, Sports, Theme Parks and Shopping. The book is designed as an introductory text for entertainment studies courses and as an overview of the industry for those looking to pursue careers in the field of entertainment.

Ideal for undergraduate and graduate courses in Communication and Entertainment and Tourism Studies.



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8 Theme Parks

PART III

RECREATION AS ENTERTAINMENT

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Nicole Maurantonio ·
David W. Park (eds.)

Communicating Memory & History

New York, 2018

pb. ISBN 978-1-4331-4555-1
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-4557-5
CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-4556-8
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

Communicating Memory & History takes as its mission the job of giving communication history its full due in the study of memory. Taking three keywords: communication, history, and memory, representing related, albeit at times hostile, fields of inquiry, as its point of departure, *Communicating Memory & History* asks how the interdisciplinary field of memory studies can be productively expanded through the work of communication historians. Across the chapters in this volume, contributors employ methods ranging from textual analysis to reception studies to prompt larger questions about how the past can be alternately understood, contested, and circulated. The intended audience for this volume will be professors, graduate students, and advanced undergraduate students of communication and media studies, as well as scholars and students in cultural studies, history, and sociology—disciplines where one finds steady consideration of issues related to communication, communication history, and memory. The volume will be ideal for teaching, including case studies that elaborate different ways to approach issues in memory studies. While some foundational knowledge would be useful, it will be possible to use the text without extensive knowledge of the literature.

Ideal for advanced undergraduate and graduate level courses in communication, communication history, and communication and memory.



Alexis S. Tan

Global Communication and Media Research

New York, 2018. XII, 240 pp., 7 tables

AEJMC - Peter Lang ScholarSourcing Series. Vol. 1

pb. ISBN 978-1-4331-3230-8
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-3876-8
CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
hb. ISBN 978-1-4331-3231-5
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

This book identifies and analyzes priorities, themes, projects and publications in the world's leading communication research institutes, centers and doctoral programs. It also presents an assessment of the state and future of communication research by prominent international scholars in communication. Using these data sources, the book provides a comprehensive review of communication and media research outside the United States, a critical gap in the literature. It is a useful reference for U.S. and international communication scholars, and can be a textbook for graduate and undergraduate courses in international communication, global communication and communication theories.

Ideal for undergraduate and graduate courses International Communication, Global Communication, and Communication Theories.

Betteke van Ruler · Frank Körver

The Communication Strategy Handbook

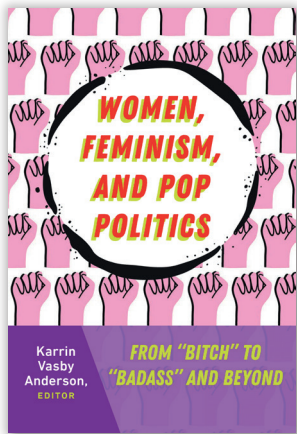
A Toolkit for Creating a Winning Strategy

New York, 2018

pb. ISBN 978-1-4331-5657-1
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-5658-8
CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
hb. ISBN 978-1-4331-5483-6
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Strategic development is one of the most daunting challenges that faces any professional, no matter the field. After all, stakes are high. Developing effective strategies can put you on the path to becoming a trusted advisor and a valued employee. The communication strategy framework introduced in this handbook has been designed to help professionals make targeted choices toward strategic communication. Taking an iterative approach and continually reflecting on whether your choices remain congruent enables you to continually adapt to changing circumstances while staying in command. Linear planning models are ineffective. Quick strategy development can revolutionize the communication function and strengthen the relationship amongst members of a professional team. Linking communication and business strategy is the number one challenge for today's communication practitioners. Many CEOs still view the communication department as no more than as a tactical entity providing outreach but little else. It is time to fundamentally rethink how strategic communication is developed and start using modern tools to do this. The communication strategy framework facilitates the communication professional to forcefully and efficiently make the right choices. It compels individuals to think about how communication can contribute to achieving the organization or client's goals. As a result, it provides a clear picture of your communication strategy in one page by putting superfluous details aside and concentrating on the essentials. The communication strategy framework has proven to be an instant eye-opener for clients and other stakeholders. A best-seller amongst professionals in the Netherlands, it is available for the first time in English. This step-by-step guide to creating strategic communication will help communicators of all types- from professionals and clients to students and teachers!

Ideal for advanced undergraduate courses in Communication Strategy and Project Management.



Karrin Vasby Anderson (ed.)

Women, Feminism, and Pop Politics

From «Bitch» to «Badass» and Beyond

New York, 2018. XII, 358 pp.

Frontiers in Political Communication. Vol. 31

pb. ISBN 978-1-4331-3452-4
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95
eBook ISBN 978-1-4331-5315-0
CHF 68.– / €^D 62.95 / €^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95
hb. ISBN 978-1-4331-3453-1
CHF 144.– / €^D 124.95 / €^A 128.30 / € 116.70 / £ 94.– / US-\$ 139.95

Women, Feminism, and Pop Politics: From «Bitch» to «Badass» and Beyond examines the negotiation of feminist politics and gendered political leadership in twenty-first century U.S. popular culture. In a wide-ranging survey of texts—which includes memes and digital discourses, embodied feminist performances, parody and infotainment, and televisual comedy and drama—contributing authors assess the ways in which popular culture discourses both reveal and reshape citizens' understanding of feminist politics and female political figures. Two archetypes of female identity figure prominently in its analysis. «Bitch» is a frame that reflects the twentieth-century anxiety about powerful women as threatening and unfeminine, trapping political women within the double bind between femininity and competence. «Badass» recognizes women's capacity to lead but does so in a way that deflects attention away from the persistence of sexist stereotyping and cultural misogyny. Additionally, as depictions of political women become increasingly complex and varied, fictional characters and actual women are beginning to move beyond the bitch and badass frames, fashioning collaborative and comic modes of leadership suited to the new global milieu. This book will be of interest to students and scholars interested in communication, U.S. political culture, gender and leadership, and women in media.

Ideal for graduate courses in Communication Studies, Women's Studies, Political Science, and Media Studies.



Camelia Beciu · Mălina Ciocea ·
Irina Diana Mădroane

Debating Migration as a Public Issue

National Publics and Transnational Fields

New York, 2018

Global Crises and the Media. Vol. 24

pb. ISBN 978-1-4331-5548-2
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-5554-3
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-5534-5
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Debating Migration as a Public Issue: National Publics and Transnational Fields is the first book to examine the symbolic construction of intra-EU labor migration in the public sphere of the sending state, taking Romania as a case study. The theoretical and analytical frameworks adopted bring fresh insights into the research of what has become a distinct socio-economic phenomenon after the dismantling of communist regimes in the 1990s. Every chapter looks at labor migration through the lens of the public claims, modes of engagement and symbolic hierarchies constituted in the media, viewed as arenas of debate and actors in the transnational social field. The wide applicability of the approach and the relevance of the findings to current developments in the European Union make the book a valuable resource for academics, researchers and students with an interest in media discourse, economic migration in the European Union, transnationalism, diaspora, and the public sphere.

Ideal for Master's courses in migration, media and communication, and discourse analysis.

Paul Booth · Amber Davisson ·
Aaron Hess · Ashley Hinck

Poaching Politics

Online Communication during
the 2016 US Presidential Election

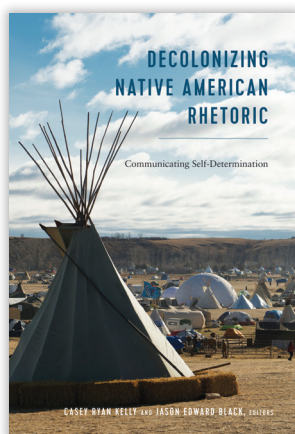
New York, 2018

Frontiers in Political Communication. Vol. 40

pb. ISBN 978-1-4331-5672-4
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5673-1
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-5671-7
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

The 2016 US election was ugly, divisive, maddening, and influential. In this provocative new book, Booth, Davisson, Hess, and Hinck explore the effect that everyday people had on the political process. From viewing candidates as celebrities, to finding fan communities within the political spectrum, to joining others online in spreading (mis)information, the true influence in 2016 was the online participant. *Poaching Politics* brings together research and scholars from Media Studies, Political Communication, and Rhetoric to provide an interdisciplinary perspective on the role of participatory cultures in shaping the 2016 US Presidential Election. *Poaching Politics* heralds a new way of creating and understanding shifts in the nature of political communication in the digital age.

Ideal for undergraduate and graduate courses in Digital Rhetoric; Rhetoric and Digital Media; Rhetoric in Digital Environments; Rhetoric of Digital Literacy; Communication and Technology; New Media and Culture; Introduction to New Media Studies; Contemporary Rhetorical Theory; Foundations of Rhetorical Theory; Fandom and Active Audiences; Fandom and Participatory Cultures; Media, Democracy, and the Public; and Politics and New Media.



Casey Ryan Kelly ·
Jason Edward Black (eds.)

Decolonizing Native American Rhetoric

Communicating Self-Determination

New York, 2018. XVII, 352 pp. 14 b/w ills.

Frontiers in Political Communication. Vol. 36

pb. ISBN 978-1-4331-4790-6

CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95

eBook ISBN 978-1-4331-4799-9

CHF 68.– / €^D 62.95 / €^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95

hb. ISBN 978-1-4331-4798-2

CHF 144.– / €^D 124.95 / €^A 128.30 / € 116.70 / £ 94.– / US-\$ 139.95

As survivors of genocide, mnemonicide, colonization, and forced assimilation, American Indians face a unique set of rhetorical exigencies in US public culture. *Decolonizing Native American Rhetoric: Communicating Self-Determination* brings together critical essays on the cultural and political rhetoric of American indigenous communities, including essays on the politics of public memory, culture and identity controversies, stereotypes and caricatures, mascotting, cinematic representations, and resistance movements and environmental justice. This volume brings together recognized scholars and emerging voices in a series of critical projects that question the intersections of civic identity, including how American indigenous rhetoric is complicated by or made more dynamic when refracted through the lens of gender, race, class, and national identity. The authors assembled in this project employ a variety of rhetorical methods, theories, and texts committed to the larger academic movement toward the decolonization of Western scholarship. This project illustrates the invaluable contributions of American Indian voices and perspectives to the study of rhetoric and political communication.

Ideal for advanced undergraduate and graduate courses in Rhetoric, American Studies, American Indian studies, and Ethnic Studies.

Arthur S. Hayes (ed.)

Communication in the Age of Trump

New York, 2018

Frontiers in Political Communication. Vol. 39

pb. ISBN 978-1-4331-5031-9

CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95

eBook ISBN 978-1-4331-5032-6

CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95

hb. ISBN 978-1-4331-5030-2

CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Communication

in the Age of

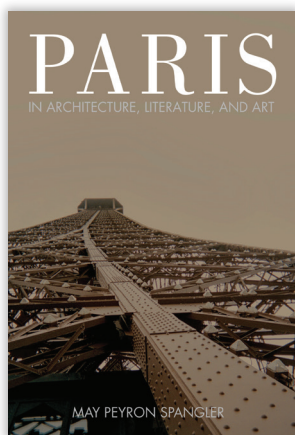
Trump

Edited by Arthur S. Hayes

Franklin Delano Roosevelt used radio fireside chats to connect with millions of ordinary Americans. The highly articulate and telegenic John F. Kennedy was dubbed the first TV president. Ronald Reagan, the so-called Great Communicator, had a conversational way of speaking to the common man. Bill Clinton left his mark on media industries by championing and signing the landmark Telecommunication Act of 1996 into law. Barack Obama was the first social media presidential campaigner and president. And now there is President Donald J. Trump. Because so much of what has made Donald Trump's candidacy and presidency unconventional has been about communication—how he has used Twitter to convey his political messages and how the news media and voters have interpreted and responded to his public words and persona—twenty-one communication and media scholars examine the Trump phenomenon in *Communication in the Age of Trump*. The collection of essays and studies, suitable for communication and political science students and scholars, cover the 2016 presidential campaign and the first year of the Trump presidency.

Ideal for advanced undergraduate courses in political science, communication, journalism studies, and media law.

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May Peyron Spangler

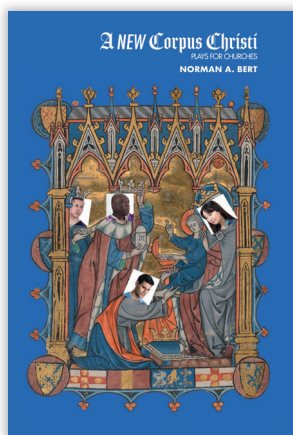
Paris in Architecture, Literature, and Art

New York, 2018. XX, 410 pp., 101 b/w ill., 95 coloured ill.

pb. ISBN 978-1-4331-3535-4
 CHF 55.- / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.- / US-\$ 52.95
 eBook ISBN 978-1-4331-3959-8
 CHF 58.- / €^D 52.95 / €^A 53.- / € 44.20 / £ 36.- / US-\$ 52.95
 hb. ISBN 978-1-4331-3958-1
 CHF 113.- / €^D 98.95 / €^A 100.80 / € 91.70 / £ 74.- / US-\$ 109.95

Paris in Architecture, Literature, and Art is a textbook in cultural studies that capitalizes on the little exposure liberal arts students have to architecture and the widespread popularity of Paris across the curriculum. Designed for a college course in the humanities, the textbook is also suitable for a high school course or a study abroad program in Paris. The book focuses on Paris, which throughout history has been the stage and experimental ground for artists and intellectuals from all over the world, making it the crucible of Western thought and consummate material for an interdisciplinary study. Each chapter presents a cultural movement such as the Gothic, classical, romantic, and modern that are predominant in the Parisian landscape. The interdisciplinary approach promotes critical thinking, inspiring students to identify and translate esthetic concepts from one discipline to another, and explore, for instance, what impressionist literature or cubist architecture might be.

Ideal for undergraduate courses in the humanities. A complimentary teacher's manual e-book is available with purchase.



Norman A. Bert

A New Corpus Christi

Plays for Churches

New York, 2018. XVIII, 178 pp.

pb. ISBN 978-1-4331-5258-0
 CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
 eBook ISBN 978-1-4331-5259-7
 CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
 hb. ISBN 978-1-4331-5257-3
 CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

In the tradition of the medieval cycle plays performed for education, enrichment, and entertainment, *A New Corpus Christi: Plays for Churches* presents 25 short plays and skits with one or two scripts for each of 21 events in the church year. The scripts range from celebratory pieces to problem plays to liturgical dramas to plays that call for no worship setting accouterments. The scripts will also provide discussion starters for Sunday school classes or small groups. And some of the plays might be grouped together as programs on particular topics such as poverty and homelessness or death and dying. This book also provides a resource for university and seminary courses in liturgics and worship.

Ideal for undergraduate and graduate courses in Religious Drama, Bible Studies, Liturgy, Homiletics, and Worship Practices.

Robin Beth Levenson

Acting Chekhov in Translation

4 Plays, 100 Ways

New York, 2018

pb. ISBN 978-1-4331-5266-5
 CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
 eBook ISBN 978-1-4331-5267-2
 CHF 129.- / €^D 123.95 / €^A 125.- / € 104.20 / £ 84.- / US-\$ 124.95
 hb. ISBN 978-1-4331-5253-5
 CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

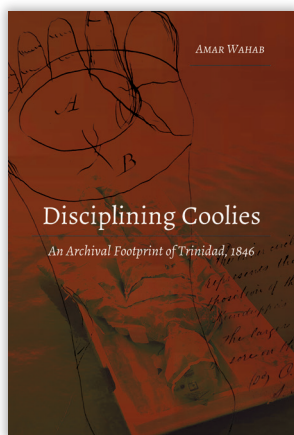
Iconic Russian writer Anton Chekhov is recognized as the most translated and produced playwright in the world after William Shakespeare—that is, he is the most produced and most highly regarded modern playwright in English translation. Why is this so? Chekhov's style models our behaviors and aspirations in the most alluring and intricate ways, unmatched in playwriting to the present day. Chekhov's plays determined Realism in language and acting practice from the late 19th century to the present.

This unique, comprehensive study explores the history of translation, contemporary and controversial approaches to stage translation, the notion of «action» from Aristotle to Adler (and beyond), and Anton Chekhov's inimitable dramaturgy. English translations, adaptations and versions of *The Seagull*, *Uncle Vanya*, *The Three Sisters*, and *The Cherry Orchard* are each considered from the actor's points of view, from the page to the stage.

The nature of stage translation has recently undergone novel and provocative changes; how can someone who does not know the source language adapt or translate a play? It is done frequently, and the outcomes are investigated herein. For the translator as well as practitioners, understanding theatre craft is essential to producing playable and engaging productions. Differences in the language, punctuation, syntax, sound, rhythm, stage directions and what appears on the written page in various translations affect the work of the actor on the playscript.

The purpose of this inquiry is not to definitively evaluate or interpret Chekhov's plays, but to discover approaches to working on plays in translation, and to determine practical tools we may use in the analysis of dramatic form, as well as human behavior. This volume includes selections from 142 translations and translators of all four plays, and a Glossary of Acting Terms that help describe concepts for practical script analysis.

Ideal for undergraduate and graduate courses on Chekhov, Acting, Russian Translation, and Translation in Theatre.



Amar Wahab

Disciplining Coolies

An Archival Footprint of Trinidad, 1846

New York, 2018

pb. ISBN 978-1-4331-5616-8
 CHF 55.- / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.- / US-\$ 52.95
 eBook ISBN 978-1-4331-5617-5
 CHF 55.- / €^D 52.95 / €^A 53.- / € 44.20 / £ 36.- / US-\$ 52.95

The early years of the East Indian indenture-ship system in the Caribbean saw experiments on 'coolie' laborers under the British Empire. Colonial Trinidad was one of the main sites for this experiment. This book foregrounds one of the earliest cases (1846) of occupational and physical cruelty against East Indian indentured laborers in Trinidad within this very early period of experimentation. It presents and analyses the full transcripts of an inquiry concerning the ill-treatment of 'coolie' laborers and the severe punishment and death of one laborer, Kunduppa, by a Scottish planter in Trinidad. Drawing on the concepts of discipline, governmentality, and Orientalism, the main argument of the manuscript is that within the early experimental period of indentureship, the figure of the 'coolie' and disciplinary tactics of bodily torture were instrumental to redrafting and stabilizing the colonial governance of contract labor. It also argues that Crown investigations of 'coolie' abuse and death became occasions for establishing a new colonial order, in which the disciplinary powers of planters were curbed in the interest of protecting and 'caring' for the 'coolie' – a discourse that was crucial to re-inventing colonial rule as benevolent. As such, the author's analysis of colonial violence has crucial implications for critically re-thinking colonial liberalism and its legacies in the present.

Ideal for undergraduate and graduate courses in Indo/Caribbean Studies; Studies of British Colonialism and Orientalism; Indian and South Asian Studies; Critical Labour Studies; Historical studies; Indenture, Survival and Change; and Caribbean Critical Thought.

Congratulations to Robin DiAngelo – *What Does It Mean to Be White* is a Peter Lang Bestseller!

Robin DiAngelo

What Does It Mean to Be White?

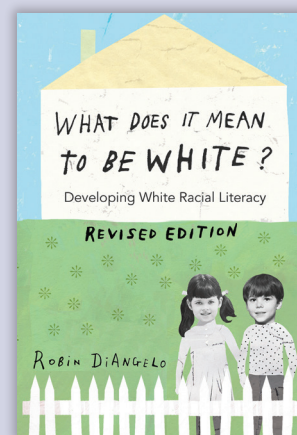
Developing White Racial Literacy

Revised Edition

New York, 2016. XI, 368 pp., num. b/w ill.

Counterpoints. Studies in Criticality. Vol. 497

pb. ISBN 978-1-4331-3110-3
 CHF 38.95 / €^D 33.95 / €^A 34.95 / € 31.95 / £ 25.95 / US-\$ 41.95
 eBook ISBN 978-1-4539-1848-7
 CHF 38.95 / €^D 33.95 / €^A 34.95 / € 31.95 / £ 25.95 / US-\$ 41.95



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.

New Open Access Journal – Available November 2018!

Philosophy and Theory in Higher Education

Journal Editor: John E. Petrovic

This first issue of *Philosophy and Theory in Higher Education* tackles the question of the Anthropocene as context and as concept in and for the study of higher education. Earth's dominant species, the human, now rules precariously and wrestles with the power to manipulate planetary processes. So, what now? How can we configure the role and relevancy of higher education in such ontologically and epistemologically challenging conditions? What does it mean for higher education that the human is remaking its environment and consequently, remaking itself? What future/now for the institution that was built to generate, harbor, share, and provide leadership for the knowledge that might support the human condition and its social experiments at living? These are the abstractions at stake in recognizing the Anthropocene as a reality worth wrestling with in the study and practice of higher education.

Contact customerservice@plang.com for more information!

CONGRATULATIONS TO OUR RECENT AWARD WINNERS!

Media

2018 Media Ecology Association Marshall McLuhan Award for Outstanding Book in the Field of Media Ecology

Lance Strate

Media Ecology

An Approach to Understanding the Human Condition

New York, 2017. XVI, 258 pp., 8 b/w fig.

Understanding Media Ecology. Vol. 1

pb. ISBN 978-1-4331-3121-9
CHF 56.95 / €^D 49.95 / €^A 50.95 / € 45.95 / £ 37.95 / US-\$ 54.95
eBook ISBN 978-1-4331-4005-1
CHF 59.95 / €^D 54.95 / €^A 54.95 / € 45.95 / £ 37.95 / US-\$ 54.95
hb. ISBN 978-1-4331-3122-6
CHF 100.95 / €^D 87.95 / €^A 89.95 / € 81.95 / £ 65.95 / US-\$ 97.95

Media Ecology: An Approach to Understanding the Human Condition provides a long-awaited and much anticipated introduction to media ecology, a field of inquiry defined as the study of media as environments. Lance Strate presents a clear and concise explanation of an intellectual tradition concerned with much more than understanding media, but rather with understanding the conditions that shape us as human beings, drive human history, and determine the prospects for our survival as a species.

Much more than a summary, this book represents a new synthesis that moves the field forward in a manner that is both unique and unprecedented, and simultaneously grounded in an unparalleled grasp of media ecology's intellectual foundations and its relation to other disciplines. Taking as its subject matter «life, the universe, and everything,» Strate describes the field as interdisciplinary and communication-centered, provides a detailed explication of McLuhan's famous aphorism, «the medium is the message,» and explains that the human condition can only be understood in the context of our biophysical, technological, and symbolic environments.

Journalism

Society of Professional Journalists Sigma Delta Chi Award 2017

Lars Willnat · David H. Weaver ·
G. Cleveland Wilhoit

The American Journalist in the Digital Age

A Half-Century Perspective

New York, 2017. XXVIII, 444 pp., 117 b/w ill.

Mass Communication and Journalism. Vol. 17

pb. ISBN 978-1-4331-2827-1
CHF 56.95 / €^D 49.95 / €^A 50.95 / € 45.95 / £ 37.95 / US-\$ 54.95
eBook ISBN 978-1-4331-4433-2
CHF 59.95 / €^D 54.95 / €^A 54.95 / € 45.95 / £ 37.95 / US-\$ 54.95
hb. ISBN 978-1-4331-2828-8
CHF 100.95 / €^D 87.95 / €^A 89.95 / € 81.95 / £ 65.95 / US-\$ 97.95

More than a decade has passed since the last comprehensive survey of U.S. journalists was carried out in 2002 by scholars at Indiana University—and the news and the journalists who produce it have undergone dramatic changes and challenges. *The American Journalist in the Digital Age* is based on interviews with a national probability sample of nearly 1,100 U.S. journalists in the fall of 2013 to document the tremendous changes that have occurred in U.S. journalism in the past decade, many of them due to the rise of new communication technologies and social media. This survey of journalists updates the findings from previous studies and asks new questions about the impact of new technologies and social media in the newsroom, and it includes more non-traditional online journalists than the previous studies.

Communication

National Communication Association's 2017 Distinguished Edited Book Award

Michael W. Kramer · Laurie K. Lewis ·
Loril M. Gossett (eds.)

Volunteering and Communication – Volume 2

Studies in International and Intercultural Contexts

New York, 2015. 324 pp.

pb. ISBN 978-1-4331-2462-4
CHF 42.95 / €^D 37.95 / €^A 38.95 / € 34.95 / £ 27.95 / US-\$ 45.95
eBook ISBN 978-1-4539-1441-0
CHF 44.95 / €^D 41.95 / €^A 41.95 / € 34.95 / £ 27.95 / US-\$ 45.95
hb. ISBN 978-1-4331-2463-1
CHF 172.95 / €^D 152.95 / €^A 156.95 / € 142.95 / £ 114.95 / US-\$ 185.95

This book won the 2017 Applied Communication Division Award for Outstanding Edited Book. The second volume of *Volunteering and Communication* seeks to build upon the agenda set in motion by the first volume, which demonstrated the breadth of research being conducted on volunteers. The focus of this second volume is on the important issues related to volunteering in international and intercultural contexts. The chapters present empirical studies of volunteering divided into three sections. The first section includes six studies of the experiences of volunteers from a variety of countries including Thailand, South Korea, New Zealand, Australia, and Canada. The second section includes studies of volunteers from the United States in other countries in Asia, Africa, and South America. The final section includes two studies of volunteers serving recent immigrants to their home country. This volume provides a unique focus by providing a more nuanced examination than the first volume did of some of the unique differences of volunteering in international and intercultural contexts. It is hoped the two books will stimulate additional research on volunteers.

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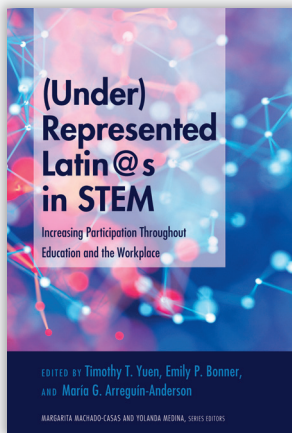
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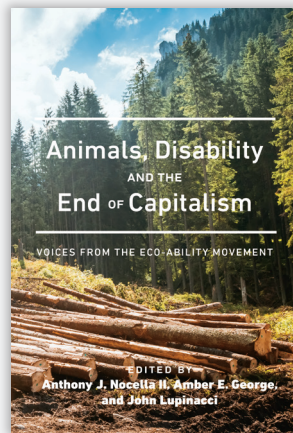
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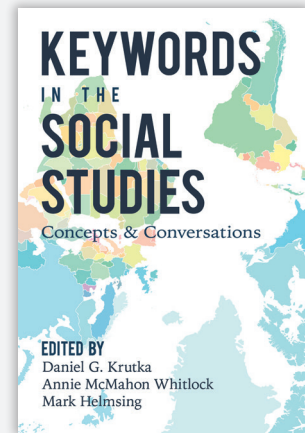
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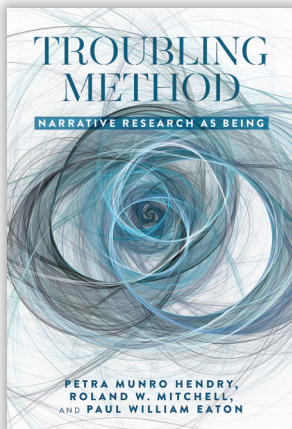
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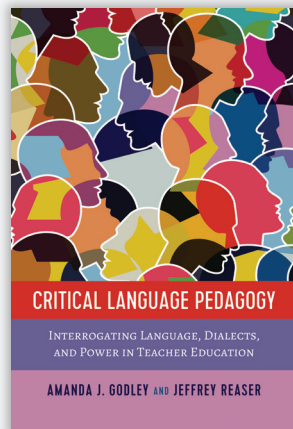
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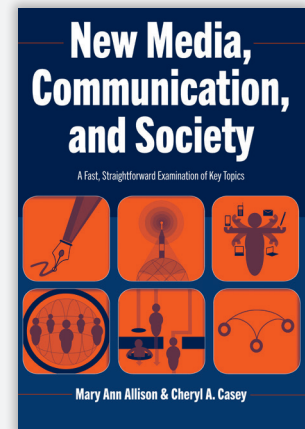
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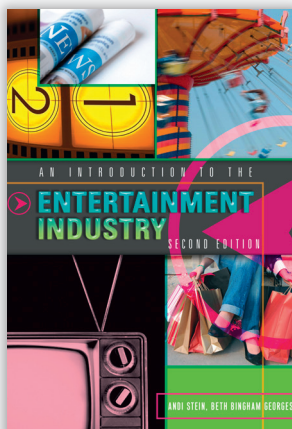
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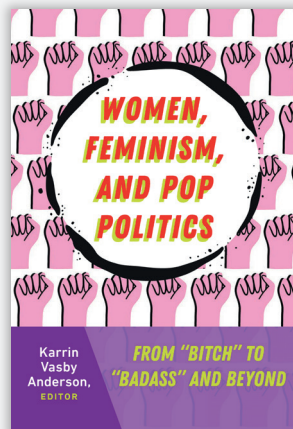
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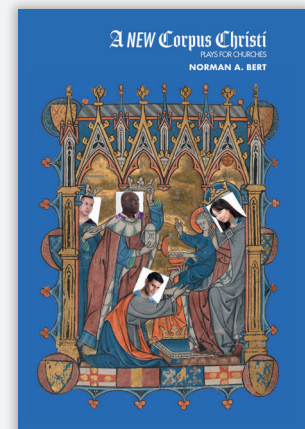
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